#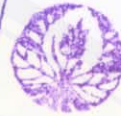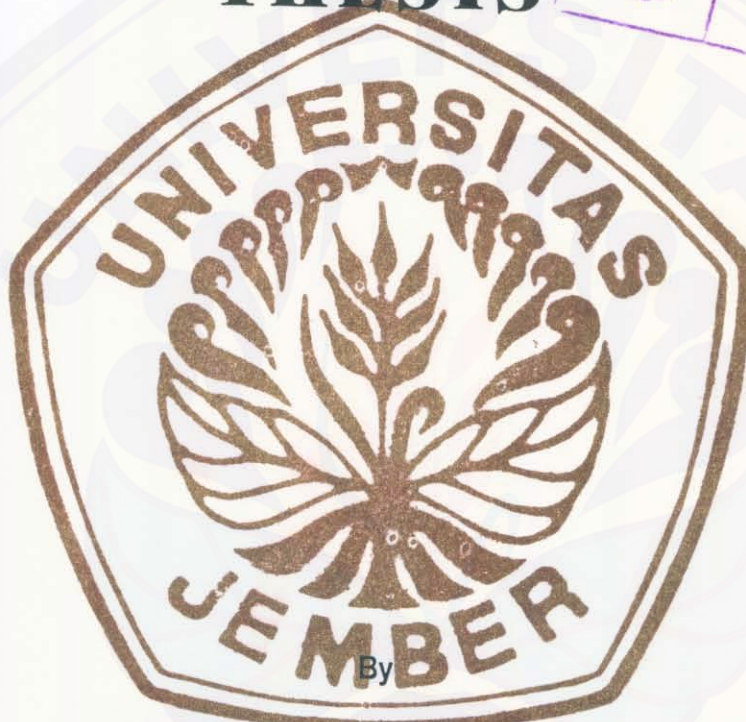 THE EFFECT OF USING ENGLISH SONGS ON THE VOCABULARY ACHIEVEMENT OF THE GRADE - 5 STUDENTS OF SDN SUMBERSARI VI JEMBER IN 2002 / 2003 ACADEMIC YEAR

THESIS

By

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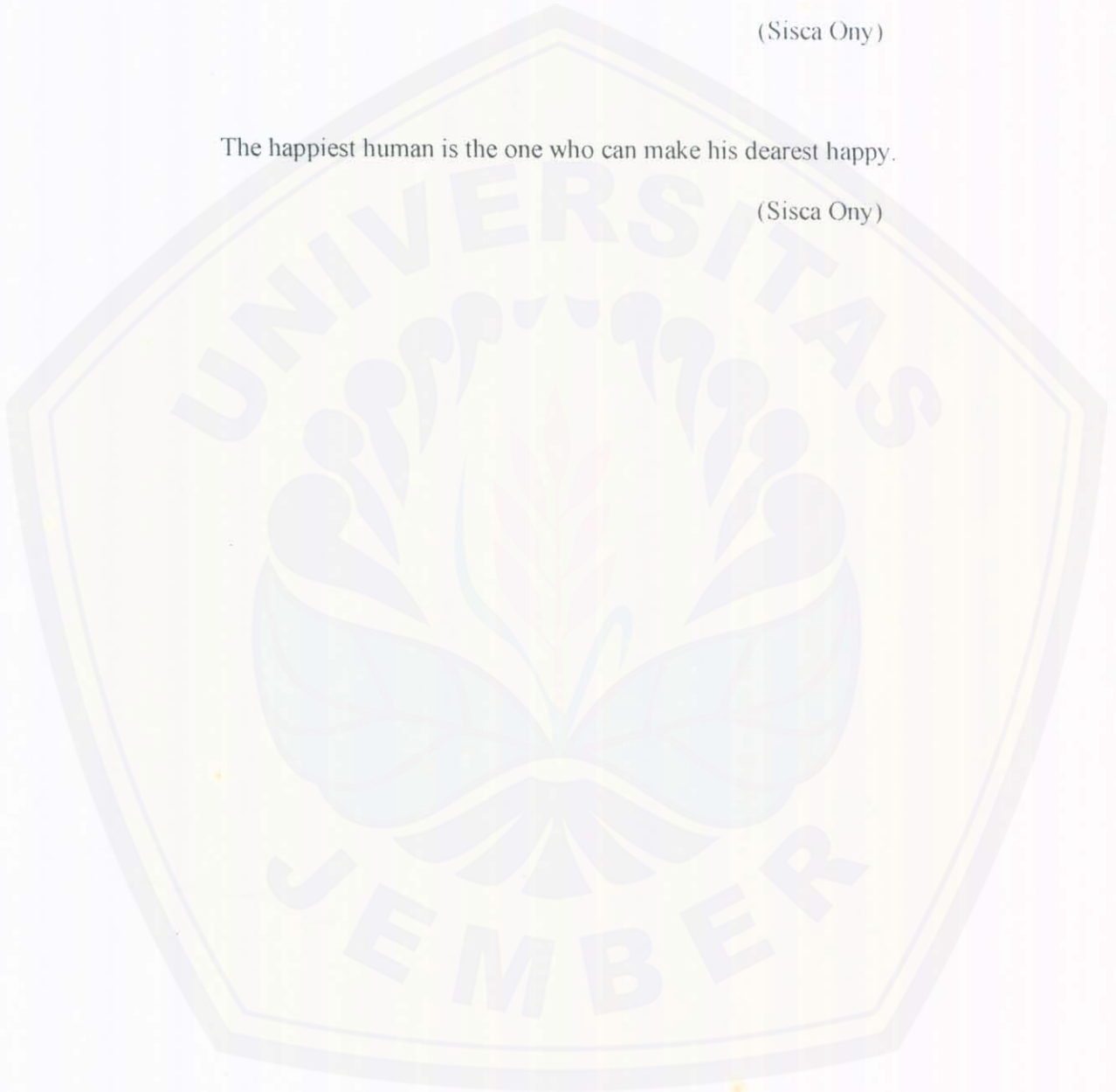## JEMBER UNIVERSITY

January, 2003

MOTTO

The most beautiful human is the one who can be himself.

(Sisca Ony)

The happiest human is the one who can make his dearest happy.

(Sisca Ony)

DEDICATION

I dedicate this thesis to:

1. My honorable parents, Drs. Imam Samsoeri and Sunarsih, words are not enough to express my deep gratitude for your biggest affection and prayer for me.

2. My beloved sister, Festi Retnaningtyas, and brother, Priyadi Heru Darsono, don't be ever bored to give attention and guidance to me.

3. Mas'e, Nanang K, I've been a happiest human for your greatest love and care for me, thank you. You are my faithful friend in happiness and sadness.

4. My lovely and delightful fellows in 98', the twin sisters, Inox, Wardah, Yuli, Dyah, and so on, thanks a lot for the unforgettable and sweetest memories. I love you all!

5. My friends in Esa's band, Yupa Band and PSM, you are my partners in singing and music. Go on going art, guys! With you, my dreams have come true.

6. And all of you I can't mention one by one who have supported me and painted sweetest memories while I was studying in Jember, thanks for everything, you are my great inspirations!

7. My almamater.

THE EFFECT OF USING ENGLISH SONGS ON THE VOCABULARY ACHIEVEMENT OF THE GRADE-5 STUDENTS OF SDN SUMBERSARI VI JEMBER IN 2002/2003 ACADEMIC YEAR

THESIS

Proposed as One of the Requirements to Obtain S1 Degree
at English Department of Faculty of Teacher Training and Education,
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ABSTRACT

Siska Ony Hartanti, 2003. **The Effect of Using English Songs on the Vocabulary Achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.**
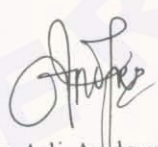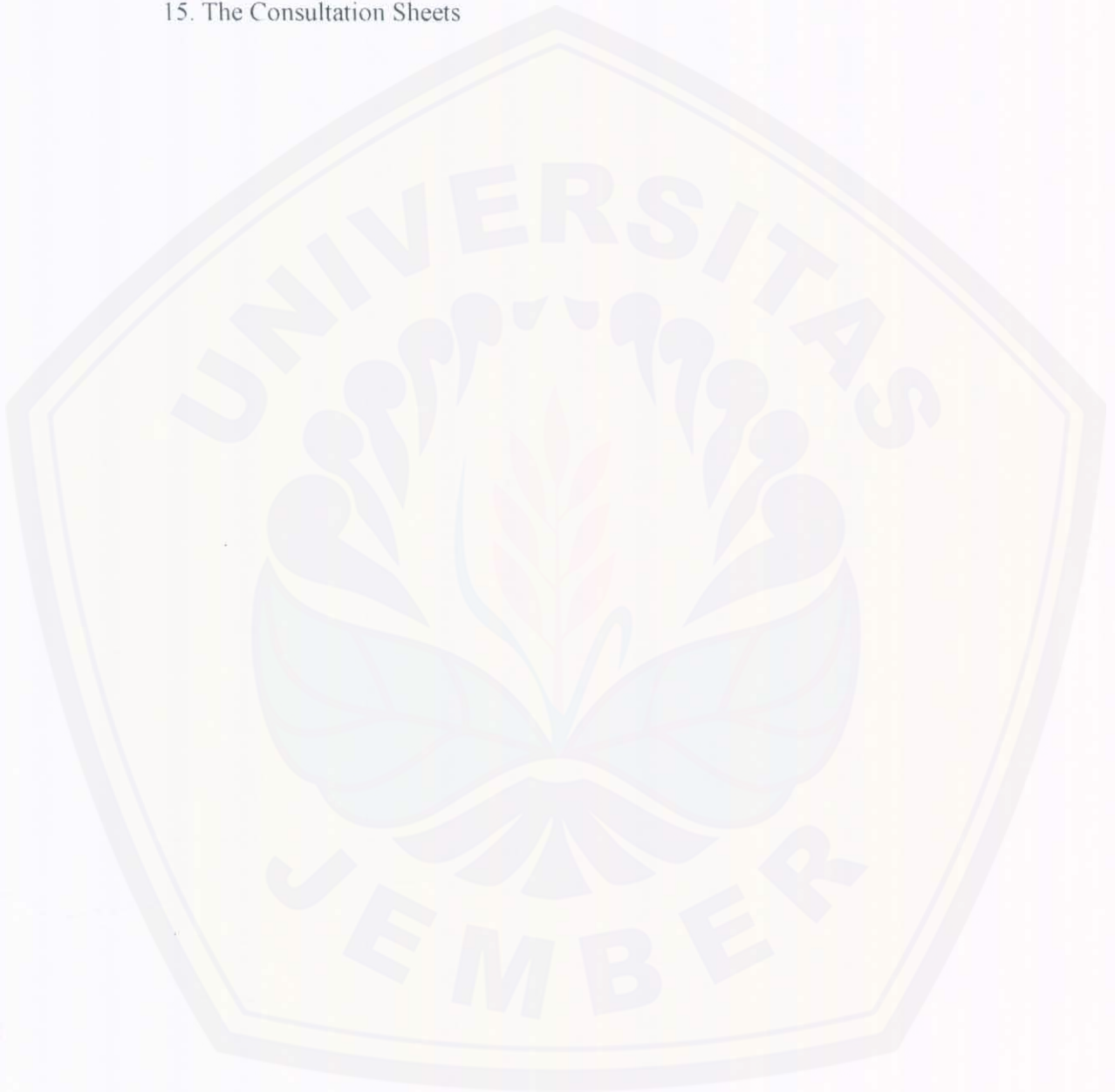
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Key Words :   English Songs, Vocabulary, achievement

Using English Songs is one of the ways to make easy for students to memorize vocabulary. As words in songs are frequently repeated in singing the songs, it is assumed that students will be familiar with the vocabulary used. The research was intended to know whether or not there is a significant effect of using English Songs on the vocabulary achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year. Through the quasi-experimental research with post-test only control group design, using English Songs was done in the teaching of vocabulary to the experimental group. To gain the main data, the data collection methods of test, interview, and documentation were used. A teacher-made test was administered to get the primary data. The population was the Grade-5 students of SDN Sumbersari VI Jember which consists only of one class. One class was divided into two groups as the respondents by using pre-test. To analyze the data, t-test formula was used with the significance level of the t-table 5%. The result showed that the statistical computation value of t-test was higher than that of the critical value of t-table (4,618 > 2,042). It means that there was a significant effect of using English Songs on the vocabulary achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year. Therefore, the English teachers are suggested to use English songs more frequently in teaching vocabulary, to help the students achieve better outcomes.

CHAPTER I
INTRODUCTION

This chapter provides some aspects underpinning the topic under study. They are the background of the research, the research problems, the operational definitions of the variables, the research objectives, and the significance of the research. They will be presented respectively.

1.1 The Background of the Research

It has been known and understood that English plays a very important role for our education, our knowledge, our communication and our wider relation, if we want to keep abreast with the rapid changing knowledge and technology occuring in this global era. Together with the development of knowledge, then it is also needed to have relation with others, moreover with another country. Remembering the importance of the English language in Indonesia, it is necessary to learn English and build it starting as early as possible. As it is explained in the 1994 Basic Course Outline (Garis-garis Besar Program Pengajaran/GBPP) about the Local Content Curriculum for Elementary Schools that:

> "English subject has a function to give opportunity for Elementary School students to get knowledge and improve English skill in preparing the environment that has been influenced by the development of knowledge, technology, and art and culture, then English skill becomes a necessity."
>
> (*Depdikbud*, 1994:1)

It stresses the point that English is not only learned by and important for adults, but children also need to start knowing and learning the English language. Scott and Ytreberg (1994:vii) strengthen that the teaching of English to young children has become especially important in recent years. Therefore, English teaching is necessary to be applied in Elementary Schools, in which the students are children. Here is the reason of there is a shift on the starting of English teaching, that is from Junior High School to Elementary Schools.

Children in Indonesia belong to the beginners of English language learners. English can be said as a new thing, specifically a new language, for

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those who speak in Indonesian or other local languages as their mother tongue or first language. To learn English as a foreign language, firstly they need to know English starting from the component of the English language. As the beginners, they need to learn the words of English that is vocabulary. Through the stages of development, a child when he or she was a baby, who can not speak any words yet, tries to speak any words by imitating sounds he heard. He is trying to know and learn language. Then he is able to make words, to speak language with others, and to have language skill. From those, vocabulary can be said as one of the components of the language. By these understanding, when children in Indonesia start learning English as a new language in formal situation, they need to learn English vocabulary first. As it has been told by Tarigan (1993:2) that in order to enable students master the language, how it is important of teaching vocabulary systematically early in schools. Vocabulary, as one of language components, need to be taught initially to children to introduce English to them in an attempt to learn the language, before they learn it further.

Besides, vocabulary also determines the quality of language skill of person. Tarigan (1993:2) reveals, "the richer our vocabulary is, the better it will improve our language skill." People speak language always use and are connected with vocabulary. People create words to express their feelings or ideas, in which they choose appropriate vocabulary which agree with their feelings expressed. Here is the importance of vocabulary as one of the elements of language. Therefore, treasury of vocabulary needs to be increased.

Teaching vocabulary to children is not as the same as that to adult. As it is confirmed by Scott and Ytreberg (1994:3), the adult's world and the child's world are not the same. Therefore, to teach vocabulary to children easily, teacher has to know the characteristics of children first. Scoot and Ytreberg (1994:27) also write, "All children love rhymes and like to repeat them again and again." Meanwhile, Mora (2000:151) states that yet students love doing activities related to music, and listening to music and singing are very common hobbies of them.

It has been discussed above that teaching vocabulary in elementary schools is important. In addition, students especially young children love rhymes

and singing. By those points, one thing that can be taken into account is that teaching vocabulary to children, especially in elementary schools, can be done by using songs as the alternative of motivators and variations. Songs have rhymes and they include language, then by singing songs children can learn language. In addition, they will be familiar with the lyrics in the songs including vocabulary.

According to Cross's idea (1992:5), pointing to objects in the classroom is a widely used approach for beginner classes. Things in the classroom are very easy to be seen, to be touched, and to be named. Moreover, Allen (1983:13) also agrees to offer children some sort of experience. During a child's early years, what happens first is that the child has an experience with some objects, for example toys. So we can conclude that it is necessary for children to learn first words starting with basic or simple vocabulary. Then the songs given to children should content basic vocabulary, such as songs which are easily spoken.

Cross (1992:164) declares that songs automatically let students to assume command of stress, rhythm, intonation, and pattern of the language. Ward (1980:189) adds, songs provide a means of learning new vocabulary and by singing, the words learnt are rarely forgotten. Singing is an easy way to remember the stress, rhythm, intonation, pattern and new vocabulary in the song. Songs are one of forms in applying language. From those, it is helpful and appropriate to use songs in learning language.

Unfortunately, Karim and Hasbullah (1986:625) note that English teachers do not always use songs in language teaching in class. It happens because they do not have the capability of singing and they suppose that the students do not too.. While, the preliminary study that has been conducted resulted that the English teachers observed were also the same that they were rarely or not always to use songs in English class. Some of the English teachers also do not have capability of singing, and the others say that they will use the songs in the classroom if only they can sing the songs presented in the book used in the English teaching in class. If they can not sing the songs, they will not sing and use them in class. But, they also will ask somebody else or they will use tape recorder or VCD to sing the songs.

Whereas, Cox (1999:359) finds about her two youngest children who often learned the words to popular songs they heard over and over on the radio. The words in the songs are easier to be memorized. In addition, the preliminary study also resulted that students in elementary schools enjoy and feel happy with the class that is conducted using songs. It is helpful to memorize something. This supports the idea that it is suitable to conduct an English class in the elementary level by using songs. The pupils will not only enjoy the lessons but the most importantly learn the English with ease.

After having the discussion above, we can take a point that songs are helpful to motivate students, particulary children in elementary school, in teaching language. But, there is a phenomenon that English teachers do not so use songs in class because of some reasons. From the long explanation above, it is appropriate to conduct a research in English subject with the topic of using English songs on the vocabulary achievement for the Grade-5 students of Elementary School. The Grade-5 students are chosen since they have already known and learned English since they were in the Grade-4. It is assumed that they have known, learned, and heard English. It is the reason that the students will not feel too difficult to pronounce the lyrics of songs since they have to sing the songs loudly.

1.2 The Research Problems

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

1.2.1 The General Problem

Is there any significant effect of using English songs on the Vocabulary Achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year?

1.2.2 The Specific Problems

a. Is there any significant effect of using English songs on the noun achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year?

b. Is there any significant effect of using English songs on the verb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year?

c. Is there any significant effect of using English songs on the adjective achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year?

d. Is there any significant effect of using English songs on the adverb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year?

1.3 The Operational Definitions

The operational definition covers the following terms:

1.3.1. Using Songs for Language Teaching

Song (http://www.btinternet.com:2002) is classified as a relatively short piece of music written by a person and set to a text intended to be poetic. English songs in this research mean short pieces of music or vocal pieces that are set to a text in English language which are appropriate for children, based on the 1994 English Curriculum. The English songs were used to teach vocabulary for children.

1.3.2 Vocabulary

Vocabulary that would be used and studied in this research includes nouns, verbs, adjectives, and adverbs. This is because they are the focus materials of vocabulary in the *"Semester 9"* of the Grade-5 students of Elementary Schools. as stated in the 1994 Local Content Curriculum.

1.3.3 Vocabulary Achievement

Vocabulary is a list of words and, often, phrases, abbreviations, inflectional forms, etc., alphabetically arranged and defined (Webster, 1997:2560). While achievement is performance by students in a course quality and quantity of their work during the period given (Webster, 1997:16).

Achievement is also defined by Savage and Mooney (1979:1) as the amount or level of learning that a student has acquired.

1.4 The Research Objectives

1.4.1 The General Objective

This research has a general objective as to know whether there is a significant effect of using English songs on the Vocabulary Achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

1.4.2 The Specific Objectives

The followings are the specific objectives of the research:

a. To know whether there is a significant effect of using English songs on the noun achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

b. To know whether there is a significant effect of using English songs on the verb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

c. To know whether there is a significant effect of using English songs on the adjective achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

d. To know whether there is a significant effect of using English songs on the adverb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

1.5 The Significance of the Research

The results of this research are expected to be useful for the following people:

1.5.1. For English Teachers

Teachers can use English songs as an alternative of motivator optimally in teaching English to elementary school students.

1.5.2. For Students

The results of this research hopefully may motivate students to learn English and the students can learn English through songs as well.

1.5.3. For Other Researchers

The results of this research will be hopefully useful for other researchers as information or input to conduct further research dealing with similar problem, but using different research design, for example action research on improving the students' vocabulary achievement by using English songs.
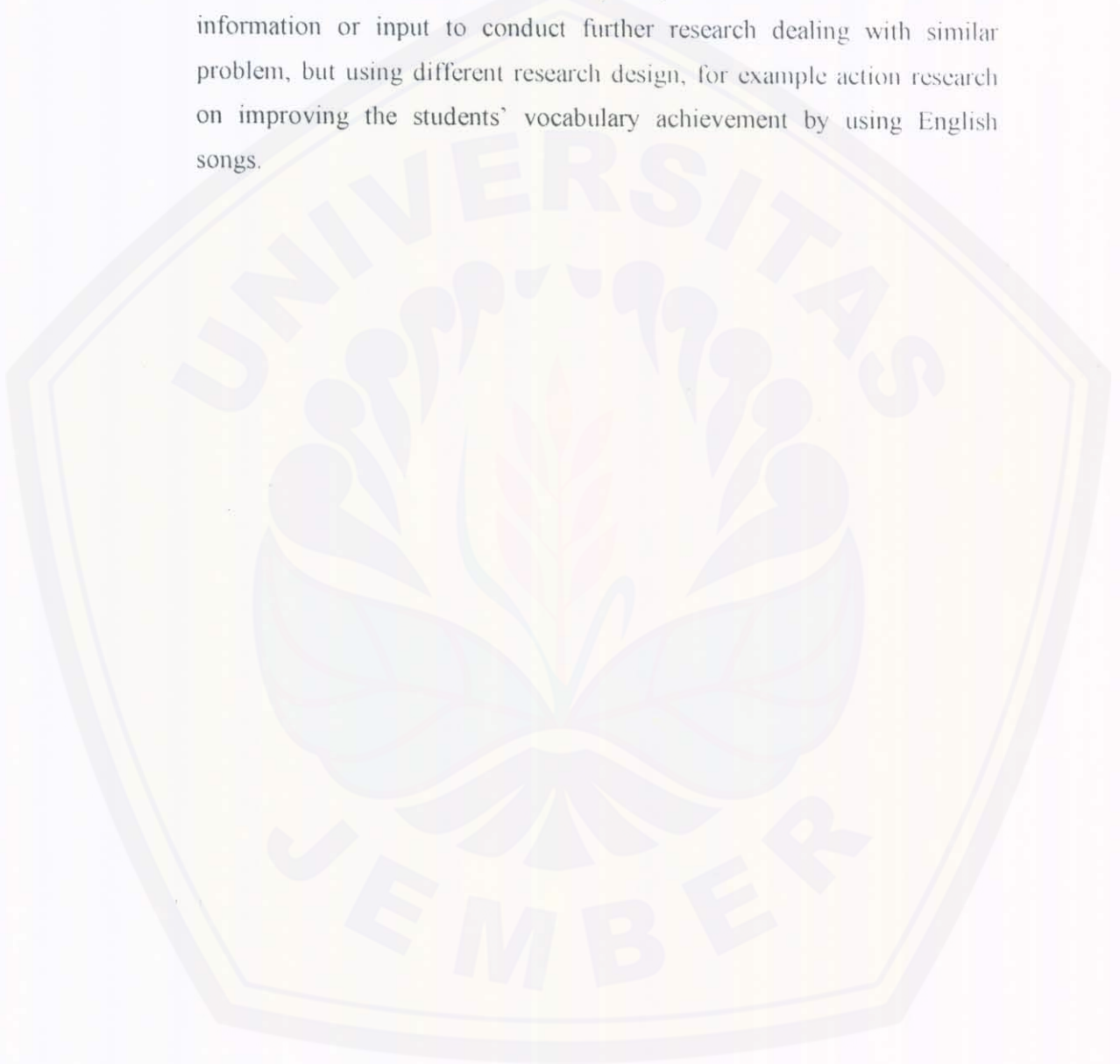
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the topic of the research. They are teaching English using English songs that includes some reasons why use songs in language teaching, selecting appropriate children's songs, and applying songs in language teaching. The others are the advantages of using songs in language teaching, vocabulary achievement that includes kinds of vocabulary (nouns, verbs, adjectives, adverbs). Then the next topics are methods of teaching vocabulary through songs to children, vocabulary teaching using English songs, and vocabulary materials taught to the Grade-5 students of Elementary School. Those topics will be presented in turn.

2.1. Teaching English Using English Songs

Song (http://www.btinternet.com:2002) means a relatively short piece of music written by a person and set to a text intended to be poetic. Song (http://www.recmusic.org:2002) is also defined as well as many choral works and other types of classical vocal pieces, with thousands of translations to language.

In a teaching learning process, it is very important to make students interested in the subject. This point is emphasized by Rohani and Ahmadi (1995:11) that the success of a teaching is very influenced by motivation or support. Some ways to grow motivation is through various methods of teaching. When students are interested in the subject, they will be motivated to learn more in such a manner in learning English.

. Karim and Hasbullah (1986:6.25) also say that, "Variation is conducted not only in learning process, but also to improve students' experience in English. One of the variations is songs which are generally enjoyed by almost all people." Variation with songs can give relaxation and pleasure value. Almost all people enjoy singing. People who do not like and enjoy singing, sometimes in a moment they sing without conscious will.

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2.1.1. Why Use Songs in Language Teaching

There are some reasons for choosing song in language teaching. Maley (1987:93) reveals the following considerations:

a. Memorability
   Fragments of songs stick in our minds. The phrases on songs seem to go on repeating in the listeners' ear without conscious will.
b. Rhythmicality
   It is doubtless that songs are highly rhythmical. Patterns of sound and stress are repeated and this facilitate their acquisition.
c. Performance/Recitability
   There are very few occasions when the written word can be spoken naturally especially in choral form.
d. Ambiguity
   It has a 'public' and a 'personal' meaning. Because each person's perception is different, an almost infinite fund of interactive discussion is possible.
e. Non-triviality
   It offers significant input for learners because the very function of song is to enhance our experiencing of existence.
f. Universality
   Songs as form of language use are universal among human beings. The themes they deal with are common to all cultures.
g. Playfulness
   One of the key factors in learning a foreign language is the ability and opportunity to play with it, to test its elasticity.
h. Reactional language
   Songs invite people to react personally to another person' verbal sensibility.
i. Motivation
   There is an obvious motivational element in learning songs in the foreign language.
j. Interaction
   The use of songs offers paralleled opportunities both for teacher-student and student-student interaction.

In addition, Ward (1980:189) states that songs are a means of oral reinforcement outside of the class. Students may have few opportunities to speak English to others outside the classroom, but they can always sing a song when they are alone.

Finally, it can be said that songs give large opportunities to learn language. They are rhythmical, universal, playful, memorable, motivating, and reinforcing to learn language. Moreover, when children are performing songs in choral form, they do enjoy them.

2.1.2. Selecting Appropriate Children's Songs

Not all of English songs can be given to children. Teachers have to select appropriate songs which will be applied in language teaching to children. Karim and Hasbullah (1986:6.26) suggest some ways in presenting song to children :

a. Write or collect songs may be applied in class.
b. Write vocabulary and language structure that must be known by students.
c. In selecting song, it should be remembered to apply songs with easy rhythm and simple.
d. The song must be interesting to children.

It is also proposed in the internet (http://www.lessonplanspage.com:2002) about directions to sellect appropriate songs for children. It is considered to choose songs which have words which teachers want children to learn. Besides, for younger children, teachers might start with an easy song.

Ward (1980:190) strengthens that the motion when choosing a song, teacher must keep in mind the aims and choose one that will help students to achieve the aims.

In sum, teacher should also know in selecting appropriate song, to agree the words in song with words in standard language. In addition, selecting the songs is based on the principle to give the songs to children in suitable ages or levels.

2.1.3. Applying Songs in Language Teaching

According to Karim and Hasbullah (1986:627), there are some steps applying song in language teaching. They are :

1. Give the words and idiom in the song. Ask them to follow the pronunciation of the sentences in it;
2. Sing the song aloud to the whole class and ask students to listen;
3. Repeat the song while knocking at the table to give and introduce the rhythm to students;
4. Sing the song line by line and ask students to follow. Do again until they can sing well;
5. Ask students to sing the song together without your guidance and ask to sing individually;
6. Discuss the content of the song by giving questions concerning with the song to students.

In addition, Cross (1992:164) adds an idea about ways of applying songs. He says that the best approach for young learners is illustrating the story line with pictures and mime. Most songs and rhymes can be treated like this way. Pictures and mime can attract students' interest and attention.

Example of songs :

Song 1 :

Row Your Boat

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream

(Adapted from Language Teaching Media, 1986)

Song 2 :

My Eyes, My Ears

My eyes, my ears, my nose, my mouth

My eyes, my ears, my nose, my mouth

My eyes, my ears, my nose, my mouth

We all clap hands together

(Adapted from Language Teaching Media, 1986)

Song 3 :

The Wheels on the Bus

The wheels on the bus go round and round,

round and round, round and round,

The wheels on the bus go round and round, all day long.

(Adapted from A Practical Handbook of Language Teaching, Cross:1992)

To apply the "Row Your Boat", "My Eyes, My Ears", and "The Wheels on the Bus" songs in the class, there are some steps that can be done. They are:

1. Giving the words in the songs line by line first to students then asking them to follow the teacher's pronunciation of the songs' words;

2. Singing the songs aloud to the whole class and asking students to listen and repeating it;

3. Asking the students to follow singing the songs;

4. Asking the students to sing together without teacher's guidance;

5. Discussing the content of the songs by giving questions to students.

In the "Row Your Boat", "My Eyes, My Ears", and "The Wheels on the Bus" songs, they are appropriate for children and students of elementary school since the songs have simple rhyme or tune and simple vocabulary which are easy to be spoken, pronounced, and sung by children. Besides, the vocabulary in the song agree with the 1994 English Curriculum materials of Elementary Schools. They are:

1. Nouns: boat, stream, life, dream, eyes, ears, nose, mouth, we, hands, wheels, bus day.

2. Verbs: row, clap, go.

3. Adjectives: your, my, all.

4. Adverbs: gently, merrily, round, on, long.

2.2. The Advantages of Using Songs in Language Teaching

Mora (2000:150) confirms some usefulness of using songs in language teaching. The first, singing is an easy way of memorizing something. When learners are singing, automatically they are uttering the words or lyrics in the song including language then also they repeat to sing the song. When doing this, gradually they will be familiar with the language in the song.. Then, Mora (2000:152) points out, the melodic approach is an educational alternative that enhances the EFL learners' awareness of sounds, rhythms, pauses, and intonation. The four are not apart from language skill. When acquiring a language, it is certainly for the learners to learn them.

Cox (1999:358) gives explanation of using songs in language teaching. She judges that the rhythmical, repeated and rhyming patterns in songs are one of the oldest forms of teaching language and cultural content to children. The alternative to use songs is not only applied to teach language, but also culture. Songs include language with various theme. The themes of the song content represent culture or habits of a certain state.

In addition, Karim and Hasbullah (1986:625) strengthen the idea that songs can loose difficulties in learning language, such as silent characteristic. It has been discussed above that singing is one of interesting activities that can be applied in language class to motivate students to learn actively. Singing encourages students to be more communicative by spoken language in song. It also will carry students over to practice language.

Furthermore, Ward (1980:189) tells that songs can give motivation. As people tend to find songs enjoyable, we can liven up the language class by using them to stimulate the students' interest.

In conclusion, using songs in language teaching gives a lot of significances for both teachers and students. It will help more and be easier for teachers to motivate students participating and be enjoyed in class. Students can learn cultures and element of language, and practice language skills by singing the songs. It is also doubtless way to memorize something easily.

2.3. Vocabulary Achievement

Webster (1997:2560) defines that vocabulary is a list of words and, often, phrases, abbreviations, inflectional forms, etc., usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary. Meanwhile, as it is explained in Oxford Dictionary, vocabulary means total number of words that is in line with rules of combining them to make up a language (Hornby, 1980:959). It means that vocabulary consists of more than one words in which vocabulary have meanings. In other words, vocabulary is the total number of words that is used to communicate with others either in oral or written form.

Norton (1990:276) says that vocabulary refers to the ability to use words to express a particular thought or idea. Then, Fardhani (1994:1) explains, vocabulary is an important aspect of language, simply because vocabulary or words are the tools of thought. By those understanding, we can take the point that vocabulary is one of the language components that is essential for expressing

thought and feeling. To know how the feeling or idea of people depends on, one of factors, how they use chosen vocabulary.

Achievement is performance by students in a course' quality and quantity of their works during the period given (Webster, 1997:16). Another definition by Savage and Mooney (1979:1), achievement is meant as the amount or level of learning that a student has acquired.

Based on the statements above, vocabulary achievement in this research means the quality and quantity of students' total number of words that they have known and understood after having the English class where the teaching learning process is conducted using English songs. The achievement will be measured through vocabulary test.

2.3.1. Kinds of Vocabulary

Vocabulary is divided into two classes, the first belongs to large vocabulary called as open classed items and the second belongs to small vocabulary called as closed system items (William, 1970:132). The large vocabulary includes nouns, verbs, adjectives, and adverbs. While small vocabulary includes prepositions, pronouns, conjunctions, articles, and interjections. Based on the 1994 English Curriculum of Elementary Schools, the focus materials of vocabulary in the "Semester 9" of the Grade-5 are noun, verb, adjective, and adverb that belong to large vocabulary. Therefore, this research is focused on those.

a.   Nouns

Noun is a word which can function as the subject or object of a verb, or the object of a preposition (Hornby, 1980:574). While, noun is identified by Warriner (1977:3) as the words we identify someone or something. Thomson and Martinet (1986:24) classify nouns into four types, namely :

1. Common nouns, such as dog, man, table, etc.

2. Proper nouns, such as France, Madrid, Mrs. Smith, Tom, etc.

3. Abstract nouns, such as beauty, charity, courage, fear, joy, etc.

4. Collective nouns, such as crowd, flock, group, team, etc.

This research points common and proper nouns as the materials.

b.   Verbs

Verb is defined as a word that expresses action, or otherwise helps to make a statement (Warriner, 1977:16). Furthermore, she classifies verbs into two kinds:

1.   Action Verbs, there are two large classes :

    a.   Transitive verbs, example: cut, write, read, send, etc.

    b.   Intransitive verbs, example: overslept, behaved, arrived, etc.

2.   Linking Verbs

The most commonly used by linking verb are forms of the verbs "be" as the following list:

Be	shall be	should be
Being	will be	would be
Am	has been	can be
Is	have been	could be
Are	had been	should have been
Was	shall have been	would have been
Were	will have been	could have been

In addition, there are some other frequently used as linking verbs:

Appear	grow	seem	stay
Become	look	smell	taste
Feel	remain	sound	turn

The focus materials in this research are transitive verbs and linking verbs that are am, is, and are.

c.   Adjectives

Adjective is meant as word to describe, to modify word, or make more definite a noun or pronoun we use (Warriner, 1977:10). Thomson and Martinet (1986:33) put adjectives into six classes:

1. Qualitative, such as ugly, high, noble, funny, clever, dry, fat, good, etc.
2. Quantitative, such as one, dozen, score, many, much, some, any, etc.
3. Demonstrative, such as this, these, that, those
4. Distributive, such as each, every, either, neither
5. Possessive, such as my, your, her, his, its, our, their
6. Interrogative, such as which, whose, what

Qualitative, quantitative, and possessive adjectives are considered to be the concentration materials in this research.

b. Adverbs

Adverb is a word used to modify verbs, adjectives or other adverbs (Warriner, 1977:22). Thomson and Martinet (1986:47) divide adverbs into eight groups:

1. Adverb of manner, example: slowly, weakly, loudly, thus
2. Adverb of place, example: here, there, everywhere, outside
3. Adverb of time, example: soon, now, then, after, before, when
4. Adverb of degree, example: very, quite, too, so, nearly, rather
5. Adverb of frequency, example: often, always, seldom, generally
6. Adverb of sentence, example: certainly, definitely, luckily, surely
7. Adverb of interrogative, example: when?, where?, why?
8. Adverb of relative, example: when, where, why

Adverb of manner, place, and interrogative are the focus materials in this research.

2.3.2. Methods of Teaching Vocabulary Through Songs to Children

There have been a lot of methods provided to teach vocabulary. Teacher considers the methods to be applied in class, which agree with the level of age and capability of students. Cross (1992:5) suggests several methods of teaching vocabulary to children. They are:

1. Ostensive way

   This way means showing and pointing to objects in the classroom, such as window, door, blackboard, chair, table, bag, floor, pencil, book, etc.

2. Body

   Our body can be used to get meaning across. The techniques can be used are as follows:

   i.   facial expression, to show happiness, smiling, hot, thirsty, angry, tired.

   ii. Gesture, using hands and arms to show fast, small, curving, wide, rolling.

   iii. Mime and actions, to show staggering, eating, slipping, waking up, slowly, angrily.

   These methods are strengthened by Allen (1983:13) that it is necessary to offer some sort of experience with an object for which the English word will be taught. For example, a new toy truck is given to the children. While he is paying attention to the truck, then he hears its name that has attracted his interest. By experience, children's input about new words will be stored in their mind.

   Hatch and Brown (1995:422) add, "the key in all vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave the classroom." When students are motivated, they are supported to learn. It is the same manner with learning vocabulary, which has a very wide cover.

   Barton in Monseau's (2001:87) supports this idea that it is suggested to encourage creative word play to help students learn to enjoy incorporating new words into their language repertoires. When students enjoy their activity in learning vocabulary, they will have an active desire to learn new words.

   In sum, teaching vocabulary to children needs to be done by inviting them to do what they can enjoy in line with their characteristics, such as singing. Keeping motivation high is necessary since this is the reason of learning. When children are supported, motivated, and interested, they will do to learn something.

2.4. Vocabulary Teaching Using English Song

It has been discussed above that vocabulary is very wide. It causes difficulties in learning vocabulary. It is impossible for learners to have to memorize all of dictionary contents to be able to master vocabulary. Some ways to enrich vocabulary treasury have been suggested and applied. They all have the main purpose, effective strategies to master a very wide vocabulary. One of the keys of those is an interest and motivation.

Many songs present excellent opportunities for improving vocabulary (http://www.lessonplanspage.com:2002). Teachers may select songs which have words which teachers want their students to learn. The repetition in songs is enjoyable when children are singing.

In her book discussing teaching language arts, Cox (1999:359) presents some activities to build new vocabulary while keeping enjoyable class. One of them is creating a new version of an old song. It is a very simple way to use songs as a model of writing by changing certain words of a familiar song and changing the topic. The steps are, selecting a new theme or topic, then, identifying the type of word to change to match the new theme (e.g., nouns, verbs), and finally, finding words that fit the rhyming pattern. For the example:

Original Song	New Version
Twinkle, twinkle little *star* (original noun)	Twinkle, twinkle little *bat* (new noun)
How I wonder where you *are* (original verb)	How I wonder where you're *at* (new verb)
Up above the world so high	Up above the world so high
Like a *diamond* (original noun)	Like a *tea tray* (new noun)
in the sky	in the sky

The activity presented above provides opportunity to students and invites them to find out and build up new vocabulary. This way also gives pleasure when students are singing the song.

In the internet (http://www.lessonplanspage.com:2002), it is also offered procedure to use any songs in vocabulary teaching to children. The first is to let the children sing one song. The next, say one of the words which teacher wants to teach. After this, expand their knowledge. This can be done by mentioning one

word and ask children to give its definition. Then ask them the synonym or antonym or other similar thing of the word. Or, it is better if the words already mentioned are sung with the same song, just changing the original words into the new words. This way is to encourage children to enlarge their vocabulary treasury. When the teacher is defining the words, it must be sure that children understand the words in the definition. It also be remembered to delight in the discovery of the definition of words. It is useful to keep the enjoyable class.

Furthermore, it also proposes (http://www.lessonplanspage.com:2002) about some ways to keep the fun flowing in vocabulary teaching using songs to children. One of them is teaching a few words at a time. This is done by singing, teaching, and singing some more. It should be done by giving variation, not to teach continously in order not to be monotonous. Another way can be done by asking children if there are any other words in the song which they do not know. Then, ask the other children if they know it. If no one knows the word, teacher may define the words by giving their synonyms or antonyms. Then, also not to forget to give variation by singing, teaching, and singing some more.

Applying songs to children in class is to be helpful if it is done by gesture. Halliwell (1993:3) strengthen that gestures and actions help to tell children what the unknown words and phrases probably mean. For example, the song "This Is the Way":

This is the way we brush our teeth

We brush our teeth we brush our teeth

This is the way we brush our teeth

So early in the morning

The phrase *"brush our teeth"* can be changed by *"sweep the floor"*, *"comb our hair"*, *"shine our shoes"*, *"make the cake"*, etc.

(Adapted from Language Teaching Media, 1986)

When singing the above song, it can be followed by gesturing how to brush our teeth, how to sweep the floor, how to comb our hair, how to shine our shoes, and how to make the cake. The other example is in the song "My Eyes, My Ears":

My eyes, my ears, my nose, my mouth

My eyes, my ears, my nose, my mouth

My eyes, my ears, my nose, my mouth

We all clap hands together

The words *"eyes, ears, nose, mouth"* can be changed by *"hands, arms, shoulders, head"*.

(Adapted from Language Teaching Media, 1986)

When singing the song, it is to be helpful to follow it by holding eyes, ears, nose, mouth, hands, arms, shoulders, and head. While the phares "clap hands" can be accompanied by clapping hands.

When gesturing and holding, children know, this is the name or meaning of these words or phrases. Practicing the words or phrases will be more helpful to get the definition or meaning of certain words or phrases.

Singing belongs to interesting activity and has a pleasure value and element of fun. It is also the one of thing that is enjoyable to do by children. Therefore, it is very appropriate to enrich vocabulary of children by singing, which includes very rich words in the songs.

2.5 Vocabulary Materials Taught to the Grade-5 Students of Elementary School

Based on the 1994 English Curriculum as a local content subject, the vocabulary materials taught to the Grade-5 students of elementary school consist of nouns, verbs, adjectives, and adverbs.

Furthermore, the materials that cover themes and sub themes at the 'Semester 9' in 2002/2003 academic year which are recommended by the English Curriculum at SDN Sumbersari VI Jember are listed below:

Semester 9:

- Theme   : Ordinal Number

  Sub theme : Ordinal Number

- Theme   : Family

Sub theme : Family
- Theme : Objects around the house

  Sub theme : Objects around the house
- Theme : Parts of Body

  Sub theme : Parts of Body

The detailed vocabulary given to the students are taught in the lesson plans that is used in teaching the students for the experimental research.

2.6 Hypothesis

Based on the research problems, the hypotheses are formulated as follows:

a. Major hypothesis

There is a significant effect of using English songs on the vocabulary achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

b. Minor hypotheses

Based on the major hypothesis, four minor hypotheses are formulated as follows:

1). There is a significant effect of using English songs on the noun achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

2). There is a significant effect of using English songs on the verb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 acdemic year.

3). There is a significant effect of using English songs on the adjective achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

4). There is a significant effect of using English songs on the adverb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

CHAPTER III
RESEARCH METHODS

This chapter provides the research methods applied in this research. It includes the research design, area determination method, respondent determination method, data collection method, and data analysis method. Each of them will be dealt in turn.

3.1. The Research Design

Arikunto (1998:41) states that before conducting the research, the researcher must start by designing the research which is called as research design. The design of this research was experimental because the objective of this research was to know the effect of using English songs on vocabulary achievement. The quasi-experimental design applied was post-test only control group design.

The pattern of the design was as follows:

E	X	01
C		02

Where:

E	:	Experimental group
C	:	Control group
01	:	Post-test for the experimental group
02	:	Post-test for the control group
X	:	Treatment

(Adapted from Arikunto, 2000:279)

The procedures of the research were as follows:

1. Giving pre-test to one class to divide the class into two groups;

2. Determining the two groups from the class as the experimental group (E) and the control group (C) by random method after knowing the result of the pre-test;

3. The experimental group (E) was taught vocabulary using English songs, while the control group (C) was taught vocabulary without using English songs;

4. Giving vocabulary post-test to the two groups after the two groups had been taught vocabulary as mentioned in point 3;

5. The results of the post-test of the two groups were analyzed by t-test formula to know whether the use of English songs has a positive effect or not on the students' achievement of vocabulary.

3.2. Area Determination Method

The research area was determined by purposive method. Arikunto (1998:113) says that purposive method is a method due to certain purpose and reason. SDN Sumbersari VI Jember was chosen as the research area for the reason it was possible to conduct the research in the school. Firstly, it was permitted to conduct the treatments in the class. Secondly, English songs were rarely used in the English teaching learning process in the school. While the songs in the textbook were also not always used. The teacher would use it if she could sing, if she could not, she would not. And thirdly, the school was located at the near place so it makes easier to reach it.

3.3. Respondent Determination Method

Respondent is a person who gives responses and answers to the questions given by the researcher orally or written (Arikunto, 1998:102). The research respondents were the students of the Grade-5 of SDN Sumbersari VI Jember in the academic year 2002/2003. This research was conducted through population method because the number of the respondents were not more than 100 persons, they were 40 students. As Arikunto (1998:107) says that if the population are less than 100 persons, then we can take all of the population so the research was

population research. The two groups were determined based on the result of the pre-test.

3.4. Data Collection Methods

To solve the research problem, it is necessary to collect the data needed. There are two kinds of data in this research, those are primary and supporting data. The primary data was taken from vocabulary test, while the supporting data were gained by using interview and documentation.

3.4.1. Test

Test is a set of questions or exercises or other instruments used to measure skills, knowledge, intelligence, and the talent of an individual or group (Arikunto, 1998:123). This research has an objective as to know whether there is a significant effect of using English songs on the vocabulary achievement of the students. McMillan (1992:117) states that achievement test measures what has been learned by the students and intended to measure the progress that the students are making. Furthermore, Arikunto (1998:124) reveals, achievement test is test used to measure person's achievement after learning something. Therefore, to measure the students' vocabulary achievement, achievement test was employed to obtain the data. The test was made by the researcher who conducted the research in the school, in other word it was a teacher-made test.

The test was in the form of objective test, which is meant as a kind of test in the form of multiple choice for the answers which was used to measure students' vocabulary achievement with the consideration that it can be scored easily and quickly. The validity of the test was content validity. As Hughes (1996:22) says that a test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc. with which it is meant to be concerned. If the test is valid, then it must be also reliable. As Hughes (1996:42) further states that to be valid, a test must provide consistently accurate measurements. It must therefore be reliable. The research was conducted twice.

The materials of the test applied were based on the 1994 Basic Course Outline for Elementary Schools and were consulted to the English teacher. The test consists of 25 items covering nouns (number 1-7), verbs (number 8-13), adjectives (number 14-19) and adverbs (number 20-25) in which the noun has 7 items, then the verb, adjective, and adverb has 6 items for each. The score of each item is 4, so the total score of the test items is 100. The allocated time for doing the test was 40 minutes. The test is enclosed in Appendix 6.

3.4.2. Interview

Interview is defined by Arikunto (1998:126) as a dialogue held by the interviewer to get informations from the interviewee. This research applied a free guided interview in order the data gained is controllable. The interviewee was the English teacher of the Grade-5 students in SDN Sumbersari VI Jember. The questions of the interview included what methods used to teach English and vocabulary, how the results of the methods, what problems founded in teaching vocabulary, and how to overcome those. The next questions were, what kind of textbook used, if other textbooks are used, and if the songs in the textbooks are used in the English teaching. The interview guide is enclosed in Appendix 2.

3.4.3. Documentation

Documentation is meant as written documents, such as books, magazines, documents, rules, daily notes, etc. (Arikunto, 1998:131). Methods of documentation is used by research which uses paper as the source. The documentary sources in this research were the name of the Grade-5 students of SDN Sumbersari VI Jember as the respondents, and the personnel of the school.

3.5. Data Analysis Method

This research applied post-test only control group design. To analyze the data gained, t-test was used. The formula was as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{\sum Xa^2 + \sum Xb^2}{na + nb - 2}\right]\left[\frac{1}{na} + \frac{1}{nb}\right]}}$$

Where:

Ma = Mean of the Experimental Group
Mb = Mean of the Control Group
$\sum$Xa = Total Number of individual score deviation of the Experimental Group
$\sum$Xb = Total Number of individual score deviation of the Control Group
na   = Total Number of the Experimental Group
nb   = Total Number of the Control Group

(Adapted from: Arikunto, 2000:507)

After analyzing the data gained, the result was consulted to the significance level of 5% to know whether the result of the data analysis (the value of t-test) is significant or not.

CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

Based on the investigation conducted at SDN Sumbersari VI Jember in 7th October until 12th October, 2002, the primary data and supporting data had been collected. The primary data were gained from the vocabulary test results and the supporting data were obtained through interview and documentation. In this chapter, the primary data, the supporting data and discussion are presented respectively.

4.1 The Results of the Primary Data

The primary data in this research consists of the data obtained from the result of the post-test. The respondents of the research, the grade-5 students, consisted of one class, the number of the student was 40. Then the class was divided into two groups, where the division was based on the vocabulary pre-test results. The name of the respondents and the division of the group member is presented in Appendix 10.

The data analysis using the t-test formula was intended to know whether or not there is a significant effect of using English Songs on the vocabulary achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year. The data of the respondents' vocabulary post-test scores were needed as the sources of the research data. In this research, the experimental group consisted of 20 students, and the control group also consisted of 20 students. The results of the vocabulary post-test of both groups are presented in Table 2 below.

Table 2 : The Vocabulary Post-Test Results of the Experimental and the Control Group

No	Experimental group		No	Control Group	
	X	X^2		Y	Y^2
1	76	5776	1	68	4624
2	72	5184	2	72	5184
3	72	5184	3	72	5184
4	76	5776	4	68	4624
5	80	6400	5	68	4624
6	68	4624	6	68	4624
7	84	7056	7	72	5184
8	80	6400	8	64	4096
9	76	5776	9	72	5184
10	80	6400	10	64	4096
11	72	5184	11	64	4096
12	72	5184	12	72	5184
13	68	4624	13	76	5776
14	80	6400	14	76	5776
15	76	5776	15	72	5184
16	72	5184	16	60	3600
17	76	5776	17	76	5776
18	80	6400	18	64	4096
19	84	7056	19	68	4624
20	80	6400	20	72	5184
$\sum$	1524	116560	$\sum$	1388	96720

Where:

X   : The Experimental Group
Y   : The Control Group

1. Calculating the mean score (Mx) of the experimental group

$$Mx = \frac{\sum X}{Nx}$$

$$= \frac{1524}{20}$$

$$= 76,2$$

2. Calculating the mean score (My) of the control group

$$My = \frac{\sum Y}{Ny}$$

$$= \frac{1388}{20}$$

$$= 69,4$$

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

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{Nx}$$

$$= 116560 - \frac{(1524)^2}{20}$$

$$= 431,2$$

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

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{Ny}$$

$$= 96720 - \frac{(1388)^2}{20}$$

$$= 392,8$$

From the computation above, it is known that the mean of the experimental group is higher than that of the control group (76,2 > 69,4).

The statistical computation used for testing the hypothesis was t-test with the following formula:

$$t = \frac{Mx - My}{\sqrt{\left\{\dfrac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right\}\left\{\dfrac{1}{Nx} + \dfrac{1}{Ny}\right\}}}$$

$$= \frac{76,2 - 69,4}{\sqrt{\left\{\dfrac{431,2 + 392,8}{20 + 20 - 2}\right\}\left\{\dfrac{1}{20} + \dfrac{1}{20}\right\}}}$$

$$= \frac{6,8}{\sqrt{\left\{\dfrac{824}{38}\right\}\{0,1\}}}$$

$$= \frac{6,8}{\sqrt{\{21,6842\}\{0,1\}}}$$

$$= \frac{6,8}{\sqrt{2,1684}}$$

$$= \frac{6,8}{1,4725}$$

$$= 4,618$$

The final computation of the result indicates that the statistical value of the t-test is 4,618, whereas the critical value of t-test with the significance level of 5% and the degree of freedom 38 is 2,042. It proves that the null hypothesis (Ho) which is formulated "There is no significant effect of using English songs on the vocabulary achievement" is rejected. On the other hand the alternative hypothesis (Ha) which is formulated, "There is a significant effect of using English songs on the vocabulary achievement" is accepted. The statistical value of the t-test is higher than that of the t-table (4,618 > 2,042). It means that using English songs in the vocabulary achievement has significant effect on the students' vocabulary achievement. In the other words, there is a significant effect of using English songs on the vocabulary achievement.

Then the statistical computation for each element of vocabulary used in this research are noun, verb, adjective, and adverb. They are presented below.

Table 3: The Noun Post-Test Results of the Experimental and the Control Group

No	Experimental group		No	Control Group	
	X	X^2		Y	Y^2
1	20	400	1	16	256
2	20	400	2	20	400
3	16	256	3	20	400
4	20	400	4	16	256
5	20	400	5	16	256
6	16	256	6	16	256
7	20	400	7	16	256
8	20	400	8	16	256
9	20	400	9	16	256
10	20	400	10	16	256
11	16	256	11	16	256
12	16	256	12	16	256
13	16	256	13	20	400
14	20	400	14	20	400
15	20	400	15	16	256
16	16	256	16	12	144
17	20	400	17	20	400
18	20	400	18	16	256
19	20	400	19	16	256
20	20	400	20	20	400
Σ	376	7136	Σ	340	5872

1. Calculating the mean score (Mx) of the experimental group

$$Mx = \frac{\Sigma X}{Nx}$$

$$= \frac{376}{20}$$

$$= 18,8$$

2. Calculating the mean score (My) of the control group

$$My = \frac{\sum Y}{Ny}$$

$$= \frac{340}{20}$$

$$= 17$$

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

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{Nx}$$

$$= 7136 - \frac{(376)^2}{20}$$

$$= 67,2$$

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

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{Ny}$$

$$= 5872 - \frac{(340)^2}{20}$$

$$= 92$$

The statistical computation used for testing the hypothesis was t-test with the following formula:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$= \frac{18,8 - 17}{\sqrt{\left[\frac{67,2 + 92}{20 + 20 - 2}\right]\left[\frac{1}{20} + \frac{1}{20}\right]}}$$

$$= \frac{1,8}{\sqrt{\left[\frac{159,2}{38}\right]\{0,1\}}}$$

$$= \frac{1,8}{\sqrt{\{4,189\}\{0,1\}}}$$

$$= \frac{6,8}{\sqrt{0,419}}$$

$$= \frac{1,8}{0,647}$$

$$= 2,782$$

Table 4 : The Verb Post-Test Results of the Experimental and the Control Group

No	Experimental group		No	Control Group	
	X	X^2		Y	Y^2
1	16	256	1	20	400
2	16	256	2	20	400
3	20	400	3	16	256
4	20	400	4	16	256
5	24	576	5	20	400
6	20	400	6	20	400
7	24	576	7	20	400
8	20	400	8	16	256
9	20	400	9	20	400
10	20	400	10	20	400
11	20	400	11	20	400
12	20	400	12	20	400
13	20	400	13	20	400
14	24	576	14	20	400
15	20	400	15	20	400
16	20	400	16	12	144
17	20	400	17	16	256
18	20	400	18	16	256
19	24	576	19	20	400
20	20	400	20	16	256
Σ	408	8416	Σ	368	6880

1. Calculating the mean score (Mx) of experimental group

$$Mx = \frac{\sum X}{Nx}$$

$$= \frac{408}{20}$$

$$= 20,2$$

2. Calculating the mean score (My)of the control group

$$My = \frac{\sum Y}{Ny}$$

$$= \frac{368}{20}$$

$$= 18,4$$

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

$$\sum X^2 = \sum X^2 - \frac{\left(\sum X\right)^2}{Nx}$$

$$= 8416 - \frac{(408)^2}{20}$$

$$= 92,8$$

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

$$\sum Y^2 = \sum Y^2 - \frac{\left(\sum Y\right)^2}{Ny}$$

$$= 6880 - \frac{(368)^2}{20}$$

$$= 108,8$$

The statistical computation used for testing the hypothesis was t-test with the following formula:

$$t = \frac{Mx - My}{\sqrt{\left\{\dfrac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right\}\left\{\dfrac{1}{Nx} + \dfrac{1}{Ny}\right\}}}$$

$$= \frac{20,2 - 18,4}{\sqrt{\left\{\dfrac{92.8 + 108,8}{20 + 20 - 2}\right\}\left\{\dfrac{1}{20} + \dfrac{1}{20}\right\}}}$$

$$= \frac{1,8}{\sqrt{\left\{\dfrac{201,6}{38}\right\}\{0,1\}}}$$

$$= \frac{1,8}{\sqrt{\{5.305\}\{0,1\}}}$$

$$= \frac{1,8}{\sqrt{0.531}}$$

$$= \frac{1,8}{0,728}$$

$$= 2,472$$

Table 5 : The Adjective Post-Test Results of the Experimental and the Control Group

No	Experimental group		No	Control Group	
	X	X^2		Y	Y^2
1	20	400	1	16	256
2	20	400	2	16	256
3	20	400	3	20	400
4	20	400	4	16	256
5	20	400	5	20	400
6	16	256	6	16	256
7	20	400	7	20	400
8	20	400	8	16	256
9	20	400	9	20	400
10	20	400	10	16	256
11	20	400	11	20	400
12	16	256	12	16	256
13	16	256	13	16	256
14	20	400	14	20	400
15	20	400	15	20	400
16	20	400	16	20	400
17	20	400	17	20	400
18	20	400	18	16	256
19	20	400	19	16	256
20	20	400	20	20	400
$\sum$	388	7568	$\sum$	360	6560

1. Calculating the mean score (Mx) of the experimental group

$$Mx = \frac{\sum X}{Nx}$$
$$= \frac{388}{20}$$
$$= 19,4$$

2. Calculating the mean score (My) of the control group

$$My = \frac{\sum Y}{Ny}$$

$$= \frac{360}{20}$$

$$= 18$$

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

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{Nx}$$

$$= 7568 - \frac{(388)^2}{20}$$

$$= 40,8$$

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

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{Ny}$$

$$= 6560 - \frac{(360)^2}{20}$$

$$= 80$$

The statistical computation used for testing the hypothesis was t-test with the following formula:

$$t = \frac{Mx - My}{\sqrt{\left\{\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right\}\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}}$$

$$= \frac{19,4 - 18}{\sqrt{\left\{\frac{40,8 + 80}{20 + 20 - 2}\right\}\left\{\frac{1}{20} + \frac{1}{20}\right\}}}$$

$$= \frac{1,4}{\sqrt{\left\{\frac{120,8}{38}\right\}\{0,1\}}}$$

$$= \frac{1,4}{\sqrt{\{3,179\}\{0,1\}}}$$

$$= \frac{1,4}{\sqrt{0,318}}$$

$$= \frac{1,4}{0,564}$$

$$= 2,482$$

Table 6 : The Adverb Post-Test Results of the Experimental and the Control Group

No	Experimental group		No	Control Group	
	X	X^2		Y	Y^2
1	20	400	1	16	256
2	16	256	2	16	256
3	16	256	3	16	256
4	16	256	4	16	256
5	16	256	5	16	256
6	16	256	6	20	400
7	20	400	7	16	256
8	20	400	8	16	256
9	16	256	9	16	256
10	20	400	10	12	144
11	16	256	11	12	144
12	20	400	12	16	256
13	20	400	13	16	256
14	16	256	14	16	256
15	16	256	15	16	256
16	16	256	16	16	256
17	16	256	17	20	400
18	20	400	18	16	256
19	20	400	19	16	256
20	20	400	20	16	256
Σ	352	6272	Σ	320	5184

1. Calculating the mean score (Mx) of the experimental group

$$Mx = \frac{\sum X}{Nx}$$
$$= \frac{352}{20}$$
$$= 17,6$$

2. Calculating the mean score (My) of the control group

$$My = \frac{\sum Y}{Ny}$$

$$= \frac{320}{20}$$

$$= 16$$

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

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{Nx}$$

$$= 6272 - \frac{(352)^2}{20}$$

$$= 76,8$$

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

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{Ny}$$

$$= 5184 - \frac{(320)^2}{20}$$

$$= 64$$

The statistical computation used for testing the hypothesis was t-test with the following formula:

$$t = \frac{Mx - My}{\sqrt{\left\{\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right\}\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}}$$

$$= \frac{17,6 - 16}{\sqrt{\left\{\frac{76,8 + 64}{20 + 20 - 2}\right\}\left\{\frac{1}{20} + \frac{1}{20}\right\}}}$$

$$= \frac{1,6}{\sqrt{\left\{\frac{140,8}{38}\right\}\{0,1\}}}$$

$$= \frac{1,6}{\sqrt{\{3,705\}\{0,1\}}}$$

$$= \frac{1,6}{\sqrt{0,370}}$$

$$= \frac{1,6}{0,608}$$

$$= 2,632$$

From the computations above, it is known that the means of each element of Vocabulary for the experimental group are higher than that of the control group. They are presented in table 7 below:

Table 7: The results of the statistical computations of each element of Vocabulary

Element of Vocabulary	Experimental Group	Control Group	t	Difference of mean score	Difference of t
	Mx	My			
Noun	18,8	17	2,782	1,8	0,740
Verb	20,2	18,4	2,472	1,8	0,430
Adjective	19,4	18	2,482	1,4	0,440
Adverb	17.6	16	2,632	1,6	0,590

Where:
Mx   : Mean Score of the Experimental Group
My   : Mean Score of the Control Group
t   : The statistical value of the t-test

From table 7 above, it can be seen that the statistical values of the t-test for each element of vocabulary are also higher than that of the t-table. They are 2,782 > 2,042 for Noun, 2,472 > 2,042 for Verb, 2,482 > 2,042 for Adjective, and 2,632 > 2,042 for Adverb.

The results of the computation above indicate that using English songs in teaching vocabulary significantly effects the students' noun, verb, adjective, and adverb achievement. In other words, songs can practically be used in teaching vocabulary since its effect on the students' noun, verb, adjective, and adverb achievement is significant.

4.2. The Results of the Supporting Data

The supporting data in this research consists of the data gained from the interview and school documentation, generally related to the teaching of English in general and of vocabulary in particular.

4.2.1 The Result of Interview

The interview was conducted on October 18th 2002 at SDN Sumbersari VI Jember with the English teacher of the school. There is only one English teacher in the school. She teaches English in grade-4, grade-5, and grade-6. The teacher was graduated from Diploma degree of Faculty of Letter. She has been teaching English in the school for about one year.

The English teaching learning process of the Grade-5 students of SDN Sumbersari VI Jember is conducted based on the 1994 English Curriculum for elementary schools. The compulsory book used for the Grade-5 students is "Get Ready 5", published by Erlangga in 2000. Then, the LKS *(Lembar Kerja Siswa)* is "Focus", used as the supplementary book. The books are used on the consideration that the content of the books are relevant to the 1994 English Curriculum for Elementary Schools.

In teaching English at the school, the English teacher, first explains the meaning of difficult words to the students, then she explains the words in context. After the students understand the words, the English teacher gives some exercises. She gives English vocabulary, then she pronounce the words to give the guidance to the students. The students follow and repeat the pronunciation after the teacher. The students are able to understand the materials. However, the teacher finds the problems that the elementary school students feel more difficult to understand the English vocabulary than the Junior High School students. According to her, this is because English is a new subject for elementary students. So in elementary school where this is the first time for students to learn English as a foreign language, the teacher has to teach vocabulary in a week. To overcome the problems of vocabulary achievement, the English teacher repeats to teach vocabulary and gives the examples of the pronunciation of the words more frequently to ensure that the students are able to pronounce, to spell and to write them correctly. She also gives assignments to the students, such as to memorize the words and how to pronounce them in front of the class. The elements of vocabulary consist of Noun, Adjective, Verb and Adverb, which are in accordance with the Basic Course Outline of English of the 1994 English Curriculum.

Further, the English teacher informed that she does not use songs written in the textbook in teaching English. The reason is because she is not able to read the notation of the songs or she can not sing the song due to lack of reading the song's notation. She gives the students the songs that she knows well the ones that have been popular, such as "*Head, Shoulders, Knees and Toes.*" And, sometimes she creates the songs by her self, for example *One, Two, Three*. In giving songs, she finds that the students generally do not pronounce the words in the songs correctly when singing it for the first time. To overcome this, the teacher correct the mispronounced words and she models the pronunciation again until the students are able to pronounce the words correctly. However, they enjoy the class which is conducted using songs.

4.2.2 The Result of Documentation

The data gathered from documentation method are the names of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year as the respondents, and the names of the personnel of the school. The detailed information of the data can be seen in Appendix 10 and Appendix 11.

4.3 Discussions

Based on the results of the tests presented in section 4.1, the statistical computation value of t-empiric is higher than that of the t-critical value (4,618 > 2,042). It indicates that the result of the statistical computation of the t-test supports the working hypothesis of the research which says that there is a significant effect of using English songs on the vocabulary achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year. It also explains that the result of statistical computation of the t-test proved that using English songs is one of the effective ways in improving the students' vocabulary achievement.

This evidence can be seen through the results of the post-test of the experimental group in section 4.1 (page 28-38). The results suggest that the experimental group which were taught by using English songs got better results

than the control group which were taught without using English songs. The worksheets of the respondents can be seen in appendix 9. In choosing those worksheets as the examples, random method was used.

Further, using English songs has improved the students' vocabulary achievement in this research that includes noun, verb, adjective, and adverb. The statistical computation value of the t- empiric presented in section 4.1 (page 28-38) proves that t –empiric of noun, verb, adjective, and adverb are higher than that of t-critical value. From the computation in section 4.1, it is known that the means of the experimental group for each element of vocabulary are higher than that of the control group (18,8 > 17 for noun, 20,2 >18,4 for verb, 19,4 > 18 for adjective, and 17,6 > 16 for adverb). It means that using English songs significantly effects the students' vocabulary achievement.

Thus, it can be stated that, the above phenomenon is caused by the treatment of using English songs in teaching vocabulary to the students of the experimental group. It means that the students of the experimental group got better understanding by using English songs, compared to the students in the control group. In other words, the students became easier in understanding and memorizing the vocabulary used in the lesson, resulting in higher vocabulary achievement when taught using English songs, rather than when taught without English songs. This results support Mora's (2000:151) idea who has stated that songs can be easily remembered.

Cross (1992:164) says that singing creates a happy and relaxed environment. This statement is supported by the results of the research that using songs is an effective way to establish relaxed atmosphere in learning English, and to memorize something in improving the students' vocabulary achievement. Moreover, Maley (1987:93) says that fragments of songs stick in our minds.

From those ideas, it can be concluded that using English songs is a good device in learning English, especially in developing the students' vocabulary achievement. In sum, it is clear that elementary school students should learn in a relaxed situation that can be created by singing a song in order to improve their vocabulary achievement.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the results of the post-test that have been discussed and interpreted in the previous chapter, it is found that the value of the t-empiric is 4,618 and that of the t-table is 2,042. So, the value of the t-empiric is higher than that of the t-table. The degree of freedom is 38 on the significance level of 5%. From the statistical computation from each element of vocabulary, it has been known that the value of the t-empiric is 2,782 (Noun), 2,472 (Verb), 2,482 (Adjective), and 2,632 (Adverb). From those numbers, it can be seen that the value of the t-empiric are higher than that of the t-table (2,042).

Finally, it can be concluded that there is a significant effect of using English songs on the vocabulary achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year. Specifically, according to the problems of the research, it can be concluded that:

1. there is a significant effect of using English songs on the noun achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

2. there is a significant effect of using English songs on the verb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

3. there is a significant effect of using English songs on the adjective achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

4. there is a significant effect of using English songs on the adverb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.

The results suggest that teaching English songs to elementary school of SDN Sumbersari VI Jember students may results in higher vocabulary achievement.

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5.2. Suggestions

Since the results of the research may be used as a consideration to improve the English teaching learning process, suggestions are proposed to the English teacher and the future researchers.

5.2.1. For the English Teacher

In order to develop the students' vocabulary achievement, it is better for the English teacher to also use English songs in teaching vocabulary more frequently. This is considered important, because using English songs will help the students to obtain better vocabulary achievement rather than not using songs. Besides, to optimalize the songs presented in the textbook which had never used, it is better for the teacher to learn how to sing those songs from other teachers who are able to read the notation of the songs.

5.2.2. For the Future Researchers

Other researchers may use this research results as a consideration to conduct further researches dealing with a similar topic by applying a different research design, such as an action research to improve students' ability in vocabulary by using English songs which may be done by observation or qualitative research dealing with students' mastery of vocabulary.

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ndix 1:

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESES

Effect of using English Songs on the Vocabulary Achievement of Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year	**General Problem:**
	Is there any significant effect of using English Songs on the Vocabulary Achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year?
	
	Specific Problems:
	a. Is there any significant effect of using English Songs on the noun of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year?
	b. Is there any significant effect of using English Songs on the verb of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year?
	c. Is there any significant effect of using English Songs on the adjective of the Grade-5 students of SDN Sumbersari VI Jember in the 2002/2003 academic year?
	d. Is there any significant effect of using English Songs on the adverb of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year?
		1. English Songs
		2. Vocabulary Achievement in the form of test scores
			1. Ostensive way by pointing real objects:
			-facial expression:
			-gesture;
			-mime and actions
			2. Vocabulary Achievement including : Nouns, Verbs, Adjectives, Adverbs.
				1. Respondents: The Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year.
				2. Informant: The English Teacher
				3. Documents
					1. Research Design: Experimental Research
					2. Area Determination Method: Purposive Method
					3. Respondent Determination: Population Method
					4. Data Collection Method:
					  Test
					  Interview
					  Documentation
					Data Analysis :
					
					$$t = \frac{Ma - Mb}{\sqrt{\frac{\sum Xa^2 + \sum Xb^2}{na + nb - 2}\left[\frac{1}{na} + \frac{1}{nb}\right]}}$$
					
					Ma = Mean of the Experimental Group
					Mb = Mean of the Control Group
					$\sum Xa$ = Total Number of individual score deviation of the Experimental Group
					$\sum Xb$ = Total Number of individual score deviation of the Control Group
					na = Total number of the Experimental Group
					nb = Total number of the Control Group
					(Adapted from Arikunto, 2000:507)
						Major hypothesis:
						There is a significant effect of using English Songs on the Vocabulary Achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year
						
						Minor hypotheses:
						a. There is a significant effect of using English Songs on the noun achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year
						b. There is a significant effect of using English Songs on the verb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year
						c. There is a significant effect of using English Songs on the adjective achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year
						d. There is a significant effect of using English Songs on the adverb achievement of the Grade-5 students of SDN Sumbersari VI Jember in 2002/2003 academic year

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Appendix 2:

Research Instruments

The Interview Guide

No	The Questions	Data Resources
1.	What method of teaching do you use to teach English?	The English Teacher
2.	What method of teaching do you use to teach vocabulary?	
3.	How is the results of the methods you use in teaching vocabulary for the students?	
4.	What problems do you find in teaching vocabulary?	
5.	How do you overcome the problems of vocabulary achievement?	
6.	What kind of English textbooks do you use in teaching English?	
7.	Are there other textbooks or supplementary books used in teaching English?	
8.	How about songs in the English textbook? Do you always use them in teaching English?	
9.	Is there any problems in using songs in vocabulary teaching?	

The Documentation Guide

No	The Data	Data Resources
1.	The name of the respondents	School documents
2.	The personnel of SDN Sumbersari IV Jember in the academic year 2002/2003.	

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Appendix 3:

Lesson Plan I

Subject	: English
Theme	: Parts of Body
Language Focus	: Vocabulary
Class/Semester	: V/9
Time	: 45 minutes

I. General Instructional Objective

By mastering about 150 new vocabulary in the level of 500 words and structure related to the chosen theme and sub theme, the students are able to master the vocabulary as one of the language components.

II. Specific Instructional Objectives

1. Students are able to mention and name the parts of body which are asked by the teacher.
2. Students are able to explain the functions of the parts of body.
3. Students are able to choose the correct answer in the exercise concerning the parts of body.

III. Materials

a. The song "My Eyes, My Ears"
b. The exercise concerning the parts of body

IV. Teaching Learning Process

a. Approach : Communicative/Meaningfulness Approach
b. Activities :

Time	The Experimental Group	The Control Group	Time
5'	1. Introduction: a. Greeting b. Giving leading questions about parts of body 2. Main activities:	1. Introduction: a. Greeting b. Giving leading questions about parts of body 2. Main activities:	5'
5'	a. Giving a song including parts of body and explaining and expanding the words in the song	a. Giving materials about parts of body and explaining the materials	10'
5'	b. Pronouncing the song line by line and asking the students to follow it.	b. Pronouncing the words about parts of the body and letting the students to follow the model	10'
3'	c. Singing the song and asking the students to listen to it	c. Asking the students to do the exercise	10'
7'	d. Asking the students to sing together by the teacher's guidance, then asking them to sing without the guidance	d. Discussing the exercise	5'
10'	e. Asking the students to do the exercise		
5'	f. Discussing the exercise		
5'	3. Closure: a. Summarizing the lesson b. Parting by singing	3. Closure: a. Summarizing the lesson b. Parting	5'
45'			45'

e. Evaluation

Written test

The Song:

My Eyes, My Ears

0 5 | 1 . 1 1 . 3 | 5 . 3   1 . 1 |

My   eyes,   my   ears,   my   nose,   my   mouth   my

| 2   . 2   2 . 3 | 2 . 7   5 . 5 | 1 . 1 1 . 3 |

eyes   my   ears   my   nose   my mouth my eyes, my ears my

| 5   . 3   1 . 1 | 2 . 2   5   5 | 1   1 |

nose,   my   mouth we   all   clap hands to – ge –   ther

(Adapted from Language Teaching Media, 1986)

The exercise:

Choose the best answer!

1. I have two ...

   a. nose   b. eyes   c. hair   d. mouth

2. I eat food with my ...

   a. mouth   b. hair   c. eyes   d. hand

3. My ... is black.

   a. ear   b. nose   c. hair   d. leg

4. What is ... ? It is for walking.

   a. stomach   b. teeth   c. leg   d. knees

5. We have ... on our fingers.

   a. leg   b. hand   c. nails   d. hair

6. Melisa has earings on her ...

   a. thumbkin   b. ears   c. tall man   d. pointer

7. You have hair on your ...

   a. neck   b. leg   c. hand   d. head

8. Jenny wears a necklace on her ...

   a. neck   b. hand   c. leg   d. head

Appendix 4:

Lesson Plan II

Subject   : English

Theme   : Objects around the house

Language focus : Vocabulary

Class/Semester : V/9

Time   : 45 minutes

I. General Instructional Objective

By mastering about 150 new vocabulary in the level of 500 words and structure related to the chosen theme and sub theme, the students are able to master the vocabulary as one of the language components.

II. Specific Instructional Objectives

a. Students are able to mention and name the objects around the house which are asked by the teacher.

b. Students are able to explain the functions of the objects around the house.

c. Students are able to choose the correct answer in the exercise concerning the objects around the house.

III. Materials

i. The song "This is a Window"

ii. The exercise concerning the objects around the house

IV. Teaching Learning Process

a. Approach : Communicative/Meaningfulness Approach

b. Activities :

Time	The Experimental Group	The Control Group	Time
5'	1.Introduction: a. Greeting b. Giving leading questions about objects around the house	1.Introduction: a. Greeting b. Giving leading questions about objects around the house	5'
5'	2.Main activities: a. Giving a song including objects around the house, explaining and expanding the words in the song	2.Main activities: a. Giving materials about objects around the house and explaining the materials	10'
5'	b. Pronouncing the song line by line and asking the students to follow it.	b. Pronouncing the words about objects around the house and letting the students to follow the model	10'
3'	c. Singing the song and asking the students to listen to it	c. Asking the students to do the exercise	10'
7'	d. Asking the students to sing together by the teacher's guidance, then asking them to sing without the guidance	d. Discussing the exercise	5'
10'	g. Asking the students to do the exercise		
5'	h.Discussing the exercise		
5'	3. Closure: a. Summarizing the lesson b. Parting by singing	3.Closure: a. Summarizing the lesson b. Parting-	5'
45'			45'

V. Evaluation

Written test

The Song:

This is a Window

| 1 . 1 2 3 . 3 | . 5 . 6 5   3 . . . |

This   is   a   win - dow,   that   is   a   door

| 5 . 4 3 2 . 2 | . 4 . 3 2 1 . . . |

This   is   a   black - board,   that   is   a   floor

| 1 . 1 2 3 . 3 | . 5 . 6 5   3 . . . |

This   is   a   ta - ble,   that   is   a   chair

| 5 . 4 3 2 . 2 | . 4 . 3 2 1 . . . |

This   is   a   pen - cil,   that   is   wall

The exercise:

Choose the best answer!

1. I have wings and can fly. Who am I?
   a. a cat   b. an elephant   c. an ant   d. a bird

2. The … is to sweep the floor.
   a. broom   b. door   c. window   d. table

3. I need … to brush my teeth.
   a. toothpaste   b. toothbrush   c. brush   d. soap

4. I am sitting on the …
   a. floor   b. desk   c. table   d. chair

5. We need … to drink.
   a. rice   b. food   c. water   d. cake

6. You wear a … on your head.
   a. shoes   b. hat   c. bag   d. uniform

7. Our … is red and white.
   a. flag   b. shoes   c. desk   d. blackboard

8. My father wears … on his eyes.
   a. clothes   b. hat   c. shirt   d. glasses

Appendix 5:

The Homogeneity Test

Subject : English

Class/Semester : V/9

Time : 40 minutes

Choose the best answer!

1. Mother, father, brother, and sister are my …
   a. parents   b. students   c. family   d. brother

2. Apples, bananas, grapes are …
   a. animals   b. fruits   c. hobbies   d. magazines

3. I have a … It is to smell something.
   a. nose   b. hair   c. mouth   d. hand

4. Mr. Joko is a doctor. He works in a …
   a. hotel   b. school   c. factory   d. hospital

5. The … rises in the East.
   a. moon   b. sun   c. star   d. planet

6. Do you … TV every night?
   a. buy   b. speak   c. watch   d. pay

7. We … students.
   a. is   b. are   c. am   d. do

8. A fish can …
   a. sit   b. stand   c. run   d. swim

9. My brother … a magazine.
   a. reads   b. eats   c. drinks   d. works

10. I … to school every morning.
    a. study   b. go   c. do   d. watch

11. Tuti and … family go to the restaurant.
    a. she   b. her   c. his   d. their

12. They are … They want to eat.
    a. tired   b. thirsty   c. hungry   d. angry

13. There is … sugar in my tea.

    a. an   b. a   c. small   d. some

14. Mr. Joni is rich. He has … money.

    a. a lot of   b. any   c. big   d. rich

15. She is … She does not have money.

    a. poor   b. rich   c. lazy   d. stupid

16. Doni is stupid. He tries to study…

    a. slowly   b. happily   c. hard   d. quickly

17. The farmer takes a rest … the tree.

    a. on   b. under   c. above   d. up

18. … is Mr. Robin? He is in the office.

    a. When   b. Who   c. Why   d. Where

19. I am a clever student. I can do the test …

    a. quickly   b. slowly   c. happily   d. hard

20. A: … does the sun rise?

    B: In the morning.

    a. When   b. Where   c. Why   d. What

Appendix 6:

The Post Test

Subject   : English
Class/Sem : V/9
Time   : 40 minutes

Choose the best answer!

1. I need a … for drinking.
   a. spoon   b. fork   c. plate   d. glass

2. The cat eats …
   a. grass   b. rice   c. meat   d. vegetables

3. I have two … to hear.
   a. ears   b. eyes   c. nose   d. mouth

4. My … is broken. I can not walk.
   a. eyes   b. leg   c. hand   d. hair

5. I need a … to write.
   a. bag   b. book   c. pencil   d. magazine

6. Dono goes to the … to save his money.
   a. bookstore   b. bank   c. market   d. restaurant

7. I am big, have a long nose and wide ears. What am I?
   a. a cat   b. an elephant   c. an ant   d. a bird

8. She is thirsty. She wants to …
   a. drink   b. eat   c. sleep   d. study

9. He … a farmer.
   a. do   b. am   c. are   d. is

10. My hand is dirty. I want to … it.
    a. drink   b. eat   c. do   d. wash

11. We use our eyes to …
    a. see   b. smell   c. eat   d. hear

12. We are … on the chair now.
    a. riding   b. sitting   c. running   d. walking

13. A: What are you doing?

B : I am ... English now.

    a. cooking   b. eating   c. drinking   d. studying

14. Mary is not healthy. She is ...

    a. hungry   b. sick   c. angry   d. thirsty

15. You have ... nails. You need to cut them.

    a. long   b. good   c. short   d. clean

16. I have ... fingers on my hand.

    a. seven   b. eight   c. ten   d. nine

17. Your teeth are ... You need to brush them.

    a. clear   b. good   c. clean   d. dirty

18. Do not be ..., be happy.

    a. wet   b. dry   c. sad   d. slowly

19. I want to eat because I am ...

    a. hungry   b. angry   c. ugly   d. tired

20. The dog is ... the table.

    a. under   b. in   c. up   d. above

21. I have a toothache. I must brush my teeth ...

    a. carelessly   b. carefully   c. fast   d. quickly

22. Be careful! Do not drive the car too ...

    a. slowly   b. happily   c. fast   d. loudly

23. Peter is hiding ... the door.

    a. behind   b. at   c. in   d. beside

24. Jerry stands up ... the class.

    a. in front of   b. from   c. on   d. to

25. A: ... is your father?

B: He is a farmer.

    a. Where   b. What   c. When   d. Why

Appendix 7:

The Answer Keys

The Homogeneity Test

1. c	6. c	11. b	16. c
2. b	7. b	12. c	17. b
3. a	8. d	13. d	18. d
4. d	9. a	14. a	19. a
5. b	10. b	15. a	20. a

The Post Test

1. d	11. a	21. b
2. c	12. b	22. c
3. a	13. d	23. a
4. b	14. b	24. a
5. c	15. a	25. b
6. b	16. c	
7. b	17. d	
8. a	18. c	
9. d	19. a	
10. d	20. a	

Appendix 8:

Table 1 : The results of the Vocabulary pre-test

No. of respondent	The Group I (X_1)	No. of respondent	The Group II (X_2)
1	75	1	70
2	55	2	70
3	65	3	60
4	70	4	60
5	60	5	55
6	60	6	70
7	50	7	65
8	65	8	60
9	70	9	50
10	60	10	265
11	70	11	50
12	55	12	65
13	65	13	60
14	60	14	55
15	65	15	60
16	45	16	45
17	60	17	60
18	60	18	60
19	55	19	75
20	50	20	65
$\sum$	1215	$\sum$	1220

Where :
    X_1 : The Experimental Group
    X_2 : The Control Group

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Appendix 9:

(handwritten: nama = Diah nita ayu, nomer = 7, 4 × 9)

The Post Test

Subject : English
Class/Sem : V/9
Time : 40 minutes

Choose the best answer!

I need a ... for drinking.
a. spoon   b. fork   c. plate   d. glass ✓

The cat eats ...
a. grass   b. rice ✓   c. meat   d. vegetables

I have two ... to hear.
a. ears ✓   b. eyes   c. nose   d. mouth

My ... is broken. I can not walk.
a. eyes   b. leg ✓   c. hand   d. hair

I need a ... to write.
a. bag   b. book   c. pencil ✓   d. magazine

Dono goes to the ... to save his money.
a. bookstore   b. bank   c. market ✓   d. restaurant

I am big, have a long nose and wide ears. What am I?
a. a cat   b. an elephant ✓   c. an ant   d. a bird

She is thirsty. She wants to ...
a. drink ✓   b. eat   c. sleep   d. study

He ... a farmer.
a. do   b. in   c. are   d. is ✓

10. My hand is dirty. I want to ... it.
a. drink   b. eat   c. do   d. wash ✓

11. We use our eyes to ...
a. see ✓   b. smell   c. eat   d. hear

12. We are ... on the chair now.
a. riding   b. sitting ✓   c. running   d. walking

13. A: What are you doing? B: I am ... English now.
a. cooking   b. eating   c. drinking   d. studying ✓

14. Mary is not healthy. She is ...
a. hungry   b. sick ✓   c. angry   d. thirsty

15. You have ... nails. You need to cut them.
a. long ✓   b. good   c. short   d. clean

16. I have ... fingers on my hand.
a. seven   b. eight   c. ten ✓   d. nine

17. Your teeth are ... You need to brush them.
a. clear   b. good   c. clean   d. dirty ✓

18. Do not be ... be happy.
a. wet   b. dry   c. sad   d. slowly ✓

19. I want to eat because I am ...
a. hungry ✓   b. angry   c. ugly   d. tired

20. The dog is ... the table.
a. under ✓   b. in   c. up   d. above

21. I have a toothache. I must brush my teeth ...
a. carelessly   b. carefully   c. fast   d. quickly ✓

22. Be careful! Do not drive the car too ...
a. slowly   b. happily   c. fast ✓   d. loudly

23. Peter is hiding ... the door.
a. behind ✓   b. at   c. in   d. beside

24. Jerry stands up ... the class.
a. in front of ✓   b. from   c. on   d. to

25. A: ... is your father? B: He is a farmer.
a. Where   b. What ✓   c. When   d. Why

NAMA : IVA QUDATU
KS : 5

The Post Test

Subject : English
Class/Sem : V/9
Time : 40 minutes

appendix 6

Choose the best answer!

1. I need a .... for drinking
   a. spoon
   b. fork
   c. plate
   d. glass ✗

2. The cat eats ....
   a. grass
   b. rice ✗
   c. meat
   d. vegetables

3. I have two .... to hear.
   a. ears ✗
   b. eyes
   c. nose
   d. mouth

4. My .... is broken. I can not walk.
   a. eyes
   b. leg ✗
   c. hand
   d. hair

5. I need a .... to write
   a. bag
   b. book
   c. pencil ✗
   d. magazine

6. Dono goes to the .... to save his money.
   a. bookstore
   b. bank
   c. market ✗
   d. restaurant

7. I am big. I have .... long nose and wide ears. What am I?
   a. a cat
   b. an elephant ✗
   c. an ant
   d. a bird

8. She is thirsty. She wants to ....
   a. drink ✗
   b. ....
   c. sleep
   d. study

9. He .... a farmer.
   a. do
   b. am
   c. are
   d. is ✗

10. My hand is dirty. I want to .... it.
    a. drink
    b. eat
    c. do
    d. wash ✗

11. We use our eyes to ....
    a. see ✗
    b. smell
    c. eat
    d. hear

12. We are .... on the chair now.
    a. riding
    b. sitting ✗
    c. running
    d. walking

13. A : What are you doing?
    B : I am .... English now
    a. cooking
    b. eating
    c. drinking
    d. studying ✗

14. Mary is not healthy. She is ....
    a. hungry
    b. sick ✗
    c. angry
    d. thirsty

15. You have .... nails. You need to cut them
    a. long ✗
    b. good
    c. short
    d. clean

16. I have .... fingers on my hand.
    a. seven
    b. eight
    c. ten ✗
    d. nine

17. Your teeth are .... You need to brush them.
    a. clear
    b. good
    c. clean
    d. dirty ✗

18. Do not be .... be happy
    a. wet
    b. dry
    c. sad
    d. slowly

19. I want to eat because I am ....
    a. hungry ✗
    b. angry
    c. ugly
    d. tired

20. The dog is .... the table
    a. under ✗
    b. in
    c. up
    d. above

21. I have a toothache. I must brush my teeth ....
    a. carelessly
    b. carefully ✗
    c. fast
    d. quickly

22. Be careful! Do not drive the car too ....
    a. slowly
    b. happily
    c. fast ✗
    d. loudly

23. Peter is hiding .... the door
    a. behind
    b. at ✗
    c. in
    d. beside

24. Jerry stands up .... the class
    a. in front of
    b. from
    c. on
    d. to

25. A : .... is your father?
    B : He is a farmer
    a. Where
    b. What ✗
    c. When
    d. Why

Nama : Denico
Kls : 5
No : 5

The Post Test

Subject : English
Class/Sem : V/9
Time : 40 minutes

Appendix 6

Choose the best answer!

1. I need a ... for drinking
a. spoon   b. fork   c. plate   d. glass

2. The cat eats ...
a. grass   b. rice   c. meat   d. vegetables

3. I have two ... to hear
a. ears   b. eyes   c. nose   d. mouth

4. My ... is broken. I can not walk.
a. eyes   b. leg   c. hand   d. hair

5. I need a ... to write
a. bag   b. book   c. pencil   d. magazine

6. Dono goes to the ... to save his money.
a. bookstore   b. bank   c. market   d. restaurant

7. I am big, have a long nose and wide ears. What am I?
a. a cat   b. an elephant   c. an ant   d. a bird

8. She is thirsty. She wants to ...
a. drink   b. eat   c. sleep   d. study

9. He ... a farmer.
a. do   b. am   c. are   d. is

10. My hand is dirty. I want to ... it.
a. drink   b. eat   c. do   d. wash

11. We use our eyes to ...
a. see   b. smell   c. eat   d. hear

12. We are ... on the chair now.
a. riding   b. sitting   c. running   d. walking

13. A: What are you doing?
a. cooking   b. eating   c. drinking   d. studying

14. Mary is not healthy. She is ...
a. hungry   b. sick   c. angry   d. thirsty

15. You have ... nails. You need to cut them.
a. long   b. good   c. short   d. clean

16. I have ... fingers on my hand.
a. seven   b. eight   c. ten   d. nine

17. Your teeth are ... You need to brush them.
a. clear   b. good   c. clean   d. dirty

18. Do not be .... be happy.
a. wet   b. dry   c. sad   d. slowly

19. I want to eat because I am ...
a. hungry   b. angry   c. ugly   d. tired

20. The dog is ... the table.
a. under   b. in   c. up   d. above

21. I have a toothache. I must brush my teeth ...
a. carelessly   b. carefully   c. fast   d. quickly

22. Be careful! Do not drive the car too ...
a. slowly   b. happily   c. fast   d. loudly

23. Peter is hiding ... the door.
a. behind   b. at   c. in   d. beside

24. Jerry stands up ... the class.
a. in front of   b. from   c. on   d. to

25. A: ... is your father?
B: He is a farmer.
a. Where   b. What   c. When   d. Why

ppendix 6:

The Post Test

Subject : English
Class/Sem : V/9
Time : 40 minutes

hoose the best answer!

. I need a … for drinking.
a. spoon   b. fork   c. plate   d. glass

. The cat eats …
a. grass   b. rice   c. meat   d. vegetables

. I have two … to hear.
a. ears   b. eyes   c. nose   d. mouth

. My … is broken. I can not walk.
a. eyes   b. leg   c. hand   d. hair

. I need a … to write.
a. bag   b. book   c. pencil   d. magazine

. Dono goes to the … to save his money.
a. bookstore   b. bank   c. market   d. restaurant

. I am big, have a long nose and wide ears. What am I?
a. a cat   b. an elephant   c. an ant   d. a bird

. She is thirsty. She wants to …
a. drink   b. eat   c. sleep   d. study

. He … a farmer.
a. do   b. am   c. are   d. is

10. My hand is dirty, I want to … it
a. drink   b. eat   c. do   d. wash

11. We use our eyes to …
a. see   b. smell   c. eat   d. hear

12. We are … on the chair now.
a. riding   b. sitting   c. running   d. walking

13. A : What are you doing?
B : I am … English now.
a. cooking   b. eating   c. drinking   d. studying

14. Mary is not healthy. She is …
a. hungry   b. sick   c. angry   d. thirsty

15. You have … nails. You need to cut them.
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16. I have … fingers on my hand.
a. seven   b. eight   c. ten   d. nine

17. Your teeth are … You need to brush them.
a. clear   b. good   c. clean   d. dirty

18. Do not be …, be happy.
a. wet   b. dry   c. sad   d. slowly

19. I want to eat because I am …
a. hungry   b. angry   c. ugly   d. tired

20. The dog is … the table.
a. under   b. in   c. up   d. above

21. I have a toothache. I must brush my teeth …
a. carelessly   b. carefully   c. fast   d. quickly

22. Be careful! Do not drive the car too …
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23. Peter is hiding … the door.
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24. Jerry stands up … the class.
a. in front of   b. from   c. on   d. to

25. A: … is your father?
B: He is a farmer.
a. Where   b. What   c. When   d. Why

Appendix 6

The Post Test

Subject : English
Class/Sem : V/9
Time : 40 minutes

Ridwan

Choose the best answer!

1. I need a ... for drinking.
a. spoon   b. fork   c. plate   d. glass

2. The cat eats ...
a. grass   b. rice   c. meat   d. vegetables

3. I have two ... to hear.
a. ears   b. eyes   c. nose   d. mouth

4. My ... is broken. I can not walk.
a. eyes   b. leg   c. hand   d. hair

5. I need a ... to write.
a. bag   b. book   c. pencil   d. magazine

6. Dono goes to the ... to save his money.
a. bookstore   b. bank   c. market   d. restaurant

7. I am big, have a long nose and wide ears. What am I?
a. cat   b. an elephant   c. an ...   d. a bird

8. She is thirsty. She wants to ...
a. drink   b. eat   c. sleep   d. study

9. He ... a farmer.
a. do   b. am   c. are   d. is

10. My hand is dirty. I want to ... it.
a. drink   b. eat   c. do   d. wash

11. We use our eyes to ...
a. see   b. smell   c. eat   d. hear

12. We are ... on the chair now.
a. riding   b. sitting   c. running   d. walking

13. A: What are you doing?
B: I am ... English now.
a. cooking   b. eating   c. drinking   d. studying

14. Mary is not healthy. She is ...
a. hungry   b. sick   c. angry   d. thirsty

15. You have ... nails. You need to cut them.
a. long   b. good   c. short   d. clean

16. I have ... fingers on my hand.
a. seven   b. eight   c. ten   d. nine

17. Your teeth are ... You need to brush them.
a. clean   b. good   c. clean   d. dirty

18. Do not be ... be happy.
a. wet   b. dry   c. sad   d. slowly

19. I want to eat because I am ...
a. hungry   b. angry   c. ugly   d. tired

20. The dog is ... the table
a. under   b. in   c. up   d. above

21. I have a toothache. I must brush my teeth ...
a. carelessly   b. carefully   c. fast   d. quickly

22. Be careful! Do not drive the car too ...
a. slowly   b. happily   c. fast   d. loudly

23. Peter is hiding ... the door.
a. behind   b. at   c. in   d. beside

24. Jerry stands up ... the class.
a. in front of   b. from   c. on   d. to

25. A: ... is your father?
B: He is a farmer.
a. Where   b. What   c. When   d. Why

The Post Test

Subject : English
Class/Sem : V/9
Time : 40 minutes

NAMA : HERMAWAN
KLS : 5
4 × 15

Choose the best answer!

I need a ... for drinking.
a. spoon   b. fork   c. plate   d. glass

The cat eats ...
a. grass   b. rice   c. meat   d. vegetables

I have two ... to hear.
a. ears   b. eyes   c. nose   d. mouth

My ... is broken. I can not walk.
a. eyes   b. leg   c. hand   d. hair

I need ... to write.
a. bag   b. book   c. pencil   d. magazine

Dono goes to the ... to save his money.
a. bookstore   b. bank   c. market   d. restaurant

I am big, have a long nose and wide ears. What am I?
a. a cat   b. an elephant   c. an ant   d. a bird

She is thirsty. She wants to ...
a. drink   b. eat   c. sleep   d. study

He ... a farmer.
a. do   b. am   c. are   d. is

0. My hand is dirty. I want to ... it
a. drink   b. eat   c. do   d. wash

1. We use our eyes to ...
a. see   b. smell   c. eat   d. hear

2. We are ... on the chair now.
a. riding   b. sitting   c. running   d. walking

13. A: What are you doing?
B: I am ... English now.
a. cooking   b. eating   c. drinking   d. studying

14. Mary is not healthy. She is ...
a. hungry   b. sick   c. angry   d. thirsty

15. You have ... nails. You need to cut them.
a. long   b. good   c. short   d. clean

16. I have ... fingers on my hand.
a. seven   b. eight   c. ten   d. nine

17. Your teeth are ... You need to brush them.
a. clear   b. good   c. clean   d. dirty

18. Do not be ... be happy.
a. wet   b. dry   c. sad   d. slowly

19. I want to eat because I am ...
a. hungry   b. angry   c. ugly   d. tired

20. The dog is ... the table.
a. under   b. in   c. up   d. above

21. I have a toothache. I must brush my teeth ...
a. carelessly   b. carefully   c. fast   d. quickly

22. Be careful! Do not drive the car too ...
a. slowly   b. happily   c. fast   d. loudly

23. Peter is hiding ... the door.
a. about   b. at   c. in   d. beside

24. Jerry stands up ... the class.
a. in front of   b. from   c. on   d. to

25. A: ... is your father?
B: He is a farmer.
a. Where   b. What   c. When   d. Why

Appendix 10:

THE NAMES OF THE RESPONDENTS

No. of respondent	The Experimental Group	No. of respondent	The Control Group
1.	Adessafi Inurazani	1.	Afit
2.	Andika P	2.	Anisa
3.	Aprilia Nurhayati	3.	Diah Kristianingrum
4.	Beni	4.	Eni Yunitasari
5.	Denico H	5.	Faisol
6.	Denis	6.	Fitri Valentine
7.	Diah Nita Ayu	7.	Jasiska H.
8.	Eva Dewi A.	8.	Oni Dwi Jayanto
9.	Fatimah	9.	Rakhmad Subakti
10.	Kholik	10.	Ridwan
11.	Novinda Lukiza	11.	Ridwan Hadir
12.	Saiful B.	12.	Rizal
13.	Titis Tyas Maharani	13.	Safitri
14.	Yuli Novitasari	14.	Sely
15.	Siti Aisyah	15.	Tri Ayu Fandesi
16.	Akhmad Rifai	16.	Hermawan
17.	Devi Ambarwati	17.	Yanuar Wicaksono
18.	Arie Kurniawan	18.	Erwin
19.	Iva Yuliana	19.	Dina Wulandari
20.	Suhendro	20.	Fitri Ernawati

Appendix 11:

THE PERSONNEL OF SDN SUMBERSARI VI JEMBER

No.	Name	M/F	Profession
1.	Hery Nuryadi	M	Headmaster/Principal
2.	Suspin DJ. SPd.	F	Teacher
3.	Dra. Maria Istina	F	Teacher
4.	Sugijarsih	F	Teacher
5.	Sudarnik	F	Teacher
6.	Waginem	F	Teacher
7.	Endah Margawati	F	Teacher
8.	Siti Maimunah	F	Teacher
9.	Achmad Budiono	M	Helper
10.	Laili	F	Teacher

TABEL NILAI - NILAI t DENGAN

TARAF SIGNIFIKANSI 5% DAN 1%.

db.	Taraf Signikansi	
	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	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	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 Penerbiatan Fakultas Psychologi UGM, - Yogyakarta, 1975, p. 272.

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 68121

Nomor   : 3198 /J25.1.5/PL5/2002   Jember, 25 September 2002, 2002

Lampiran : Proposal

Perihal   : **Ijin Penelitian**

Kepada   : Yth. Sdr. Kepala SDN Sumbersari VI

Jember

di. —   Jember

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

N a m a   : Siska Ony Hartanti

N i m   : 980210401268

Jurusan/Program   : P.B.S / Pend. Bhs. Inggris

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

The Effect of Using English Songs on the Vocabulary Achievement of the Grade-5 Students of SDN Sumbersari VI Jember in 2002/2003 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.

a.n. Dekan
Pembantu Dekan I,

Drs. H.MISNO AL, M.Pd
NIP. 130 937 191

Inl-SP

Appendix 14:

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI SUMBERSARI VI JEMBER
Alamat : Jl Bengawan Solo no. 17 Jember tlp. 339229

SURAT KETERANGAN
Nomor : 136/355/426.3/SD/VI/2003

Yang bertanda tangan dibawah ini Kepala SDN Sumbersari VI Jember menerangkan bahwa:

Nama   : Siska Ony Hartanti
N I M   : 980210401268
Jurusan/program   : Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris
Fakultas   : Keguruan dan Ilmu Pendidikan
Perguruan tinggi   : Universitas Jember

Benar-benar telah mengadakan penelitian pada tanggal 7 sampai 12 Oktober 2002 di SDN Sumbersari VI Jember sebagai persyaratan penyusunan SKRIPSI dengan judul *"The Effect of Using English Songs on The Vocabulary Achievement of The Grade-5 Students of SDN Sumbersari VI Jember in 2002/2003 Academic year"*.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 14 Oktober 2002
Kepala SDN Sumbersari VI Jember

(Hery Nuryadi)
NIP. 130 582 809

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Appendix 15:

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   : SISKA ONY HARTANTI

NIM/Angkatan   : 980210401263 / 1998

Jurusan/Program Studi   : PEND. BHS. & SENI / PEND. BHS. INGGRIS

Judul Skripsi   : THE EFFECT OF USING ENGLISH SONGS ON THE VOCABULARY
ACHIEVEMENT OF THE GRADE-5 STUDENTS OF SDN SUMBERSARI VI
JEMBER IN 2002/2003 ACADEMIC YEAR

Pembimbing I   : DRA. WIWIEK ISTIANAH, IKes, MEd.

Pembimbing II   : DRA. MADE ADI ANDAYANI T., MEd.

KEGIATAN KONSULTASI

Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
KAMIS, 28 MARET '02	RESEARCH MATRIX	
Rabu, 12 Juni 2002	BAB I + II	
Kamis, 18 Juli 2002	BAB I + II + III	
Senin, 19 Agt 2002	Bibliography, Research Instruments	
Selasa, 1 Okt 2002	Revisi Seminar	
Selasa, 24 Des 2002	BAB IV + V	
Rabu, 8 Januari 2003	BAB IV + V + Appendix	
Rabu, 15 Jan 2003	BAB IV + V + Appendix	
Rabu, 15 Jan 2003	Abstract + Tata Cara Penulisan	

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

70
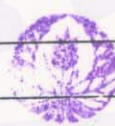
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a	:	SISKA ONY HARTANTI
NIM/Angkatan	:	980210401268 / 1998
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Judul Skripsi	:	THE EFFECT OF USING ENGLISH SONGS ON THE VOCABULARY ACHIEVEMENT OF THE GRADE-5 STUDENTS OF SDN SUMBERSARI VI JEMBER IN 2002/2003 ACADEMIC YEAR
Pembimbing I	:	DRA. WIWIEK ISTIANAH, MKom., MEd.
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KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Sabtu, 6 April '02	Research Matrix	
2.	Senin, 15 Juli '02	BAB I + II	
3.	Sabtu, 31 Agt '02	BAB I + II + III + Instruments	
4.	Rabu, 15 Januari '03	Revisi Seminar	
5.	Sabtu, 18 Januari '03	BAB IV + V	
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15.			

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

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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