



**THE EFFECT OF USING POEM AND SONG ON VOCABULARY  
ACHIEVEMENT OF THE FIFTH YEAR STUDENTS OF  
SDN TANGGUL WETAN VIII IN THE 1999/2000  
ACADEMIC YEAR**

**THESIS**

Presented as one of the requirements to Obtain S1 degree at the English  
Department of the Faculty of Teacher Training and Education  
the University of Jember



by

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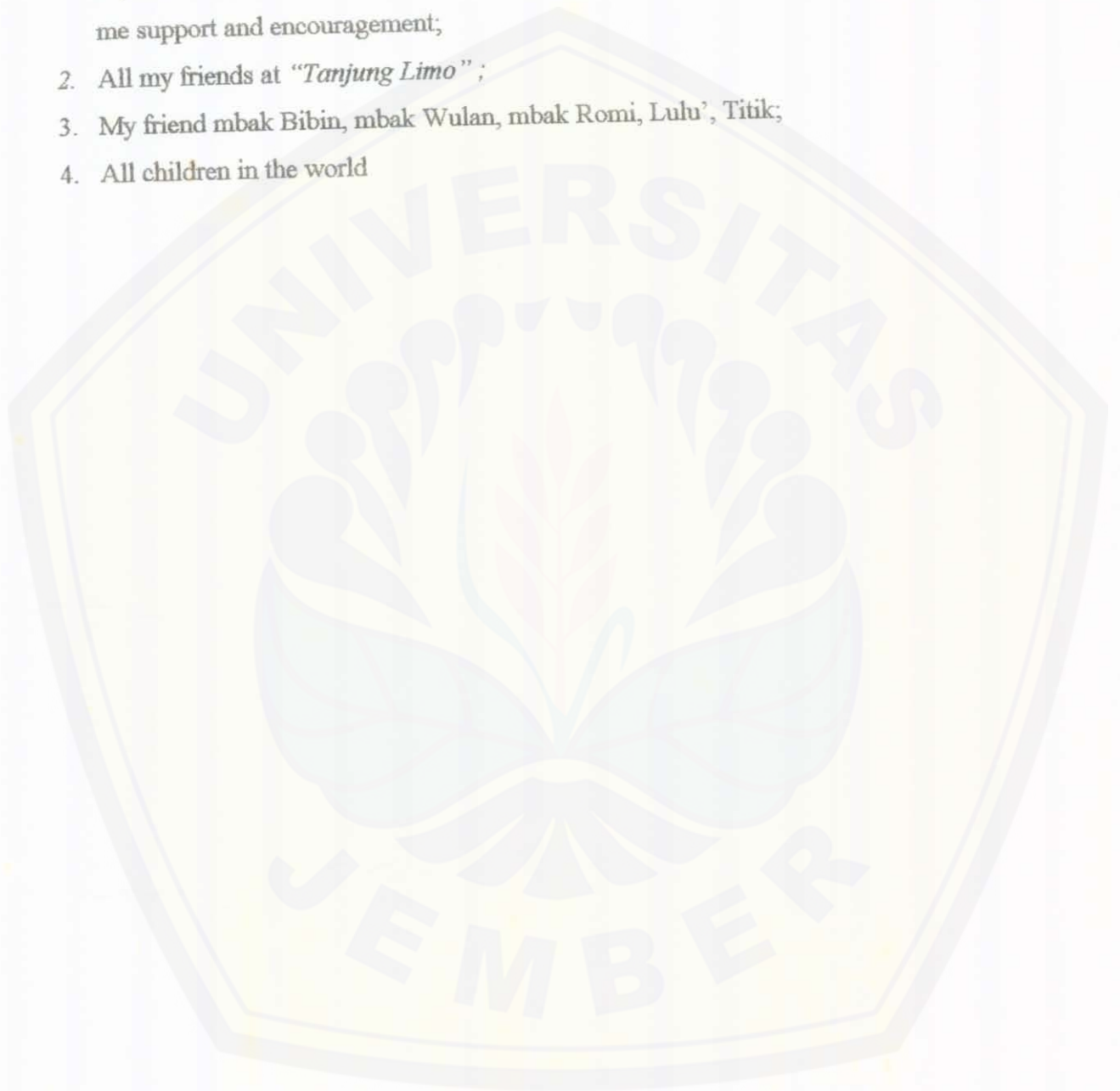
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**FACULTY OF TEACHER TRAINING AND EDUCATION  
THE UNIVERSITY OF JEMBER  
2000**

Dedication :

This thesis is honorably dedicated to :

1. My beloved parents : Bpk. Syahri and Ibu Watini, and my sister Utami who gave me support and encouragement;
2. All my friends at "*Tanjung Limo*" ;
3. My friend mbak Bibin, mbak Wulan, mbak Romi, Lulu', Titik;
4. All children in the world



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in the 1999 / 2000 Academic Year**

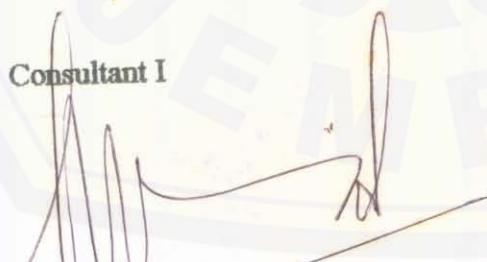
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At last, I do hope that this thesis will be useful for teachers, especially those who are having interest in the teaching of English for young learners.

Jember, June 2000

The Writer

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THE MAP OF SDN TANGGUL WETAN VIII

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Cls
Cls
Cls

Perumahan Penjaga TW VIII
Mushola TW VIII

Cls
Cls
Cls
Cls
Office of SDN TW VIII

ABSTRACT

**Sri Wahyuni, June 2000, The Effect of Using Poem and Song on Vocabulary Achievement of the Fifth Year Students of SDN Tanggul Wetan VIII in the 1999 / 2000 Academic Year.**

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

The Consultants :

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Key words : Poem and Song, Vocabulary Achievement

The teaching of English to young learners have become important in recent years. The globalization era insists us to learn more than one language, mainly English as International Language. But the problem faced is how to teach foreign language in an interesting way. The suitable technique in teaching language would determine the success of the students in learning English. To acquire the language, a language learner needs a lot of vocabulary. So far, most of the students got difficulties to understand and use vocabularies they have learned. It might be caused by the inappropriate teaching technique used by the English teacher. That is why, the English teacher should apply appropriate and interesting method in presenting English that can help the students to learn the language more easily. In this case, it is said that poem and song is a good method to present English. It is believed that poem and song enable the students to strengthen the aspect of the language that is learned and it also supports the students' ability to remember words intonation, rhythm and idiomatic expression. The problem to be investigated was " Is there any significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year ?". The research area was SDN Tanggul Wetan VIII and the fifth year students were chosen as the respondent. The method used to get the primary data was achievement test while observation, documentation and interview were used to get the secondary data. In analysing the data, the researcher used statistical t- test with significant level of 5% and the degree of freedom 47. Then based on the result and data analysis, it could be concluded that there was a significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year. It was proved by the result of the t- test on the first method (poem), the statistical value was 3,627 while the critical value on the degree of freedom with 5% significant level was 2,021. In the second method (song), the statistical value was 5,019 while the critical value on the degree of freedom 47 with 5% significant level was 2,021. After combining the result of those two treatments, the statistical value was 5,601 while the critical value on the degree of freedom 47 with 5% significant level was 2,021. Finally it was suggested that English teacher at elementary schools should apply poem and song in teaching English more frequently. This was because teaching English using poem and song can improve the teaching learning process especially on vocabulary achievement.



## I. INTRODUCTION

### 1.1 Background of the Study

There are four language skills in English: speaking, writing, reading and listening. To gain those skills, language learners need to have a lot of vocabulary. To support the ideas Soekarno (1997:1) explains that vocabulary does not include in the four skills, but it is the basic of those skills. Without having a good vocabulary one cannot use the language appropriately. Relevant to the idea Tarigan (1986:2) argues that

*Kualitas berbahasa seseorang bergantung pada kuantitas dan kualitas kosakata yang dimilikinya. Semakin kaya kosakata yang kita miliki maka semakin besar pula kemungkinan kita terampil berbahasa.*

In other words, the quality of using a language depends on the quantity and quality of vocabulary which someone has. The more vocabulary they have the better they use the language.

Considering the statements above, it can be said that vocabulary is the basic thing that must be owned in the language learning. Someone cannot express the idea into sentences, if he lacks of vocabulary. Therefore, students who learn English need a lot of vocabulary, because vocabulary is important to learn the four language skills in English.

In learning a language, children need environment to enlarge their vocabulary as they are growing up (Gerda,1997). Dulay et.al (1983:13) explain that language environment includes a wide variety of situations - exchanges in restaurant and stores, conversations with friends, shows on television, reading street signs and newspaper among others. Meanwhile Allen and Madison (1993:190) state that children's earlier exposure to language are usually through their parents. They will imitate what their parents said. Children also get their vocabulary from their playmates, older children, or sometimes they experience with the words by themselves, they say things, touch things, smell things and drink things (Dale in Tarigan,1986:3).

Based on those statements above, it can be concluded that children acquire the words from the environment surrounding them. Direct experiences help them in the process of acquiring language.

Teaching for children and for high school students are not the same. According to Scott and Ytreberg (1994:3) the adult's world and the child's world are not the same. Children do not always understand what adults are talking about. Adults do not always understand what children are talking about. Adults usually find out by the meaning of the unknown words or the answer by asking questions, but children do not always ask. They either pretend to understand or they understand in their own terms and do what they think adults want them to do. Teachers should realize this case and try to encourage them to be brief to ask questions to the teacher if the pupils do not understand what the teacher or their peer are talking about. Teachers should ask the students whether they understand or not about the teacher's explanation. By knowing the reaction of the pupils, the teacher will be able to measure whether the students get the point of the teacher's explanation or not.

Halliwell (1992:3), classifies the characteristics of children, who are approximately in seven to eleven years in learning, as follows :

- they are already very good at interpreting meaning without necessarily understanding the individual word;
- they already have great skill in using language creatively;
- they frequently learn indirectly than directly;
- they take great pleasure in finding and creating fun in what they do;
- they have already imagination.

By knowing those characteristics, teachers will be able to find some interesting and enjoyable methods for them in teaching language. Children will enjoy the class if the teacher teaches them in enjoyable situations. The students feel happy and do not feel underpressure because the class is full of fun. Therefore, well preparation both in the subject matter and in the ability to handle children is important for elementary school teachers. At present time, teacher training and education institutions mostly

have "English for Young Learner" subject which trains teachers to be to have opportunity to know more about the condition of young learners who are studying English. By knowing this , it is expected that teachers to be will be ready to teach young learners of English after they graduate from the university. In addition, they are expected to find or search better methods in teaching language to young learners.

Scott and Ytreberg (1992:4) say " Young children love to play, and learn best when they are enjoying themselves". In addition, Halliwell (1992:6) notes that children have an enormous capacity for finding and making fun. There are so many things that can be done by the teacher to make fun in teaching language. Furthermore, Karim and Fatmi (1986:625) state that songs can motivate the learner in language learning particularly for lower level. From those opinion, we can see that children are able to learn while they are playing. One of the way in teaching English is by using song. Through song, children actually feel that they have got something while they are able to learn and sing a song. By presenting songs in the target language, the students will get new advantage in the term of remembering. Furthermore, most of the students will not forget the song and also the language in the song .

Actually not only songs that can be used in the teaching of English , but also poems do. Maley (1987:94) says that poetry and song are very excellent media in which this can be done. Furthermore, it is argued that unlike drills, which are all too often uninteresting and boring, the learners can read poetry aloud or sing songs as group without feeling that it is an unnatural process (Maley,1987:93). Poetry is a form of literature that appeals naturally to children. There is a directness and expressiveness about it ( Temple & Gillett, 1984: 126 ). Poetry and song are more memorable for the rhythm; think how much more quickly we can memorise a verse from a song or poem than we can from a paragraph of prose. Poetry is more pronounceable too. Base on those statements we can assume that poem and song are very useful in language teaching. Therefore, English teacher can use poems and songs

in teaching a language. The repeating words on poems and songs are more memorable for the students. It help them to acquire the language easily.

Dealing with the topic above, some researches have been done. There were evidence that poem and song gave influence on the English achievement. One of the researches has been conducted by Abdurrachman (1998) with the title " The Effect of Teaching English Through<sup>2</sup>Song on Vocabulary Achievement of the Fourth Year Students of SDK Maria Fatima I in the academic year 1998/1999". This research found that song was important to be applied in elementary schools to increase the ability in English language skills especially in vocabulary achievement.

Considering the explanation above, it motivates the researcher conducted the research about the effect of using poem and song on vocabulary achievement. The study was undertaken, because the English teacher in SDN Tanggul Wetan VIII rarely used songs and poems in their teaching activities. That was why the title chosen was The Effect of using Poem and Song on Vocabulary Achievement of the Fifth Year Students of SDN Tanggul Wetan VIII in the 1999/2000 Academic year.

## **1.2 Research Problem**

### **1.2.1 Major Problem**

Is there any significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/2000 academic year?.

### **1.2.2 Minor Problem**

- a) Is there any significant effect of using poem on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/2000 academic year ?
- b) Is there any significant effect of using song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year ?

### **1.3 Operational Definition**

Operational definition of the research is to limit the scope of the study. The terms that will be defined operationally are:

1. Poems and Songs.
2. Vocabulary Achievement.

#### **1.3.1 Poems and Songs**

Poem and Song in this research are used as the way in teaching English to children through poem and song. The nursery poem and children song are used in the English teaching. For example the song "*This is the Way*", "*Where is ...*" or the poem "*What is the Fourth Month*"

#### **1.3.2 Vocabulary Achievement**

The term vocabulary achievement that is used in this research indicates the level or amount of knowledge and learning activities that the students have got after learning English; particularly the knowledge of vocabulary. It is demonstrated in the form of students' scores on achievement test covering the material of the words about Noun, Adjective, and Preposition..

### **1.4 Objective of the Study**

#### **1.4.1 General Objective**

The objective of this study is to know whether there is or there is not a significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/2000 academic year.

#### **1.4.2 Specific Objective**

- a) To know whether there is or there is not a significant effect of using poem on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/ 2000 academic year.
- b) To know whether there is or there is not a significant effect of using song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/ 2000 academic year.

#### **1.5 Significances of the Study**

##### **1.5.1 For English Teachers**

- Teacher can optimally uses poems and songs in teaching English to young learners

##### **1.5.2 For Students**

- The research result can motivate the students to learn English so that their vocabulary achievement can be improved.

##### **1.5.3 For Other Researchers**

- a) The result of this research is hopefully able to give input for those who want to conduct a similar research.
- b) There are many chances to investigate the other indicators that have not been search in this research, such as the effect of poem and song on speaking skill and writing skill.



## II. THE REVIEW OF RELATED LITERATURE

### 2.1 Teaching English Through Poem and Song

Teaching a foreign language to children is not easy. The teacher should know what characteristics of their pupils and what make them interested. In line with the idea Ovando and Collier (1991:175) state that "good teachers are constantly searching for new ways to make the school world meaningful to their students without watering down the curriculum or presenting material over students' heads". One key to successful stimulation of students is to provide a wide variety of activities. Meanwhile Harmer (1983:3) says that "all teachers can think of situations in which certain 'motivated' students do significantly better".

There are so many ways that can be applied in teaching language. One of the techniques is teaching vocabulary through poem and song. Between poem and song there is a similarity. Most of the words in poem and song are repetition word and they have rhythm. Poetry is a form of literature that appeals naturally to children. There is a directness and expresiveness about it that is close to their own language (Temple & Gillett, 1984:12). While Scott and Ytreberg (1994:27) explain that all children love rhymes and like to repeat them again and again. Song also has rhymes. Furthermore, they say that rhymes are repetitive, they have natural rhythm and they have an element of fun, playing with language. The language in poem and song are playful.

#### 2.1.1 Why Use Poem and Song

There are so many reasons why we use poem and song in teaching language. Maley (1987:93) states the reasons of choosing poem and song in teaching language.

##### a) Memorability

The phrase on poems and songs seem repeating in the listeners' ear without conscious will. It makes those words become easy to be memorized.

b) Rhythmicality

It is doubtless that poetry and song are highly rhythmical. Patterns of sound and stress are repeated in regular sequences, and this facilitates their acquisition.

c) Performance

There are very few occasions when the written word can be spoken naturally, especially in choral form. The learners can read poetry aloud or sing a songs in group. And the fact that the group performance masks individual error adds to self-confidence.

d) Ambiguity

It says something which is plain to all plus something which may be privy only to some. It has a 'public' and a 'personal' meaning. In teaching, this is an enourmous advantage. It means that, within limits, each learner's personal interpretation has validity.

e) Non-triviality

Because the very function of poetry and song is to enhance our experiencing of existence, it offers significant input for learners. They have a content (affective or cognitive).

f) Universality

Poetry and song as forms of language use are universal among human beings. No known language is without them. And the themes they deal with are common to all cultures: love, death, nature, children, religious belief .

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. Through interactive writing tasks, they can reach out for limits of the possible themselves. In one sense, the writing of poetry is an ideal task for language learners because of its tolerance of error. This is the sand pit where guiltless children can try out their constractions.

h) Reactional Language

Poetry and song give access to a reactional type of spoken language use. Their main purpose is neither to make people feel comfortable nor to procure a utilitarian result; rather it is to make people react personally to another person's verbal sensibility.

i) Motivation

There is an obvious motivational element in learning songs in the foreign language. Although relatively in experts in a language, one can appreciate what is thought to be a difficult use of language, and can even write such language.

j) Interaction

Because the words on poems and songs have more than one meaning, there will be interaction between teacher - students, students - students in discussing their different interpretation of poems and songs.

### 2.1.2 Selecting Children's Poem and Song

Not all poems and songs can be applied to the students in teaching language. Because there are some words in poem and song that are not suitable to children. Teacher can select the one that is suitable for them. Terry ( in Terry and Fisher, 1977:229) observes children's interest and preferences in listening poem. Based on the research, children like to listen humorous poems, rhythm, rhyme, sound, enjoyable familiar experiences and animals, contemporary poems, narrative poems and limericks.

Furthermore, Karim and Fatmi (1986:626) suggest that in presenting songs to children, we must consider :

1. Write or collect songs that can be applied in teaching language.
2. Write vocabulary and structure that must be known by students.
3. We must choose the song with the plain and easy rhythm.
4. The song must be interesting to children.

Song and poem selection should take into account the needs of children of different ages and abilities. So, before teaching poem and song to children, it is crucial that a teacher sings or reads the poem first and decides if it is suitable for the class. Teacher can create poem and song by their own. Of course it is based on the students' interest. To create poem and song, the teacher can take it from poem or song in *bahasa Indonesia*. For example the poem "Gajah" or the song "Bintang Kecil". All children know about those poem and song. They love to sing or read it. Teacher has to change the words into English. By giving the familiar poem and song to them, they will remember the meaning of words in English.

### 2.1.3 Applying Poem and Song in Language Teaching

The kind of song and poem applied in the language teaching depends on the kind of poem and song selected by teacher. According to Karim and Fatmi (1986:627) there are many steps that can be taken :

- a. Give the words and idiom in the song or poem . If the students know the meaning of words and idiom in it, ask them to pronounce the sentence in the song.
- b. Sing the song or read the poem aloud to the whole class and ask the students to listen.
- c. Repeat the song or poem while making knock at the table to introduce the rhythm to the students.
- d. Sing the song or read the poem line by line and ask the students to imitate it. Do it again and again until the students can sing the song or read the poem well.
- e. Ask all the students to sing the song or read poem without your guidance and ask them to sing it or read it individually. As variation, you can divide class into two groups. Ask the first group to sing or read the first line and the second group for second line or vice versa. Then ask them to sing or read in pair.

Here are the examples of songs and poems that can be given to the students of elementary school :

B  
I  
R  
D  
S

Birds fly high, birds fly low

Birds fly slow, birds fly fast

B  
I    F  
R    L  
D    Y  
S

F  
R  
E  
E

**Stand Up**

Stand up, sit down, touch the floor,  
Point to the ceiling, look at the door,  
Open the window, close the door,  
Take the broom, an sweep the room,  
Please come here and work with me,  
Clap your hands 1,2,3.

**Song I**

**Stand Up**

Stand up, sit down, touch the floor,  
Point to the ceiling, look at the door,  
Open the window, close the door,  
Take the broom, and sweep the room,  
Please come here and work with me,  
Clap your hands 1,2,3.

**Song two :**

**Where is ... ?**

1. Where is the bottle ?  
It's on the table  
Where is the pencil ?  
It's under the book  
Where is the painting ?  
It's on the wall  
Where is the ceiling ?  
It's above my head
2. Where is the money ?  
It's in the pocket  
Where is the basket ?  
It's behind the door  
Where is the cabbage ?  
It's at the market  
Where is the cupboard ?  
It's beside the chair

(adapted from English for Elementary School,1994 )



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From those examples, teacher can give new vocabulary to children more easily. The repetition of lines, phrases and sounds can make the students remember the words easily. The style in writing poem and song can also become useful. Children will be interested in poem and song if we write it in interesting style. For example, if we want to write a poem about flower, we can create a flower from the words on poem.

## 2.2 Vocabulary Achievement

In principles, the basic aim in teaching language is to enable the students to use the four language skills. In using these four language skills, they need lots of vocabulary because vocabulary plays important role in language learning. Many experts define the term vocabulary in many ways. In general, all of the definitions have the similar idea, that is the amount of words used for communication in a certain language. In Webster Dictionary (1981 : 875), vocabulary is a list or collection of words of a language, book, author, branch of science or the like usually in alphabetical order and defined. In Oxford Advanced Dictionary(1995:461), vocabulary means “the total number of words in a language”. Meanwhile, achievement according to Hornby (1995:3) is “something achieved or done successfully with effort or skill”. It can be concluded that vocabulary achievement is the collection of words recognized and required with succesful effort that is done by the students used to communicate with others through speaking or writing. To make the students achieve the vocabulary easily, teachers should apply an interesting method in presenting vocabulary that makes them interested in learning a foreign language.

### 2.2.1 Vocabulary and Concept Development

As stated in the previous chapter, vocabulary is important part in learning language skills. Without vocabulary, it is impossible to make sentences in communication. Concerning with this statement Maley ( in Rivers, 1987:20) states that” Through vocabulary we can communicate ideas ,emotions, and desires. It would

be impossible to learn language without vocabulary, without words". While Halliwell (1992:256) states that vocabulary is the key and the students need practice in describing objects, scenes and people.

Children get vocabulary from the environment. The environment extends in time to include books, radio and television. According to Fisher and Terry (1977:93) vocabulary develops through experiences and the association of experience with words. Learning environment that offer a wide of experiences can promote and extend childrens vocabullary development. Furthermore Kokonis et.al (1971: 407) say that incidental teaching of words develops from variety of activities. By knowing the words, hearing them and experiencing them, children use those words in communication.

We can not separate vocabulary development from conceptual development. Every word is essentially a concept ( Fisher and Terry ,1977:93). By understanding the concept assosiated with a word, language learners understand the meaning of word. For example, the word 'water' is meaningful to them because they understand the concept of water. They have had experiences with water - they swim in water, they drink water, they wash dishes in water. In understanding abstract word, for example "liberty", children learn it through experiences. When the children have had plenty of experiences related to the concept of "liberty", they will understand the concept and the word "liberty".

### **2.2.2 Kinds of Vocabulary**

There are two kinds of vocabulary. Soekarno (1997:8) and Soejito (1990:1-2) divide vocabulary into Active Vocabulary and Passive Vocabulary. Haycraft (in Hatch & Brown, 1995:370) calls Productive Vocabulary and Receptive Vocabulary. While Gray (in Fisher & Terry, 1977:92) calls Active Vocabulary with the term Permanent Vocabulary. Active Vocabulary according to Soekarno (1997:8) is the words that we know and understand well enough to use the words effectively in both speaking and



writing. Meanwhile, Haycraft (in Hatch & Brown, 1995:370) defines Active Vocabulary as words which the students understands, can pronounce correctly and use constructively in speaking and writing. The use of Active Vocabulary has high frequency. Active Vocabulary is used in oral and written expression by the students. They know certain words (Active Vocabulary) well enough and they can respond to them.

On the other hand, children rarely use Passive Vocabulary. "Passive Vocabulary is words that the students recognize and understand them when they occur in a context" (Haycraft in Hatch & Brown, 1995:370). Lewis and Hill (1992:100) define Passive Vocabulary referring to words we may recognize it when spoken to or in reading. Passive Vocabulary is recognized based on the context or students need someone to say something that helps them recall the word meanings. Students usually find Passive Vocabulary in listening or reading materials. They will find the meaning of the words when they come across the words in a particular text and will know the meaning of the unknown words base on the clues on the text. The words include in Active Vocabulary : Noun, Adjective, Verb. Meanwhile, Preposition, Pronoun, Conjunction, Article, and Interjection are included in Passive Vocabulary.

In elementary schools, English is given with the purpose that students will be able to speak in English or to make simple conversation in English. Base on this purpose, the teacher gives more active vocabulary rather than passive vocabulary. The use of active vocabulary is intended to make the students use it in speaking and also in simple writing. The students can learn passive vocabulary in high school. However, dealing with the material scope, active vocabulary has more portion compared to the passive one (GBPP,1994). Considering this, the presentage of test given are as follows : 30% for Noun, 40% for Adjective and 30% for Preposition. The words given in elementary school are about the words that they will find them in the environment surrounding them. They are about :

- a) The hobby in sport and in art : badminton, chess, pingpong, volleyball, singing, playing music, dancing, etc.
- b) The time : It's six o'clock, ten past one, quarter to three, etc.
- c) Daily Activities : get up, have lunch, have dinner, etc.
- d) Food and Drink : milk, egg, soup, banana, etc.
- e) Toys and Games : toy-car, yo-yo, doll, marbles, etc.
- f) Clothes and Costumes : T-shirt, singlet, shorts, kebaya, pyjamas, etc.
- g) Shapes : round, cubical, conical, etc.
- h) Transportation : bus, train, plane, etc.
- i) Health and hospital : toothache, headache, doctor, dentist, etc.
- j) Professions : teacher, driver, farmer, etc.
- k) The Library : librarian, magazine, story book, etc.
- l) Weather and seasons : summer, cold, hot, autumn, etc.

Based on the GBPP 1994 for Elementary School, the material for the fifth year students of Elementary Students consist of Noun, Adjective, and Preposition.

## A. Noun

Noun refers to a person, place or thing (Hatch & Brown,1995:219). It may function as Subject and Object in sentences. The kind of Noun to be taught in Elementary School are very simple. That is noun that occurred in the students' daily life.

According to Frank (1989:6) there are four types of noun.

1. Countable Noun : book, table, chair, etc.  
Uncountable Noun : sugar, salt, water, etc.
2. Concrete Noun : boy, girl, father, etc.  
Abstract Noun : justice, beauty, naughty, etc.
3. Proper Noun : John, Paris, June, etc.
4. Collective Noun : committee, class, member, etc.

## B. Adjective

According to Hatch and Brown (1995:228) adjective are used highlight qualities or attributes. It modifies a noun or pronoun (Gorel,1976:307). Furthermore, Thompson (1986:55) notes that the kinds of adjective are :

1. Quality : square, good, golden, fat, heavy etc.
2. Demonstrative : this, those, that, these.
3. Distribution : each, every, either, neither
4. Quantitative : some, any, few, many, much
5. Interrogative : which, what, whose
6. Possesive : my, your, her, its, our, their, his.

## C. Preposition

According to Hornby (1987:658) a preposition is a word such as: to, from on, out etc. Those are often place before a noun or pronoun to indicate place, direction, source, method, etc. While Meade (1961:209) notes that preposition can never stand alone. It has a noun or pronoun object which is usually follows the preposition, but may come elsewhere in a sentence.

Examples :

- a. The book is on the table.
- b. The cat is under the bed.
- c. The car is in the garage.

### 2.2.3 Methods of Teaching Vocabulary

Vocabulary development in school must be planned program. Incidental teaching, alone, tends to become accidental teaching (Fisher and Terry,1977:94). Different method must be employed at various stages of proficiency. But in every case “an attempt should be made to facilitate the learning process” (Meras,1962:147). It is the duty of the teacher to make or to plan the subject that must be given and what kind

of word should be given. Teacher should be able to use suitable method so that the learning process runs well. Opportune moments for developing concepts and associated vocabulary are often overlooked in the classroom. When student comes across to a difficult word, “bush” for example, no one knows the meaning and one student tries to guess the meaning, teacher should not give direct explanation of the word, but let the students to guess it using context clues.

All types of learning and communication experiences offer opportunities to develop a child’s vocabulary. Fisher and Terry (1977: 94) state that “all education is vocabulary development, hence conceptual development; we are studying words and symbols all the time”. We know exactly that planned experiences can be used effectively to extend and broaden childrens’ vocabularies and they can be incorporated easily into the learning environment.

## **A. Direct and Concrete Experiences**

Involvement in direct and concrete experiences helps to develop all types of vocabulary. Children need a variety of sensory experiences; touching, listening, tasting and smelling. Along with direct experiences go conversations and discussions. By talking with children, a teacher can help them to understand concepts and word meanings.

For example a child walked into a class one morning carrying iguana. Instead of placing the iguana aside in a nearby box, the teacher gathered the child around to look and talk about the iguana. They discussed the shape, the colour, the texture of its skin, and what it ate. They composed a class story about iguana and each child copied the story from the blackboard. Needless to say, these students had developed not one but several concepts through this experience and the words associated with it (Fisher & Terry, 1977 : 94).

## B. Using Context Clues

We know from experience that very young children are able to understand what being said to them even before they understand their individual words. In this case Halliwell (1992:3) says that intonation, gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably mean. In line with Halliwell statements, Fisher and Terry (1977:95) affirm that children may need help in using context clues as a mean of discovering word meanings. Based on the statement above, it can be concluded that in guessing the meaning of a new word, teachers can use clues to explain the meaning of new words as listed by Lewis and Hill (1992:102-103) and Hammer (1983:85-86). They are :

### a) Realia /Real Object

This is the word we use to refer to the use of real objects in the classroom. For example the words pen, ruler, ball, postcard, etc. can be easily explained by showing students a pen or a ball or a ruler, etc. This is clearly satisfactory for certain single word, but the use of realia is limited to things that can easily be taken into the classroom.

### b) Pictures

Pictures can be used to explain the meaning of vocabulary items : the teacher might draw pens, rulers and balls on the blackboard, or have magazine pictures of cars, bicycles and trains stuck onto cardboard. The teacher might bring in a wall picture showing three people in a room which could be used for introducing the meaning of the sentence 'There are three people in the room'.

### c) Mime, action, and gesture

Actions, in particular, are probably better explained by mime. Thus concepts like 'running' and 'smoking' are easy concepts to explain if the teacher pretends to run, or takes a drag on an imaginary cigarette. Gesture is useful for explaining words like 'from', 'to', etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder).

d) Contrast

Sometimes a visual element (e.g. realia, pictures, mime, etc.) may be not be sufficient to explain meaning and contrast can be used. Thus the meaning of 'full' is better understood in the context of 'empty', 'big' in the context of 'small', etc.

e) Enumeration

The word 'vegetable' is a difficult word to explain visually. If, however, the teacher rapidly list (or enumerates) a number of vegetables the meaning will be come clear.

f) Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanation can be, especially at elementary levels. It will be important, if giving such explanations, to make sure that the explanation includes information about when the item can be used.

g) Translation

If the students do not understand a word and the teacher can not think how to explain it, he can quickly translate it.

h) Synonyms

Sometimes it is helpful particularly with a relatively unimportant word of passive vocabulary to provide a quick synonyms explanation. It is still helpful if teachers remember to say 'It is similar in meaning to.....', rather than 'It means the same as.....'. The former phrase helps to build up in the students' mind the idea that language consists of choice, that words do not mean the same as each other.

i) The dictionary

Sometime, teacher can ask the students to look up the dictionary if the words is so difficult to explained. It will not waste the time.

j) Use the blackboard to show scales or grade

Words like cool, orange (colour), or probably (adverb) may be explained by presenting them with groups of related words:

E.g :

hot	red	certainly/definitely
warm	orange	probably/possibly
cool	yellow	
cold		

However, the most important thing is that how the teacher can present the poem and song in a good way. She must be able to present the poem and song as natural as possible and able to use those kinds of clues explained above to make the teaching learning process interesting. It can help the students understand the teachers' explanation easily.

In conclusion, it is important for the teacher to manage the media in order to support the organisation of poem and song class. It is hoped that by having a good classroom management, the result of teaching learning process will be satisfied.

### 2.3 Vocabulary Achievement by Using Poem and Song

Vocabulary has many roles in learning language. Language learners will be easy to express their feeling if they have enough vocabulary. They will know what other says if they know the meaning of the words or the utterances. To understand new words, language learner should achieve the vocabulary.

As stated in the previous session, vocabulary achievement is the collection of words recognized and required with successful effort that is done by the students used to communicate with others through speaking or writing. To help students to achieve the vocabulary, teacher should present the vocabulary in interesting method. Teacher can use one of the methods mentioned above. Presenting English through poem and song is one of the methods that can be applied. Poetry is a rich source of language (Terry & Fisher,1977:70). The words in poem are able to enrich the students' vocabulary. The words in poem and song are usually repeated. They will hear the word on it again and again, and it will make them remember of the words and also the

meaning of the words. In line with this idea, Maley (1987:93) says that “fragments of poem and song stick in our minds”. The repeating words in poems and songs enable the students to memorize the words and the meaning. Hartini (1998:32) gives the similar opinion. She states that song enable the students to strengthen the aspects of language that is learnt, also support the students’ ability to remember words’ intonation, rhythm, and idiomatic expression.

From those opinions we can see that poem and song are useful for teacher to give vocabulary to children . By hearing the repetition of words on poem and song, the student will not forget the words recognized. The playful language in poem and song will be easy to remember. It helps the students to learn language. But teacher do not use the poem and song a whole day in teaching English. Teacher can use it as an option.

Based on the explanation above, it can be assumed that poem and song can be applied in teaching vocabulary. The repetitive words , the rhythmicity on it, enable the students to acquire the words easily. They will feel that this is a natural process in learning a language, because they can learn language while singing or reading a nursery poem. They can play the words on it.

## **2.4 Factors Affecting Vocabulary Achievement**

In this study, the reseacher assumes that teaching English using poems and songs will be effective in students’ vocabulary achievement. But we can not forget some factors that can give influence to the students’ vocabulary achievement.

There are two factors affecting students’ vocabulary achievement, as follows :

- a) External factors include environment, and non- social environment that consist of weather, time learning, curriculum, teaching learning facilities.
- b) Internal factors cover psychological aspects consist of habit, intelligence, motivation and interest (Purwanto,1992:102-106).



From those explanations, it can be said that External and Internal factors give influence in students' vocabulary achievement. Therefore, it is important to the teacher to minimize those effects.

## 2.5 Hypothesis

Based on the research problem and literature review above the hypothesis in this research can be formulated as follows :

### a) Major Hypothesis :

There is a significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/2000 academic year.

### b) Minor Hypothesis :

1. There is a significant effect of using poem on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year.
2. There is a significant effect of using song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year.

### III. RESEARCH METHODS

#### 3.1 Research Design

Arikunto (1993:73) says that research design is a design of research made by the researcher as a guideline to carry out the reasearch. This means that it keeps one headed in the right direction.

Since the research objective was to know the effect of teaching English using poem and song so an experimental research was chosen. The experimental research in this study was called Simple Randomized Design. This is an experimental research design in which from a limited population are directly divided to be put into an experimental group and control group at random (Hadi, 1997:420) . The variable of this study were Poem and Song , and Vocabulary achievement. Here, the research area was determined by applying Purposive Method and SDN Tanggul Wetan VIII Tanggul was chosen as the research area. The respondents were determined by Population Method. Here the researcher taught English through Poem and Song to the experimenal group as treatment but not for the Control Group. Both the two groups were given the same material.

Vocabulary test was given to the two groups to find out or to measure the mean score difference of students' vocabulary achievement after they had been given the treatment. The results of the test were analized statistically by using t-test to know the effect of using poem and song on vocabulary achievement.

#### 3.2 Area Determination Method

It is important for the researcher to know the research area in order to conduct research easier. Actually there is no certain criteria in determining the research area, but it must be stated clearly where the research itself will be conducted ( Hadi, 1997:67 ).

In this research, the researcher used Purposive Method to determine the area of the research. Hadi (1997:226) says that Purposive Method is used base on the

specific characteristics that has been known before. This technique is used to achieve certain goals. Furthermore, it is also stated that Purposive Method should be based on the previous knowledge about the populations and the researcher must not be doubtful or vague about that information.

The researcher chose SDN Tanggul Wetan VIII as the research area. It was under the consideration that English is taught at this school but the English teacher rarely uses poem and song in the teaching learning process. Most of all this school provided some sufficient and suitable facilities needed in conducting the research.

### **3.3 Respondent Determination Method**

Respondents are the persons who give responses or answers to the questions given by the researcher, either orally or in writing. However, population research can be carried out if the number of the subject is less than 100 persons, while if the subjects are more than 100 persons, we may take 10% up to 15% or 20% up to 25% or more of the subjects to be the respondents (Arikunto, 1996:104). In this research Population Method was applied, since the number of the population was 50. Therefore, population research was applied and the research respondents were the fifth year students of SDN Tanggul Wetan VIII in the 1999/ 2000 academic year.

### **3.4 Data Collection Method**

#### **3.4.1 Test**

Arikunto (1992: 29) states that test is a set of the questions or exercises or other instruments used to measure skills, knowledge, intelligence and talent of an individual or group. While Heaton (1975: 1) notes that test may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language. From this opinions, it can be interpreted that a test is a set of questions or other instruments used to reinforce learning and to assess the students' performance in the language.

Furthermore, Arikunto (1992: 143-148) explains that there are two kinds of test, standardized test and teacher made test. Standardized Test is a test constructed on the purpose of knowing whether the standard of the institution has been given or not. On the other hand, teacher made test is a test created by the teacher to measure the degree of the students in certain materials. The material of the test applied in this research was based on the syllabus and also has been consulted to the English teacher.

Discussing about the test, it is important to concern its validity and reliability. Dealing with this, Anderson et.al (in Arikunto,1996: 63) say "A test is valid if it measures what its purpose to measure." An instrument or test is considered valid if it suits with the Course Outline (GBPP). While reliability is the extend to which measurements are free from error (Mc. Millan,1992: 104). If the test is valid, it must be reliable (Joni in Agustini, 1998: 26). It had been stated above that the test is valid because the test has been made with the consideration of the GBPP of 1994 for elementary school. That is why it is not necessary to do measurement in proving the reliability of the test used since the test has fulfilled the validity as the requirement of the instrument.

In this research the writer applied content validity. Stanboel (in Agustini, 1997:19) states that the content validity is used to measure achievement test. It is used to measure someone's ability in mastering certain knowledge after having several learning experiences. The test given to the research respondent was made by the consideration of GBPP 1994 for elementary schools. The test consisted of 40 items including noun, adjective and preposition in the form of objective test. It is because by using an objective test, it will be easy to score, it has alternative choices, it covers more materials, and the questions are easy to be constructed (Ali,1987:102).

In collecting the data of this research, vocabulary test was employed to obtain the data of the vocabulary achievement of the Fifth Year students of SDN Tanggul Wetan VIII after they had acquired the materials given. The test was constructed based

on the teaching materials stated in the guideline of English curriculum 1994 for Elementary School.

### 3.4.2 Interview Method

Interview is a dialogue conducted by the interviewer to get information from the interviewee (Arikunto,1992:126). Furthermore, Hadi (1997:193) says that it is a technique of collecting data by one side question and answer that is done systematically and based on the research objective.

According to Arikunto (1996:127), there are three kinds of interview, they are guided interview, unguided interview and free guided interview. Guided interview is a kind of interview in which the interviewer should bring a list of questions. But in unguided interview the interviewer does not use a set of questions. the interviewer may ask everything as long as they are in according with the data that will be obtained. While free guided interview is the combination between unguided interview and the guided one.

The interview method used in this study was Free Guided Interview. In this research, the writer used Free Guided interview because the writer was able to give questions in his or her own way and the time of interview depended on the interviewer herself, the frame work of questioning as the outline of the interview was provided. The interview method was used to get the secondary data concerning with the history of the institution, the compulsory books used by teacher and students and the method used in English Teaching Learning Process.

### 3.4.3 Observation

Arikunto (1996:128) explains that observation includes a concentration activity on an object by using all the human' senses. It can be done through the sense of sight, hear, smell, taste and touch. There are two kinds of observation , they are Participative Observation and Non- Partisipative Observation. In this study, Non- Participative Observation was used. In this method the observer did not take part in

the activities. This method was used to get the supporting data of the research area, the school condition and the teaching learning process in the classroom conducted by the English teacher of the Fifth Year students of SDN Tanggul Wetan VIII Tanggul.

### 3.4.3 Documentation

According to Arikunto (1996:200) documentation is also important method in collecting data. It is the method used to get the data about variables in the form of notes, books, newspapers, magazines, etc. From this opinion, it can be concluded that documentation is a method used to get the data from the written materials which are published or unpublished.

In this study, the documentation was used to collect the supporting data about the location of SDN Tanggul Wetan VIII, the personnels, the name of the respondents and the facilities provided in the institution.

### 3.5 Data Analysis Method

The data obtained from the score of the test were quantitative data. In order to get the generalization or conclusion of the research, the data must be analyzed by applying statistical method. Since the objective of this research was to know the effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/ 2000 academic year t- test was used. The level of significance used here was 5% which determine that 95% of the decision that would be taken was right (Hadi, 1997:250). The result would be significant if the t- statistic was the same or higher than t- table. In this way, the null hypothesis was rejected and the alternative hypothesis will be accepted. The following formula was applied for analysing the data.

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right) \left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

$M_a$  = Mean of Experimental Group

$M_b$  = Mean of Control Group

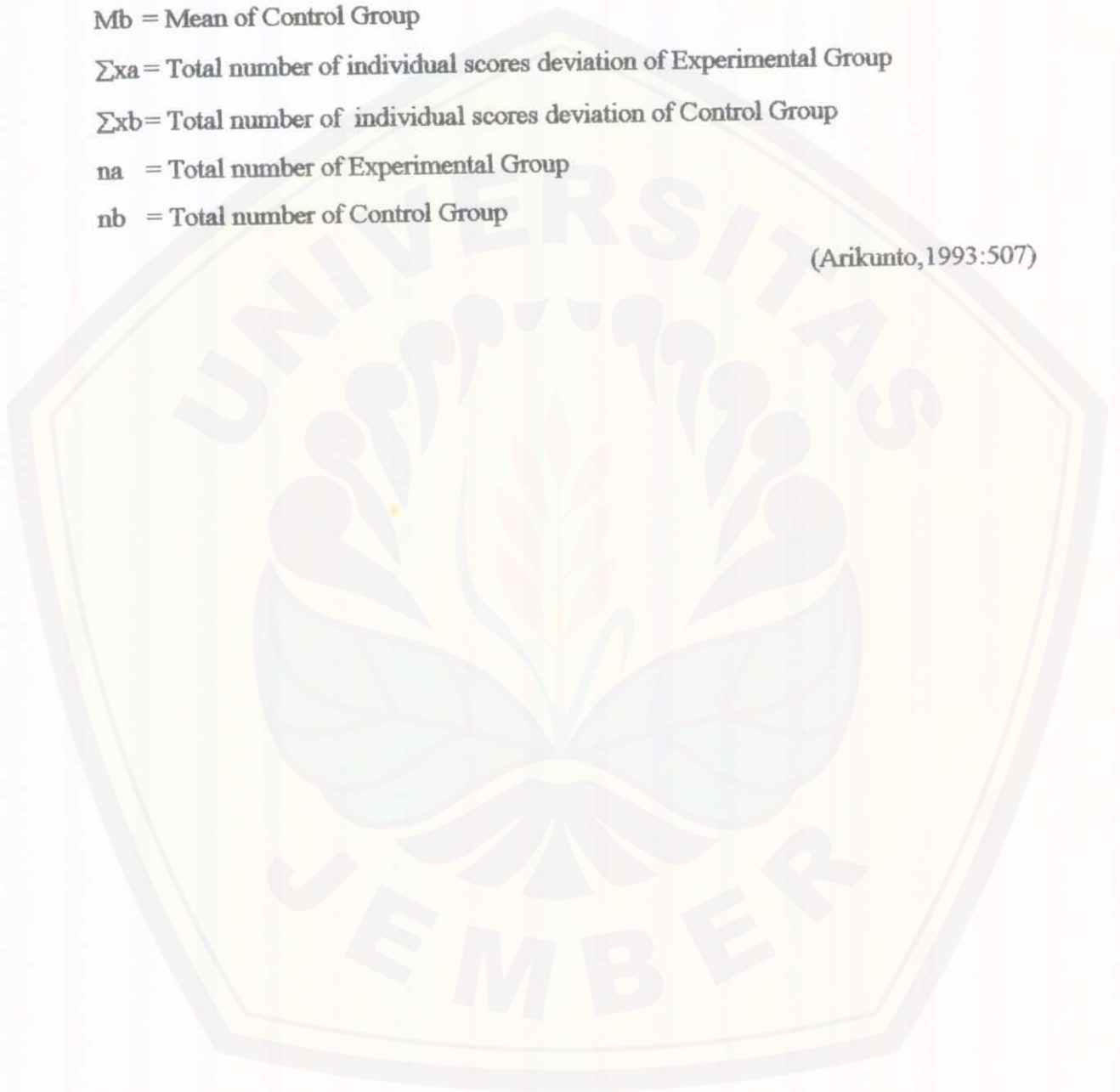
$\Sigma x_a$  = Total number of individual scores deviation of Experimental Group

$\Sigma x_b$  = Total number of individual scores deviation of Control Group

$n_a$  = Total number of Experimental Group

$n_b$  = Total number of Control Group

(Arikunto,1993:507)



## IV. RESEARCH RESULT AND DISCUSSION

### 4.1 The Result of Secondary Data

The secondary data were obtained by conducting Interview, Observation and Documentation. This kind of data would support the primary data so that the results was complete.

#### 4.1.1 The Result of Interview

##### a) The History of SDN Tanggul Wetan VIII

SDN Tanggul Wetan VIII has been established since 1987. It is located at Jl. PB Sudirman 68 Tanggul. The first principal was Sumiyati Sasmita Djati who managed the school from 1987 up to 1991. The second principal was Sunipah who managed the school from 1991 up to 1995. Now the principal is Sutrisno who manages the school from 1995 up to now.

##### b) Teaching Method Used in SDN Tanggul Wetan VIII

In the teaching learning process, the method used was the combination of several methods that suited with the materials given and the students' condition, such as discussion method, lecturing method and drilling. The English teacher rarely used Poem and Song in teaching English.

##### c) The Compulsory Book Used by the Students and the Teacher of SDN Tanggul Wetan VIII

The compulsory book for the students was "Let's Practice English" by Grasindo. All the students had this book. meanwhile, the English teacher used several English books for elementary school, such as "English for SD", "Start with English", "Get Ready for beginners". Concerning with the curriculum used, the English teaching learning process of the fifth year students of SDN Tanggul Wetan VIII in the





1999/2000 academic year was based on the 1994 curriculum for local content subject matter. The students learned English subject once a week for 90 minutes every Tuesday.

#### **4.1.2 The Result of Observation**

The result of observation was about the teaching learning process of English at SDN Tanggul Wetan VIII done by the English teacher. In teaching English, teacher used discussion method and drilling. In this case, the teacher asked the students to discuss certain material in groups. The students discussed the topic given by the teacher and also did the exercises given. Then the result would be discussed together.

#### **4.1.3 The Result of Documentation**

The documentation was used to get the data about the names of the respondent, the personnels employed and the facilities of SDN Tanggul Wetan VIII in the 1999/2000 academic year.

##### **a) The Names of the Fifth Year Students of SDN Tanggul Wetan VIII in the 1999/2000 Academic Year**

There were two classes of the fifth year students of SDN Tanggul Wetan VIII. Each class consisted of 24 and 25 students. The names of those students could be seen at the Appendix 7.

##### **b) The Name of the Personnels of SDN Tanggul Wetan VIII in the 1999/2000 Academic Year**

The data about the personnels of SDN Tanggul Wetan VIII consisted of the principal, teachers and the gardener. It could be seen at the Appendix 8.

**c) The Facilities of SDN Tanggul Wetan VIII in the 1999/2000 Academic Year**

The facilities provided in SDN Tanggul Wetan VIII are used to support the teaching learning process. The list of the facilities could be seen at the Appendix 9.

**4.2 The Result of the Primary Data**

The primary data were obtained from the English achievement test result. The English achievement test result would show whether or not any significant different means between Experimental Group and Control Group after they were given different treatments. The treatment for the Experiment group was teaching English using Poem and Song, and the treatment for the Control group was teaching English using Lecturing method. Those results were gained from post- test that were done after the respondents were given treatments. Meanwhile, the respondents would be given pre- test first before they were given treatment, so that we knew the English achievement of the students when they were not given the treatments yet.

**4.2.1 The Result of Pre- Test**

Pre- test was used to measure the homogeneity of the respondents. In order to know the homogeneity of those groups, the result of the pre- test scores was analyzed using t- test, then the result of it was consulted to the t- table at 5% significant level.

After knowing the homogeneity of the respondents, the researcher divided the group into Experimental Group and Control Group by lottery. The list of the students who belong to the experimental group and the control group as well as the result of the measurement of the homogeneity of those group was presented below :

Table 1. Data Analysis of Pre- test on Vocabulary Achievement on the Experimental group and Control Group

Experimental Group			Control Group		
Nu	$X_a$	$X_a^2$	Nu	$X_b$	$X_b^2$
1.	6	36	1.	6	36
2.	7	49	2.	6	36
3.	8	64	3.	6	36
4.	7	49	4.	6	36
5.	6	36	5.	6	36
6.	6	36	6.	6	36
7.	7	49	7.	7	49
8.	7	49	8.	7	49
9.	8	64	9.	8	64
10.	7	49	10.	8	64
11.	8	64	11.	6	36
12.	8	64	12.	7	49
13.	6	36	13.	7	49
14.	8	64	14.	6	36
15.	7	49	15.	7	49
16.	7	49	16.	7	49
17.	6	36	17.	8	64
18.	7	49	18.	6	36
19.	6	36	19.	6	36
20.	7	49	20.	8	64
21.	8	64	21.	6	36
22.	7	49	22.	7	49
23.	8	64	23.	7	49
24.	8	64	24.	7	49
25.			25.	7	49
$\Sigma$	170	1218	$\Sigma$	168	1142

Base on the tabulation above, the calculation using t- test formula is as follow:

a) Calculating the mean of the Experimental Group :

$$Ma = \frac{\sum Xa}{na} = \frac{170}{24} = 7,0833$$

b) Calculating the mean of the Control Group :

$$Mb = \frac{\sum Xb}{nb} = \frac{168}{25} = 6,72$$

c) Calculating the individual score deviation square of  $M_a$  :

$$\sum xa^2 = \sum Xa^2 - \frac{(\sum Xa)^2}{na} = 1218 - \frac{(170)^2}{24} = 13,833333$$

d) Calculating the individual score deviation square of  $M_b$  :

$$\sum xb^2 = \sum Xb^2 - \frac{(\sum xb)^2}{nb} = 1142 - \frac{(168)^2}{25} = 13,04$$

e) Calculating the t- test :

$$\begin{aligned} t - test &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{7,0833 - 6,72}{\sqrt{\left(\frac{13,833333 + 13,04}{24 + 25 - 2}\right)\left(\frac{1}{24} + \frac{1}{25}\right)}} \\ &= 1,681 \end{aligned}$$

f) Calculating the degree of freedom :

$$\begin{aligned} df &= (na + nb - 2) \\ &= 24 + 25 - 2 \\ &= 47 \end{aligned}$$

After analysing the data, the result of statistical computing value of the t- test is 1, 681 while the t- table with the degree of freedom 47 at 5% significant level is

2,021. It shows that the result of statistical computing value of the t- test is lower than the t- table. It means both of the two groups are homogen, because the two groups have no significant mean different. In other words, it can be explained that the two groups have the same ability.

#### 4.2.2 The Result of Post- Test

Post- test were given to the students after both of the two groups had been given the treatments. The data got from post- test would be analyzed by using statistical analysis t- test. For this reason, the alternative hypothesis should be changed into null hypothesis ( $H_0$ ), then it would be changed again into alternative hypothesis. The result of post- test on vocabulary achievement was presented below :

Table 2 The Result of Post - test on Vocabulary Achievement of the Fifth Year Students of SDN Tanggul Wetan VIII in the 1999/ 2000 Academic Year

Nu	Experimental Group		Control Group	
	Poem	Song	I	II
	$X_{a_1}$	$X_{a_2}$	$X_{b_1}$	$X_{b_2}$
1.	6	6	7	5,5
2.	7,5	9,5	7,5	6
3.	9,5	9,5	6	8,5
4.	9,5	9	7	3,5
5.	8	9	5	2
6.	9	8	7	5
7.	9	9	8	6,5
8.	9,5	9	6	5
9.	8,5	9,5	10	10
10.	10	9,5	8,5	2
11.	10	9,5	6	7
12.	10	9	7	5,5
13.	8	6	7,5	5
14.	9,5	9	7	6
15.	5	8	8,5	9,5
16.	8	10	7,5	5,5
17.	6,5	7,5	3	8
18.	9,5	8	3	7

19.	5	8,5	6	5
20.	9	9	6	4
21.	8,5	9,5	7	9,5
22.	9,5	9	7,5	7,5
23.	9	6	9	8,5
24.	9,5	9	7,5	6
25.			7,5	3,5

Notes :

$Xa_1$  = The score of the first test when taught by poem

$Xa_2$  = The score of the second test when taught by song

$Xb_1$  = The first test

$Xb_2$  = The second test

#### 4.3 Data Analysis

From the result above then the researcher analyzed the data. In analysing the data, the researcher used t- test formula intended to know whether there is a significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year or not.

Table. 3 Data Analysis of Post- test on Vocabulary Achievement of the Fifth Year Students of SDN Tanggul Wetan VIII in the 1999/2000 Academic Year

Nu	Experimental Group				Control Group			
	Poem		Song		I		II	
	$X_{a1}$	$X_{a1}^2$	$X_{a2}$	$X_{a2}^2$	$X_{b1}$	$X_{b1}^2$	$X_{b2}$	$X_{b2}^2$
1.	6	36	6	36	7	49	5,5	30,25
2.	7,5	56,25	9,5	90,25	7,5	56,25	6	36
3.	9,5	90,25	9,5	90,25	6	36	8,5	72,25
4.	9,5	90,25	9	81	7	49	3,5	12,25
5.	8	64	9	81	5	25	2	4
6.	9	81	8	64	7	49	5	25
7.	9	81	9	81	8	64	6,5	42,25
8.	9,5	90,25	9	81	6	36	5	25
9.	8,5	72,25	9,5	90,25	10	100	10	100
10.	10	100	9,5	90,25	8,5	72,25	2	4
11.	10	100	9,5	90,25	6	36	7	49
12.	10	100	9	81	7	49	5,5	30,25
13.	8	64	6	36	7,5	56,25	5	25
14.	9,5	90,25	9	81	7	49	6	36
15.	5	25	8	64	8,5	72,25	9,5	90,25
16.	8	64	10	100	7,5	56,25	5,5	30,25
17.	6,5	42,25	7,5	56,25	3	9	8	64
18.	9,5	90,25	8	64	3	9	7	49
19.	5	25	8,5	72,25	6	36	5	25
20.	9	81	9	81	6	36	4	16
21.	8,5	72,25	9,5	90,25	7	49	9,5	90,25
22.	9,5	90,25	9	81	7,5	56,25	7,5	56,25
23.	9	81	6	36	9	81	8,5	72,25
24.	9,5	90,25	9	81	7,5	56,25	6	36
25.					7,5	56,25	3,5	12,25
$\Sigma$	203,5	1776,75	206	1799	172	1244	151,5	1032,75

From the data above, then it was necessary to analyzed the t-test of each variable. The first analysis was to know the effect of poem on vocabulary achievement.

Then the second analysis was to know the effect of song on vocabulary achievement. The tabulation of t- test of each variable was as follow :

- a) Calculating the mean of the Experimental Groups' Vocabulary Achievement when they were taught by poem :

$$Ma_1 = \frac{\sum Xa_1}{na_1} = \frac{203,5}{24} = 8,479166667$$

- b) Calculating the mean of the Experimental Groups' Vocabulary Achievement when they were taught by song :

$$Ma_2 = \frac{\sum Xa_2}{na_2} = \frac{206}{24} = 8,583333333$$

- c) Calculating the mean of the Control Group on the first post- test :

$$Mb_1 = \frac{\sum Xb_1}{nb_1} = \frac{172}{25} = 6,88$$

- d) Calculating the mean of the Control Group on the second post- test :

$$Mb_2 = \frac{\sum Xb_2}{nb_2} = \frac{151,5}{25} = 6,06$$

- e) Calculating the individual score deviation square of  $Ma_1$  :

$$\begin{aligned} \sum Xa_1^2 &= \sum Xa_1^2 - \frac{(\sum Xa_1)^2}{na_1} \\ &= 1776,75 - \frac{(203,5)^2}{24} = 51,239583 \end{aligned}$$

- f) Calculating the individual score deviation square of  $Ma_2$  :

$$\begin{aligned} \sum Xa_2^2 &= \sum Xa_2^2 - \frac{(\sum Xa_2)^2}{na_2} \\ &= 1799 - \frac{(206)^2}{24} = 30,833333 \end{aligned}$$



g) Calculating the individual score deviation square of  $Mb_1$  :

$$\begin{aligned}\sum xb_1^2 &= \sum Xb_1^2 - \frac{(Xb_1)^2}{nb_1} \\ &= 1244 - \frac{(172)^2}{25} = 60,64\end{aligned}$$

h) Calculating the individual score deviation square of  $Mb_2$  :

$$\begin{aligned}\sum xb_2^2 &= \sum Xb_2^2 - \frac{(\sum Xb_2)^2}{nb_2} \\ &= 1032,75 - \frac{(151,5)^2}{25} = 114,66\end{aligned}$$

i) Calculating the t- test of Vocabulary Achievement on poem :

$$\begin{aligned}t - test &= \frac{Ma_1 - Mb_1}{\sqrt{\left(\frac{\sum xa_1^2 + \sum xb_1^2}{na_1 + nb_1}\right)\left(\frac{1}{na_1} + \frac{1}{nb_1}\right)}} \\ &= \frac{8,479166667 - 6,88}{\sqrt{\left[\frac{51,239583 + 60,64}{24 + 25 - 2}\right]\left(\frac{1}{24} + \frac{1}{25}\right)}} \\ &= 3,627\end{aligned}$$

j) Calculating the degree of freedom :

$$\begin{aligned}df &= (na + nb - 2) \\ &= (24 + 25 - 2) \\ &= 47\end{aligned}$$

From this tabulation, it showed that t- statistic = 3,627 while the critical value on the degree of freedom 47 with 5% significant level = 2,021. It meant that t- statistical (3,627) was higher than the critical value (2,021) or t- empirical was higher than t- critic. The null hypothesis, "There is no significant effect of using poem on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the

1999 / 2000 academic year” was rejected and the alternative hypothesis “There is a significant effect of using poem on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year” was accepted.

k) Calculating the t- test of Vocabulary Achievement on song :

$$\begin{aligned}
 t - test &= \frac{Ma_2 - Mb_2}{\sqrt{\left(\frac{\sum xa_2^2 + \sum xb_2^2}{na_2 + nb_2 - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\
 &= \frac{8,583333333 - 6,06}{\sqrt{\left(\frac{30,8333333 + 114,66}{24 + 25 - 2}\right)\left(\frac{1}{24} + \frac{1}{25}\right)}} \\
 &= 5,0185
 \end{aligned}$$

Calculating the degree of freedom :

$$\begin{aligned}
 df &= (na + nb - 2) \\
 &= (24 + 25 - 2) \\
 &= 47
 \end{aligned}$$

From this tabulation, it showed that t- statistic = 5,019 while the critical value on the degree of freedom 47 with 5% significant level = 2,021. It meant that the t- statistic (5,019) was higher than the critical value (2,021) or t- empirical was higher than t- critic. The null hypothesis, “There is no significant effect of using song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 /2000 academic year” was rejected and the alternative hypothesis, “There is a significant effect of using song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year” was accepted.

After finding the tabulation of the t- test of each variable then the researcher calculated the t- test in general that was the t- test of Vocabulary Achievement after being taught by Poem and Song. The data after combining those two tests was as follow :

Table 4. Data Analysis of Post- test on Vocabulary Achievement of the Fifth Year Students of SDN Tanggul Wetan VIII in the 1999/ 2000 Academic Year

Nu	Experimental Group		Control Group	
	Xa	Xa <sup>2</sup>	Xb	Xb <sup>2</sup>
1.	6	36	6,25	39,0625
2.	8,5	72,25	6,75	45,5625
3.	9,5	90,25	7,25	52,5625
4.	9,25	85,5625	5,25	27,5625
5.	8,5	72,25	3,5	12,25
6.	8,5	72,25	6	36
7.	9	81	7,25	52,5625
8.	9,25	85,5625	5,5	30,25
9.	9	81	10	100
10.	9,75	95,0625	5,25	27,5625
11.	9,75	95,0625	6,5	42,25
12.	9,5	90,25	6,25	39,0625
13.	7	49	6,25	39,0625
14.	9,25	85,5625	6,5	42,25
15.	6,5	42,25	9	81
16.	9	81	6,5	42,25
17.	7	49	5,5	30,25
18.	8,75	76,5625	5	25
19.	6,75	45,5625	5,5	30,25
20.	9	81	5	25
21.	9	81	8,25	68,025
22.	9,25	85,5625	7,5	56,25
23.	7,5	56,25	8,75	76,5625
24.	9,25	85,5625	6,75	45,5625
25.			5,5	30,25
Σ	204,75	1774,8125	161,75	1096,4375

Notes :

Xa = The score of experimental group.

Xb = The score of control group.

Based on the table above, then we could find t- test as follow :

- a) Calculating the mean of the Experimental Group :

$$Ma = \frac{204,75}{24} = 8,53125$$

- b) Calculating the mean of the Control Group :

$$Mb = \frac{161,75}{25} = 6,47$$

- c) Calculating the individual score deviation square of Ma :

$$\begin{aligned}\sum xa &= 1774,8125 - \frac{(204,75)^2}{24} \\ &= 28,039062\end{aligned}$$

- d) Calculating the individual score deviation square of Mb :

$$\begin{aligned}\sum xb^2 &= 1096,4375 - \frac{(161,75)^2}{25} \\ &= 49,915\end{aligned}$$

- e) Calculating the t- test :

$$\begin{aligned}t - test &= \frac{8,53125 - 6,47}{\sqrt{\left(\frac{28,039062 + 49,915}{24 + 25 - 2}\right)\left(\frac{1}{24} + \frac{1}{25}\right)}} \\ &= 5,6006\end{aligned}$$

- f) Calculating the degree of freedom :

$$\begin{aligned}df &= (na + nb - 2) \\ &= (24 + 25 - 2) \\ &= 47\end{aligned}$$

From this tabulation, it showed that the t - statistic = 5,601 while the critical value on the degree of freedom 47 with 5% significant level = 2,021. It meant that the t- statistic (5,601) was higher than the critical value (2,021) or the t - empirical was higher than t- critic. The null hypothesis, "There is no significant effect of using poem

and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year” was rejected and the alternative hypothesis, “There is a significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year” was accepted.

Here was the summary of those tabulation :

Table. 5 The Summary of Data Anallysis

Method	T-statistic	T-table	Result
Poem	3,627	2,021	Significant
Song	5,019	2,021	Significant
Poem & Song	5,601	2,021	Significant

#### 4.4 Discussion

From the data analysis above, those t- statistic values are higher than t- critic. It means that the teaching of English using poem and song can improve the vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year. It can be conclude that the alternative hypothesis of “There is a significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year” is accepted and the null hypothesis of “There is no significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year” is rejected. Those improvements happen maybe because of the following reasons.

In learning a language, children need environment suited to them (Gerda,1997). They love to learn something if the class situation is comfortable.



Teacher has to help the students to feel secure. To make them feel secure, teacher can arrange the class and create interesting method in teaching.

Poem and song as one of the ways in teaching language to children can be applied in the English teaching learning process. By presenting poem and song in teaching English, the students will learn the language unconsciously. Because they get new vocabulary while they are reading poem or singing a song. In reading poem or singing a song students will hear the words on it again and again. It will help them to remember those words, and will not easy to be forgotten (Maley,1987:93). The pattern of sound and stress facilitate them to acquire the language. Repetition of lines, phrase, sound or images are attractive to children.

Usually, poem and song are performed in choral form. It can make the students feel comfortable because when they perform it in group, their individual error in pronouncing the words will reduce. It is good for them to be brave to learn English and it can help them to acquire the language more easily (Maley,1987:94).

In presenting a poem and song in English teaching, it is better for the teacher to choose poem and song that is interesting to children. It must be plain and easy rhythm. By giving suitable poem and song for children, students will more enthusiastic in learning English (Karim,1986:626).

Teacher can use picture, real object or flashcard as an aid in giving new poem or song. Students should hear the poem and song many times so that they will remember it. After the students knew the poem and song and able to perform in correct pronunciation, teacher should give exercises related to the poem and song given.

From the explanation above, it can be conclude that poem and song give good effect in teaching English to children. Children can learn language while they are singing song or reading poem. Based on the data analysis, it can be said that "There is a significant effect of using poem and song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year".

## V. CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the discussion on Chapter IV, the conclusion were stated in the following:

1. There is a significant effect of using poem and song on the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year.
2. There is a significant effect of using poem on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year.
3. There is a significant effect of using song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999 / 2000 academic year.

### 5.2 Suggestion

#### 5.2.1 For The English Teacher

After knowing the result of the research, it is suggested for English teacher, especially teacher in elementary school to use poem and song as alternative way in teaching English. It is used to avoid being bored in learning English with the same way every day.

#### 5.2.2 For The Students

It is suggested for the students to motivate themselves to be more active in joining the English class to improve their English achievement especially in vocabulary achievement. They are also suggested that they should not have any feeling of fear when they got involved in the English class.

### 5.2.3 For The Other Researcher

For other researchers, are suggested to search other advantages of poem and song in the other language skill such as in writing skill or speaking skill.





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## RESEARCH MATRIX

Title	Problem	Variables	Sub-Variables	Indicator	Data Resources	Research Methods	Hypothesis
<p>The Effect of Using Poem and Song on Vocabulary Achievement of the Fifth Year Students of SDN Tanggul Wetan VIII in the 1999/2000 Academic Year</p>	<p>a. Major Problem : • Is there any significant effect of using Poem and Song on Vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/2000 academic year ?</p> <p>b. Minor Problems : 1. Is there any significant effect of using poem on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/2000 academic year ? 2. Is there any significant effect of using song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in 1999/2000 academic year ?</p>	<p>a) Poem and Song</p>	<p>1. Poem 2. Song</p>	<p>1. Teaching using poem 2. Teaching using song</p> <p>Vocabulary Achievement including : Noun, Adjective, Preposition</p>	<p>1. Respondents The Fifth Year Students of SDN Tanggul Wetan VIII in the 1999/2000 academic year 2. <u>Informants</u> a. The Principal b. English Teacher</p>	<p>Area Determination Method : Purposive Method Respondent Determination Method : Population Method Data Collection Methods : Test Observation Interview Documentation 4. Data Analysis Method</p> $t = \frac{Ma - Mb}{\sqrt{\frac{\sum xa^2 + \sum xb^2}{na + nb - 2} \left( \frac{1}{na} + \frac{1}{nb} \right)}}$ <p>(Arikunto, 1993:507) Ma = Mean of Experimental Group Mb = Mean of Control Group <math>\sum xa</math> = Total number of individual score deviation of Experimental Group <math>\sum xb</math> = Total number of individual score deviation of Control Group na = Total number of Experimental Group nb = Total number of Control group</p>	<p>a) Major Hypothesis : There is a significant effect of using poem song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/2000 academic year.</p> <p>b) Minor Hypothesis 1. There is a significant effect of using poem vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/2000 academic year. 2. There is a significant effect of using song on vocabulary achievement of the fifth year students of SDN Tanggul Wetan VIII in the 1999/2000 academic year.</p>

THE RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
<p>A Descriptive study on the context clues roles in reading comprehension of the second year students of SLTP Negeri 3 Tanggul in the academic year 1997/1998</p>	<p>To what extend do context clues play roles in reading comprehension achievement of the second year students of SLTP Negeri 3 Tanggul in the academic year 1997/1998 ?</p>	<p>- Context Clues - Reading Comprehension</p>	<p>1. Synonym Clues 2. Antonym Clues 3. Definition Clues 4. Explanation Clues 5. Relationship Clues</p>	<p>1. Respondents : The Second Years Students of SLTP Negeri 3 Tanggul 2. Informants : - Headmaster - The English teacher - The Administratif Staff 3. Documentation : - Documents</p>	<p>1. Area Determination SLTP Negeri 3 Tanggul 2. Respondent Determination. Cluster Random Sampling 3. Data Collection - Observation - Documentation - Test 4. Data Analysis Using Percentage Calculation Method The formula is as Follows : <math display="block">E = \frac{n}{N} \times 100\%</math> Note : E : The Total Scores n : The Right Answers N : The Total Items (Ali : 1987:184 )</p>

## Appendix 2

### GUIDED RESEARCH INSTRUMENTS

#### I. The Guide of Interview

No	The Data Required	Informants
1.	The History of SDN Tanggul Wetan VIII Tanggul	Head Master
2.	Method used in English Teaching Learning Process	English Teacher
3.	Compulsory Book Used	English Teacher

#### II. The Guide of Observation

No	The data Required	Informant
1.	Teaching Learning Process of English On Vocabulary Achievement	The English Teacher and The students

#### III. The Guide of Documentation

No	The Data Required	Informants
1.	The name of the fifth year students of SDN Tanggul	Documentation
2.	Wetan VIII Tanggul	Documentation
3.	The names of Personnels of SDN Tanggul Wetan VIII	Documentation
4.	The facilities of SDN Tanggul Wetan VIII Tanggul The sketch of SDN Tanggul Wetan VIII Tanggul	Documentation

Appendix 3

**Program Satuan Pelajaran**

**Bidang Studi** : Bahasa Inggris  
**Pokok Bahasan** : Vocabulary  
**Sub Pokok Bahasan** : Toys and Games  
**Kelas / Cawu** : V / 2  
**Waktu** : 90'

**I. TIU**

Siswa dapat menghafal kosakata tentang “ Toys and Games”

**II. TIK**

1. Siswa dapat menyanyikan lagu yang diberikan dengan lafal yang benar.
2. Siswa dapat menyebutkan macam - macam mainan dan permainan.
3. Siswa dapat menyebutkan kosakata tentang “ Toys and Games” dengan benar sesuai dengan lagu yang diberikan.
4. Siswa dapat menjawab pertanyaan yang berhubungan dengan topik.
5. Siswa dapat mengidentifikasi gambar - gambar tentang “Toys and Games” dengan tepat.

**III. Materi Pembelajaran**

Toys and Games

Contoh :

- It is my toy car.
- I play yo - yo.
- It is your doll.
- Andi plays football.

## IV. Kegiatan Belajar Mengajar

1. Guru memberikan kosakata / idiom yang terdapat pada lagu “ This is the Way” kepada siswa.
2. Guru menyanyikan lagu “ This is the Way” di depan kelas, dan siswa mendengarkan.
3. Guru menyanyikan lagu sekali lagi baris demi baris sambil membuat ketukan untuk memperkenalkan ritme lagu.
4. Guru menyanyikan lagu berulang - ulang sampai siswa hafal dengan pronunciation yang benar.
5. Siswa disuruh menyanyikan lagu bersama - sama tanpa diikuti guru.
6. Guru menerangkan kosakata tentang “ Toys and Games”.
7. Siswa mengerjakan latihan I dan II.
8. Siswa menjawab dan mendiskusikan latihan I dan II.

## V. Media dan Sumber Pembelajaran

- a) Media : Lagu, gambar
- b) Sumber Pembelajaran :
  - “ Let’ s Practice English” SD 5b, Gracindo.
  - “ Start with English” bahasa Inggris kelas 5, Erlangga.

## VI. Evaluasi

Evaluasi dilaksanakan saat proses belajar mengajar.



**A. Let' s Sing**

This is the way we play football  
Play football, play football  
This is the way we play football  
At holiday every morning



**B. Gantilah kata - kata play football dengan kata - kata di bawah ini !**

1. play skipping
2. play yo - yo
3. play seesaw
4. wear mask
5. do cycling

**Latihan I. Berilah nama pada gambar di bawah ini berdasarkan lagu di atas !**



**Latihan II. Pilihlah jawaban yang benar berdasarkan gambar !**

1. Andi plays ....
  - a. chess
  - b. football



2. Wati plays ....
  - a. doll
  - b. marbles



3. Saras 008 wears ....

- a. toy - car
- b. mask



4. I play ....

- a. yo - yo
- b. swimming



5. Indah holds ....

- a. doll
- b. ballons



**Program Satuan Pelajaran**

**Bidang Studi** : Bahasa Inggris  
**Pokok Bahasan** : Vocabulary  
**Sub Pokok Bahasan** : Letak Suatu Benda  
**Kelas / Cawu** : V / 2  
**Waktu** : 90'

**I. TIU**

Siswa dapat memahami dan mengaplikasikan kosakata tentang letak suatu benda

**II. TIK**

1. Siswa dapat membuat kata - kata / kalimat sederhana tentang letak suatu benda.
2. Siswa dapat menyebutkan letak benda sesuai dengan gambar.
3. Siswa dapat melengkapi kalimat berdasarkan gambar.

**III. Materi Pembelajaran**

Letak suatu benda

Contoh :

- The book is on the table.
- The ceiling is above my head.

**IV. Kegiatan Belajar Mengajar**

1. Guru memberikan kosakata yang terdapat dalam lagu.
2. Guru menyanyikan lagu "Where is ...?" di depan kelas.
3. Guru menyanyikan lagu sekali lagi baris demi baris sambil membuat ketukan untuk memperkenalkan ritme lagu.
4. Guru menyanyikan lagu berulang - ulang sampai siswa hafal dengan pronunciation yang benar.

5. Siswa disuruh menyanyikan lagu bersama - sama tanpa diikuti guru.
6. Guru menerangkan kosakata tentang letak suatu benda..
7. Siswa mengerjakan latihan B dan C.
8. Siswa menjawab dan mendiskusikan latihan B dan C.

#### **V. Media dan Sumber Pembelajaran**

- a) Media : Lagu, gambar
- b) Sumber Pembelajaran :
  - “Let’ s Practice English” SD 5b, Gracindo.
  - “English for Elementary School” buku III, IKIP Malang.

#### **VI. Evaluasi**

Evaluasi dilaksanakan saat proses belajar mengajar.

**A. Let's sing this song !**

I. Where is the bottle ?

It's on the table

Where is the pencil ?

It's under the book

Where is the painting ?

It's on the wall

Where is the ceiling ?

It's above my head

II. Where is the money ?

It's on the pocket

Where is the basket ?

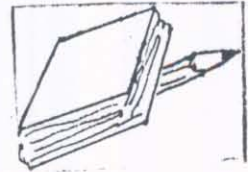
It's behind the door

Where is the cabbage ?

It's at the market

Where is the cupboard ?

It's beside the chair



**B. Lengkapilah dialog dibawah ini !**

1. A : " Where is the ceiling ?"

B : " It's.... "



2. A : " Where is the singlet ?"

B : " It's ..."



3. A : " Where is the ball ?"

B : " It's ..."



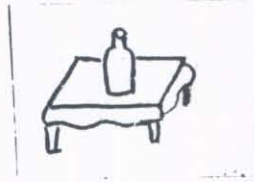
4. A : " Where is the table ?"

B : " It's ..."



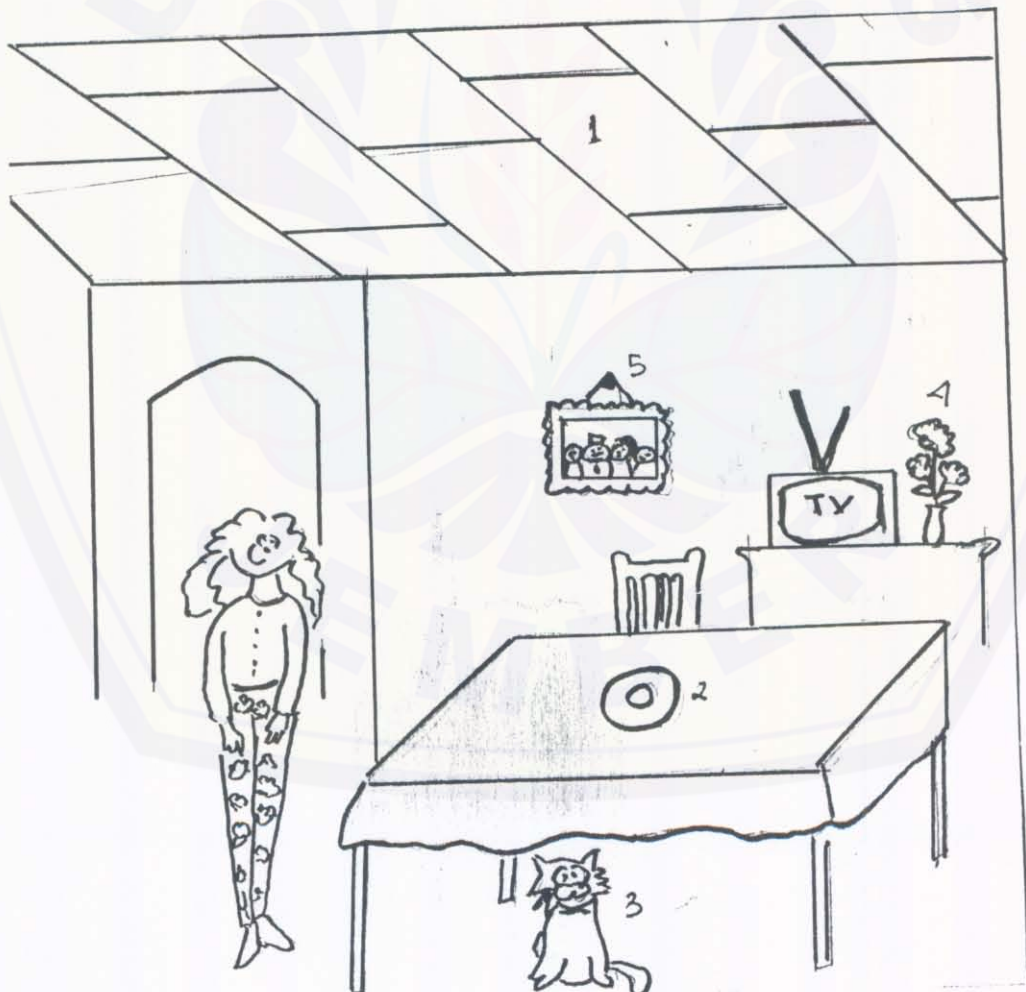
5. A : "Where is the bottle ?"

B : "It's ..."



C. Buatlah cerita berdasarkan gambar dengan menggunakan kata - kata *on, above, under, behind, beside, in* !

Ani is inside the kitchen. She is pointing out the things." The chair is behind the table. The ceiling is ① me. The plate is ② the table. The cat is ③ the table. The flower is ④ the TV. The picture is ⑤ . . . the wall.



**Program Satuan Pelajaran**

**Bidang Studi** : Bahasa Inggris  
**Pokok Bahasan** : Vocabulary  
**Sub Pokok Bahasan** : Describing Condition  
**Kelas / Cawu** : V / 2  
**Waktu** : 90'

**I. TIU**

Siswa dapat memahami dan mengaplikasikan kosakata tentang keadaan orang dan benda

**II. TIK**

1. Siswa dapat mengerti arti dari kosakata yang terdapat dalam puisi yang diberikan.
2. Siswa dapat mengidentifikasi gambar yang menunjukkan sifat orang dan benda.
3. Siswa dapat mengidentifikasikan kata yang benar / salah dengan melihat gambar yang diberikan.
4. Siswa dapat belajar sambil bergembira melalui puisi.

**III. Materi Pembelajaran**

Describing Condition

Contoh :

- The baby is hungry.
- The ice is cold.

**IV. Kegiatan Belajar Mengajar**

1. Guru memberikan kosakata yang terdapat dalam puisi.
2. Guru membaca puisi didepan kelas dan siswa mendengarkan.

3. Guru membacakan puisi baris demi baris berulang -ulang dengan lafal yang jelas dan benar.
4. Siswa membaca puisi bersama - sama tanpa diikuti guru.
5. Guru menerangkan kosakata tentang letak suatu benda..
6. Siswa mengerjakan latihan B dan C.
7. Siswa menjawab dan mendiskusikan latihan B dan C.

#### **V. Media dan Sumber Pembelajaran**

- a) Media : puisi, gambar
- b) Sumber Pembelajaran :
  - “Let’ s Practice English” SD 5b, Gracindo.

#### **VI. Evaluasi**

Evaluasi dilaksanakan saat proses belajar mengajar.



**A. Read this poem !**

You laugh, you are happy  
You sleep, you are sleepy  
You eat, you are hungry  
You drink, you are thirsty

**B. Pilih jawaban yang tepat sesuai dengan gambar. Nomor 1 sebagai contoh !**

angry • sad happy • hot cold •  
hungry • tired sleepy thirsty upset •

1. He is upset



2. They are ...



3. He is ...



4. He is ...



MILIK PERPUSTAKAAN  
UNIVERSITAS JEMBER

5. They are ...



6. The baby is ...



7. The man is ...



8. The boy is ...



9. The tea is ...



10. The ice is ...



C Pilihlah T jika itu benar dan F jika itu salah. Nomor 1 sebagai contoh !

1. ~~X~~ - F He is sleepy



2. T - F She is sad.



3. T - F They are tired.



4. T - F The baby is upset.



5. T- F The boy is angry.



6. T - F Arif is thirsty.



**Program Satuan Pelajaran**

<b>Bidang Studi</b>	<b>: Bahasa Inggris</b>
<b>Pokok Bahasan</b>	<b>: Vocabulary</b>
<b>Sub. Pokok Bahasan</b>	<b>: Ordinal Number</b>
<b>Kelas / Cawu</b>	<b>: V / 2</b>
<b>Waktu</b>	<b>: 90'</b>

**I. TIU**

Siswa dapat menghafal kosakata tentang "Ordinal Number"

**II. TIK**

1. Siswa dapat menghafal puisi tentang "Ordinal Number" dengan lafal yang benar.
2. Siswa dapat menyebutkan kosakata tentang "Ordinal Number" dengan benar.
3. Siswa dapat menjawab pertanyaan yang berhubungan dengan topik.
4. Siswa dapat melengkapi kalimat sesuai dengan gambar.
5. Siswa dapat menjawab pertanyaan guru berdasarkan permainan yang diberikan.

**III. Materi Pembelajaran**

Contoh :

- a) What is the date today ?  
It is the second of January
- b) Neil Amstrong is the first man on the moon.

**IV. Kegiatan Belajar Mengajar**

1. Guru memberikan kosakata yang berhubungan dengan puisi kepada siswa.
2. Guru membacakan puisi tentang "Ordinal Number" didepan kelas.
3. Guru membacakan puisi sekali lagi dengan pronunciation yang jelas dan siswa menirukan.
4. Siswa membacakan puisi bersama- sama tanpa diikuti guru sampai hafal.

5. Guru menerangkan kosakata tentang “Ordinal Number”.
6. Siswa mengerjakan latihan 1, 2 dan 3.
7. Siswa menjawab dan mendiskusikan latihan 1, 2 dan bersama- sama.
8. Guru memberikan sebuah permainan kepada siswa.
9. Siswa menjawab pertanyaan secara lisan sesuai dengan permainan yang diberikan.

## **V. Media dan Sumber Pembelajaran**

- a. Media : Poem, Flash Card
- b. Sumber Pembelajaran : - “Let’s Practice English” bahasa Inggris kelas 5, Gracindo

## **VI. Evaluasi**

Evaluasi dilaksanakan selama proses belajar mengajar berlangsung.

**A. Read this poem !**

(Bacalah puisi dibawah ini )

January is the first month

February is the second month

March is the third month

So, what is the fourth month ?

**B. Bacalah angka - angka berikut ini !**

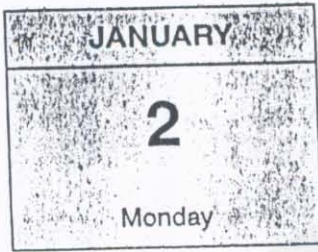
1 <sup>st</sup> = First	11 <sup>th</sup> = Eleventh
2 <sup>nd</sup> = Second	12 <sup>th</sup> = Twelfth
3 <sup>rd</sup> = Third	13 <sup>th</sup> = Thirteenth
4 <sup>th</sup> = Fourth	14 <sup>th</sup> = Fourteenth
5 <sup>th</sup> = Fifth	15 <sup>th</sup> = Fifteenth
6 <sup>th</sup> = Sixth	16 <sup>th</sup> = Sixteenth
7 <sup>th</sup> = Seventh	17 <sup>th</sup> = Seventeenth
8 <sup>th</sup> = Eighth	18 <sup>th</sup> = Eighteenth
9 <sup>th</sup> = Ninth	19 <sup>th</sup> = Nineteenth
10 <sup>th</sup> = Tenth	20 <sup>th</sup> = Twentieth

EXERCISE 1  
LATIHAN 1

Look at the pictures and talk what day/date it is!

Lihatlah gambar dan katakan hari apa/tanggal berapa!

Example



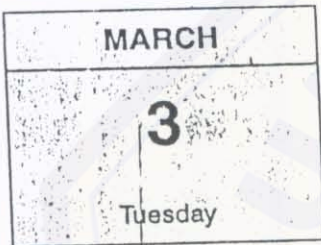
A : What is the date today?  
B : It is the second of Januari.  
A : What day is it?  
B : It is Monday.

1.



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

2.



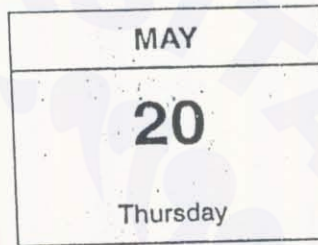
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

3.



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

4.



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

5.



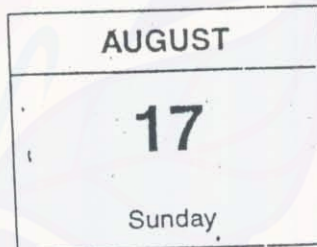
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

6.



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

7.



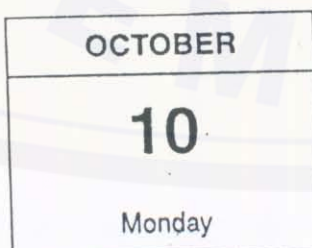
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

8.



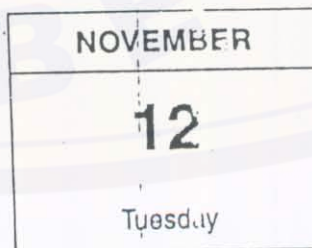
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

9.



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

10.



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

Fill in the blank with the ordinal number: **first, second, third** etc.!

Isilah titik-titik dengan nomor ordinal: **first, second, third** dst.!

1. Neil Amstrong is the ... man on the moon (1<sup>st</sup>).
2. Mr. Suharto is the ... president (2<sup>nd</sup>).
3. Budi is my ... son (4<sup>th</sup>).
4. The ... car is very good (5<sup>th</sup>).
5. The ... bus is full (3<sup>th</sup>).

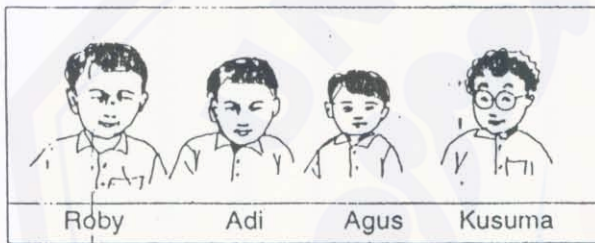
## EXERCISE 3

## LATIHAN 3

Fill in the blank with **first, second, third, fourth** or **fifth**. Look at the pictures!

Isilah titik-titik dengan **first, second, third, fourth** or **fifth**. Lihatlah gambar!

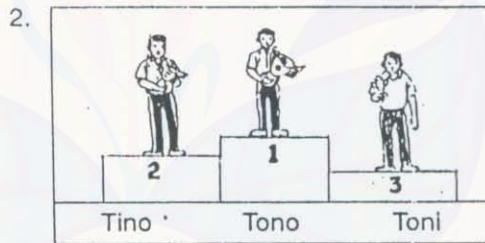
## Example



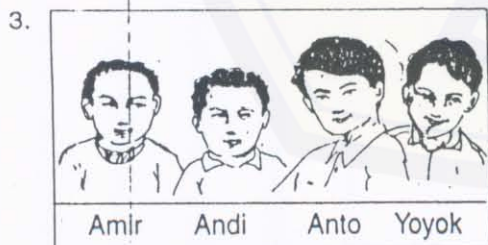
Roby is the first son.  
Adi is the second son.  
Agus is the third son.  
Kusuma is the fourth son.



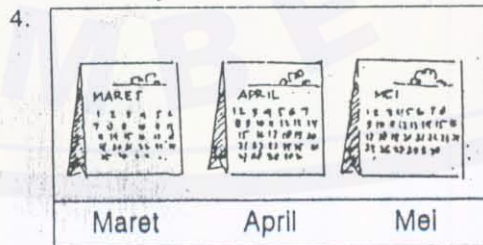
Annisa is the ... daughter.  
Ani is the ... daughter.  
Ari is the ... daughter.



Tino is the ... winner.  
Tono is the ... winner.  
Toni is the ... winner.



Amir is the ... in a queue.  
Andi the ... in a queue.  
Anto is the ... in a queue.  
Yoyok is the ... in a queue.

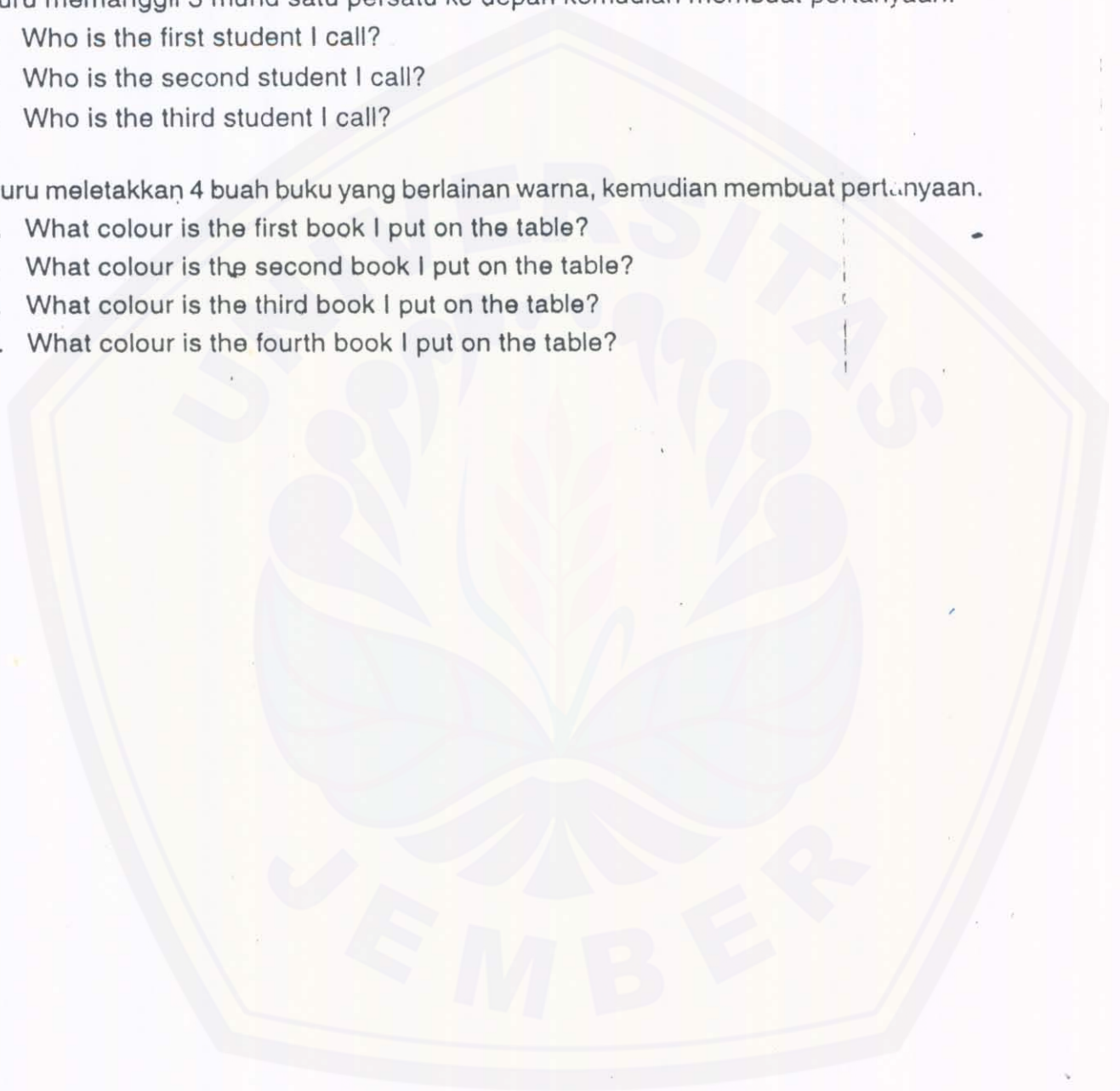


March is the ... month.  
April is the ... month.  
May is the ... month.



**GAME**

1. Guru memanggil 3 murid satu persatu ke depan kemudian membuat pertanyaan:
  - a. Who is the first student I call?
  - b. Who is the second student I call?
  - c. Who is the third student I call?
  
2. Guru meletakkan 4 buah buku yang berlainan warna, kemudian membuat pertanyaan.
  - a. What colour is the first book I put on the table?
  - b. What colour is the second book I put on the table?
  - c. What colour is the third book I put on the table?
  - d. What colour is the fourth book I put on the table?



**Program Satuan Pelajaran**

**Bidang Studi** : Bahasa Inggris  
**Pokok Bahasan** : Vocabulary  
**Sub. Pokok Bahasan** : Colour  
**Kelas / Cawu** : V/ 2  
**Waktu** : 90'

**I. TIU**

Siswa dapat menghafal kosakata yang berhubungan dengan "Colour".

**II. TIK**

1. Siswa dapat menghafal lagu tentang "Colour" dengan lafal yang benar.
2. Siswa dapat menyebutkan macam - macam warna dengan lafal yang benar.
3. Siswa dapat menjawab pertanyaan yang berhubungan dengan topik.
4. Siswa dapat memberi warna pada sebuah gambar dengan tepat sesuai dengan perintah.

**III. Materi Pembelajaran**

Contoh :

- a) What colour is it ?  
It is blue.
- b) What colour is it ?  
It is red.

**IV. Kegiatan Belajar Mengajar**

1. Guru memberikan kosakata yang berhubungan dengan lagu kepada siswa.
2. Guru menyanyikan lagu "The Leaves Are Green" di depan kelas dan siswa mendengarkan.
3. Guru menyanyikan lagu sekali lagi sambil membuat ketukan untuk mengenalkan ritme lagu.

4. Guru menyanyikan lagu sekali lagi baris demi baris dan siswa menirukan.
5. Siswa menyanyikan lagu bersama - sama tanpa di ikuti oleh guru sampai hafal.
6. Siswa mengerjakan latihan A dan B.
7. Siswa dan guru mendiskusikan dan menjawab latihan bersama - sama.

## V. Media dan Sumber Pembelajaran

- a) Media : Song, Picture.
- b) Sumber pembelajaran : - "Let's Practice English" oleh Grasindo.  
- "English for the Elementary School" oleh IKIP Malang.

## VI. Evaluasi

Evaluasi dilaksanakan saat proses belajar mengajar berlangsung.



**I. Read this words !**

Red      White      Blue      Pink  
Yellow      Black      Orange      Purple

**II. Let's sing this song !**

The Leaves are Green

The leaves are green, the nuts are brown

They hang so high, they won't come down

Leave them alone, till frosty weather then

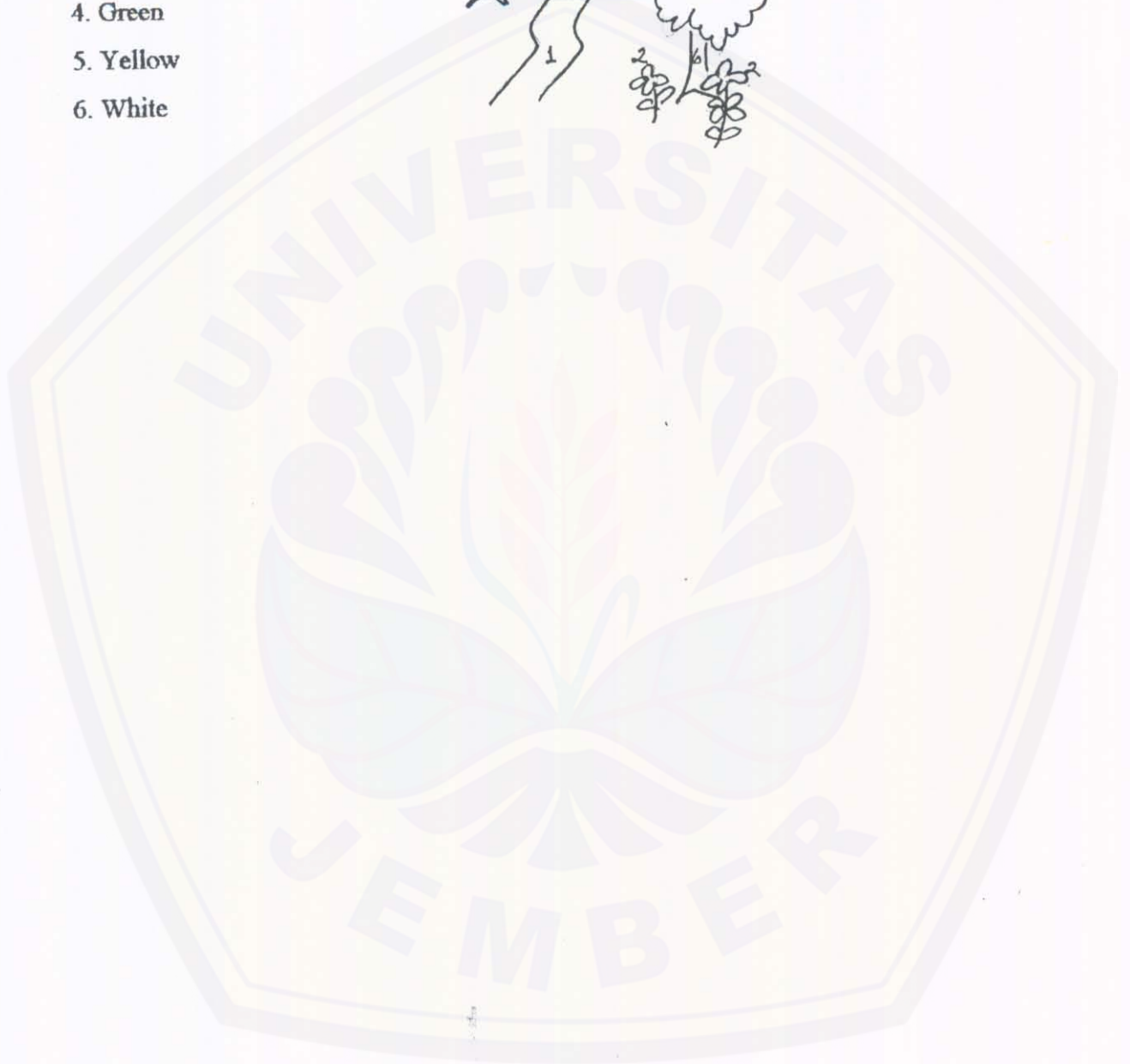
They will all come down together

**I. Isilah titik -titik di bawah ini dengan : *blue, pink, white, red, black*, sesuai dengan kata - kata dalam kurung !**

1. A : What colour is it ?  
B : It is ..... (biru)
2. A : What colour is your clothe ? The white one or the black one ?  
B : It is ..... one ( hitam)
3. A : What colour is her book ?  
B : It is ..... ( merah muda )
4. A : What colour is his shoes ?  
B : It is ..... ( putih)
5. A : What colour is your car ?  
B : It is ..... ( merah )

V. Warnailah gambar di bawah ini sesuai dengan nomor yang ada !

1. Brown
2. Red
3. Black
4. Green
5. Yellow
6. White



**Program Satuan Pelajaran**

**Bidang Studi : Bahasa Inggris**

**Pokok Bahasan : Vocabulary**

**Sub. Pokok Bahasan : Toys and Game**

**Kelas / Cawu : V / 2**

**Waktu : 90'**

**I. TIU**

Siswa dapat menghafal kosakata tentang “ Toys and Games”

**II. TIK**

1. Siswa dapat menyebutkan macam - macam permainan dan mainan.
2. Siswa dapat menjawab pertanyaan yang berhubungan dengan topik.
3. Siswa dapat mengidentifikasi gambar- gambar tentang mainan dan permainan.

**III. Materi Pembelajaran**

Toys and Games

Contoh :

- It is my toy - car
- I play yoyo
- It is your doll
- Andi plays football

**IV. Kegiatan Belajar Mengajar**

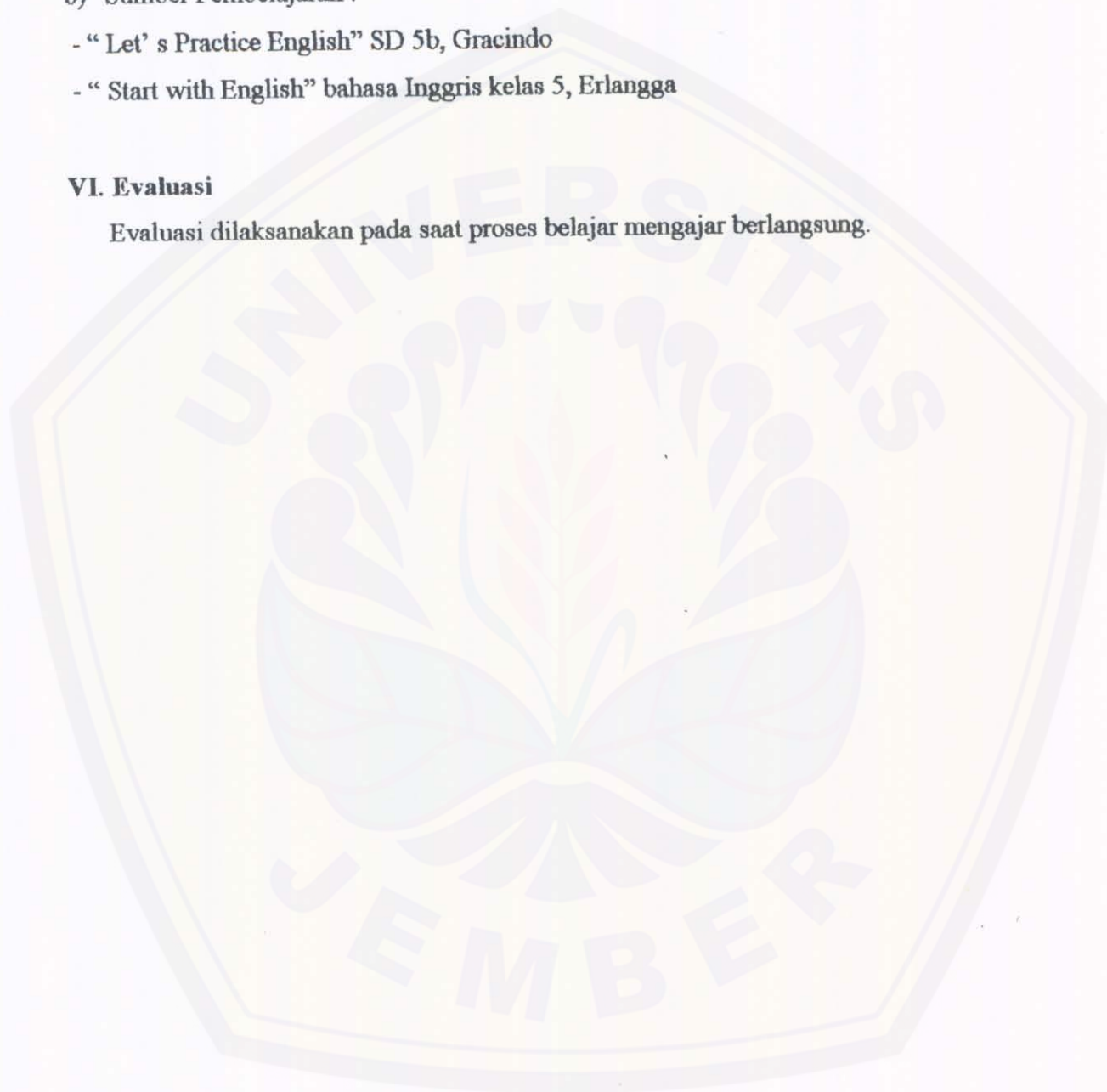
1. Guru memberikan contoh kalimat yang sesuai dengan topik.
2. Guru menerangkan kosakata berdasar contoh.
3. Guru menunjukkan gambar tentang kosakata yang telah diberikan dan siswa menyebutkan gambar yang dimaksud sesuai kosakata yang dimaksud.
4. Siswa mengerjakan latihan I dan II
5. Siswa menjawab dan mendiskusikan latihan I dan II

**V. Media dan Sumber Pembelajaran**

- a) Media : gambar
- b) Sumber Pembelajaran :
- “Let’ s Practice English” SD 5b, Gracindo
  - “Start with English” bahasa Inggris kelas 5, Erlangga

**VI. Evaluasi**

Evaluasi dilaksanakan pada saat proses belajar mengajar berlangsung.



Latihan I. Berilah nama pada gambar di bawah ini berdasarkan lagu di atas !



Latihan II. Pilihlah jawaban yang benar berdasarkan gambar !

1. Andi plays ....

- a. chess
- b. football



2. Wati plays ....

- a. doll
- b. marbles



3. Saras 008 wears ....

- a. toy - car
- b. mask



4. I play ....

- a. yo - yo
- b. swimming



5. Indah holds ....

- a. doll
- b. ballons





**Program Satuan Pelajaran**

**Bidang Studi** : Bahasa Inggris  
**Pokok Bahasan** : Vocabulary  
**Sub. Pokok Bahasan** : Letak Suatu Benda  
**Kelas / Cawu** : V / 2  
**Waktu** : 90'

**I. TIU**

Siswa dapat memahami dan mengaplikasikan kosakata tentang letak suatu benda.

**II. TIK**

1. Siswa dapat membuat kata- kata / kalimat sederhana tentang letak suatu benda.
2. Siswa dapat menyebutkan letak suatu benda sesuai dengan gambar.
3. Siswa dapat melengkapi kalimat berdasarkan gambar.

**III. Materi Pembelajaran**

Letak Suatu Benda

Contoh :

- The book is on the table.
- The ceiling is above my head.

**IV. Kegiatan Belajar Mengajar**

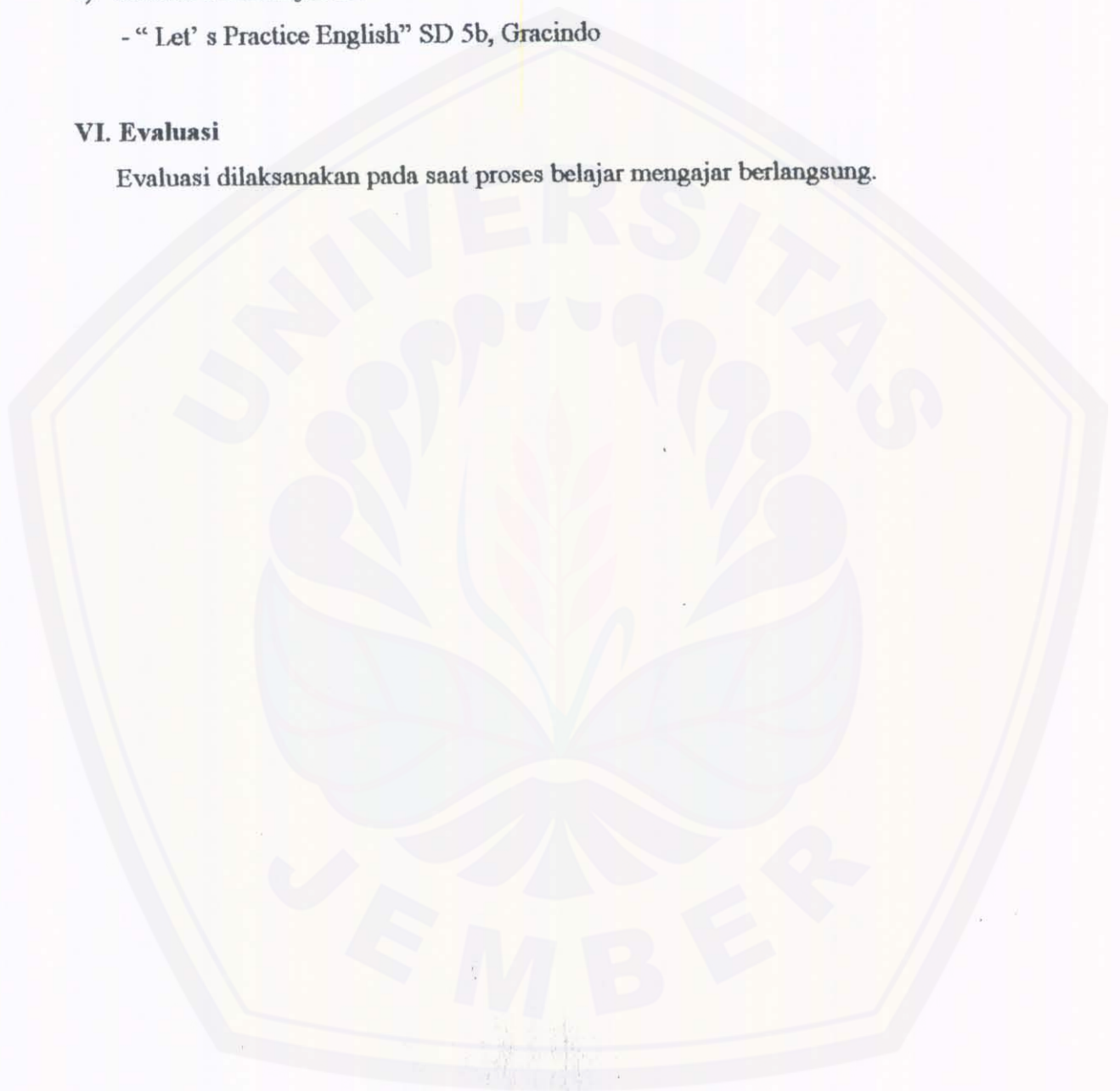
1. Guru memberi contoh kosakata dalam bentuk kalimat.
2. Guru menerangkan kosakata dalam kalimat.
3. Guru memberikan pertanyaan yang berhubungan dengan kosakata yang diberikan.
4. Siswa mengerjakan latihan I dan II.
5. Siswa menjawab dan mendiskusikan jawaban latihan I dan II.

**V. Media dan Sumber Pembelajaran**

- a) Media : real object, gambar
- b) Sumber Pembelajaran :
  - “Let’ s Practice English” SD 5b, Gracindo

**VI. Evaluasi**

Evaluasi dilaksanakan pada saat proses belajar mengajar berlangsung.



I. Lengkapi dialog dibawah ini !

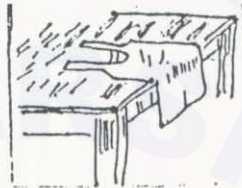
1. A : " Where is the ceiling ?"

B : " It's.... "



2. A : " Where is the singlet ?"

B : " It's ..."



3. A : " Where is the ball ?"

B : " It's ..."



4. A : " Where is the table ?"

B : " It's ..."



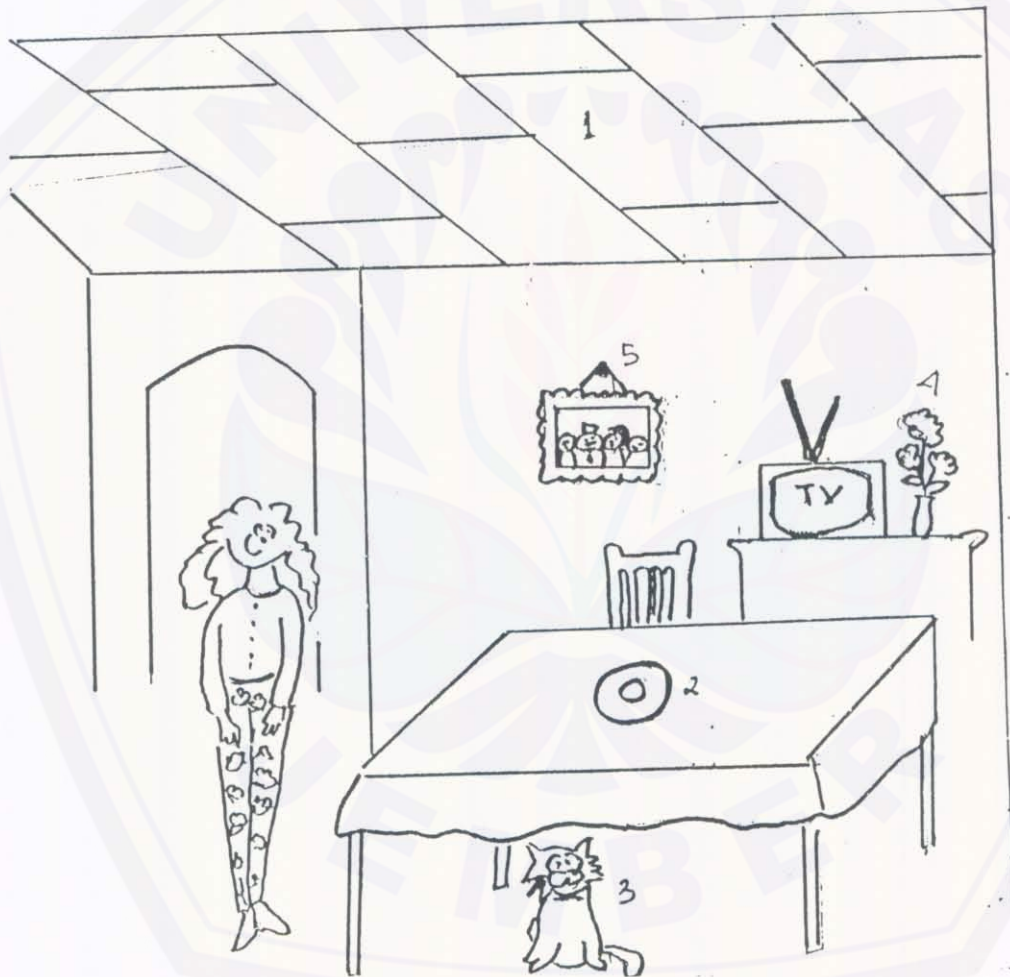
5. A : " Where is the bottle ?"

B : " It's ..."



II. Buatlah cerita berdasarkan gambar dengan menggunakan kata - kata *on, above, under, behind, beside, in*!

Ani is inside the kitchen. She is pointing out the things." The chair is behind the table. The ceiling is ① me. The plate is ② the table. The cat is ③ the table. The flower is ④ the TV. The picture is ⑤ . . . the wall.



**Program Satuan Pelajaran**

**Bidang Studi** : Bahasa Inggris  
**Pokok Bahasan** : Vocabulary  
**Sub. Pokok Bahasan** : Describing Condition  
**Kelas / Cawu** : V/ 2  
**Waktu** : 90'

**I. TIU**

Siswa dapat memahami dan mengaplikasikan materi tentang “ Describing Condition”.

**II. TIK**

1. Siswa mengerti arti kosakata tentang “ Describing Condition”.
2. Siswa dapat mengidentifikasi gambar yang menunjukkan sifat orang dan benda.
3. Siswa dapat mengidentifikasi kata yang benar / salah dengan melihat gambar yang diberikan.

**III. Materi Pembelajaran**

Describing Condition

Contoh :

- The baby is hungry
- The ice is cold

**IV. Kegiatan Belajar Mengajar**

1. Guru memberikan contoh kalimat tentang “ Describing Condition”.
2. Guru menerang kosakata tentang “ Describing Condition”.
3. Guru menunjukkan gambar tentang topik “ Describing Condition”, siswa mengidentifikasi kalimat yang dimaksud.

4. Siswa mengerjakan latihan I dan II.
5. Siswa menjawab dan mendiskusikan jawaban latihan I dan II.

#### **V. Media dan Sumber Pembelajaran**

- a) Media : gambar
- b) Sumber Pembelajaran :
  - “Let’s Practice English” SD 5b, Gracindo.
  - “Get Ready 2 for Beginners”, Erlangga.

#### **VI. Evaluasi**

Evaluasi dilaksanakan pada saat proses belajar mengajar berlangsung.

I. Pilih jawaban yang tepat sesuai dengan gambar. Nomor 1 sebagai contoh !

- |          |       |         |         |         |
|----------|-------|---------|---------|---------|
| angry ·  | sad   | happy · | hot     | cold ·  |
| hungry · | tired | sleepy  | thirsty | upset · |

1. He is upset



2. They are ...



3. He is ...



4. He is ...



5. They are ...



6. The baby is ...



7. The man is ...



8. The boy is ...



9. The tea is ...



10. The ice is ...



[[ Pilihlah T jika itu benar dan F jika itu salah. Nomor 1 sebagai contoh !

1. ~~X~~ - F He is sleepy



2. T - F She is sad.



3. T - F They are tired.



4. T - F The baby is upset.





5. T- F The boy is angry.



6. T - F Arif is thirsty.



**Program Satuan Pelajaran**

**Bidang Studi** : Bahasa Inggris  
**Pokok Bahasan** : Vocabulary  
**Sub. Pokok Bahasan** : Ordinal Number  
**Kelas / Cawu** : V / 2  
**Waktu** : 90'

**I. TIU**

Siswa dapat menghafal kosakata tentang “ Ordinal Number”.

**II. TIK**

1. Siswa dapat menyebutkan kosakata tentang “ Ordinal Number” dengan benar.
2. Siswa dapat menjawab pertanyaan yang berhubungan dengan topik.
3. Siswa dapat melengkapi kalimat sesuai dengan gambar.

**III. Materi Pembelajaran**

Ordinal Number

Contoh :

- a. What is the date today ?  
- It is the second of January.
- b. Neil Amstrong is the first man on the moon.

**IV. Kegiatan Belajar Mengajar**

1. Guru memberikan kosakata yang berhubungan dengan topik “ Ordinal Number”.
2. Guru menerangkan kosakata yang diberikan.
3. Guru memberikan sebuah permainan, siswa menjawab pertanyaan yang diberikan guru sesuai dengan permainan.
4. Siswa mengerjakan latihan I, II dan III.

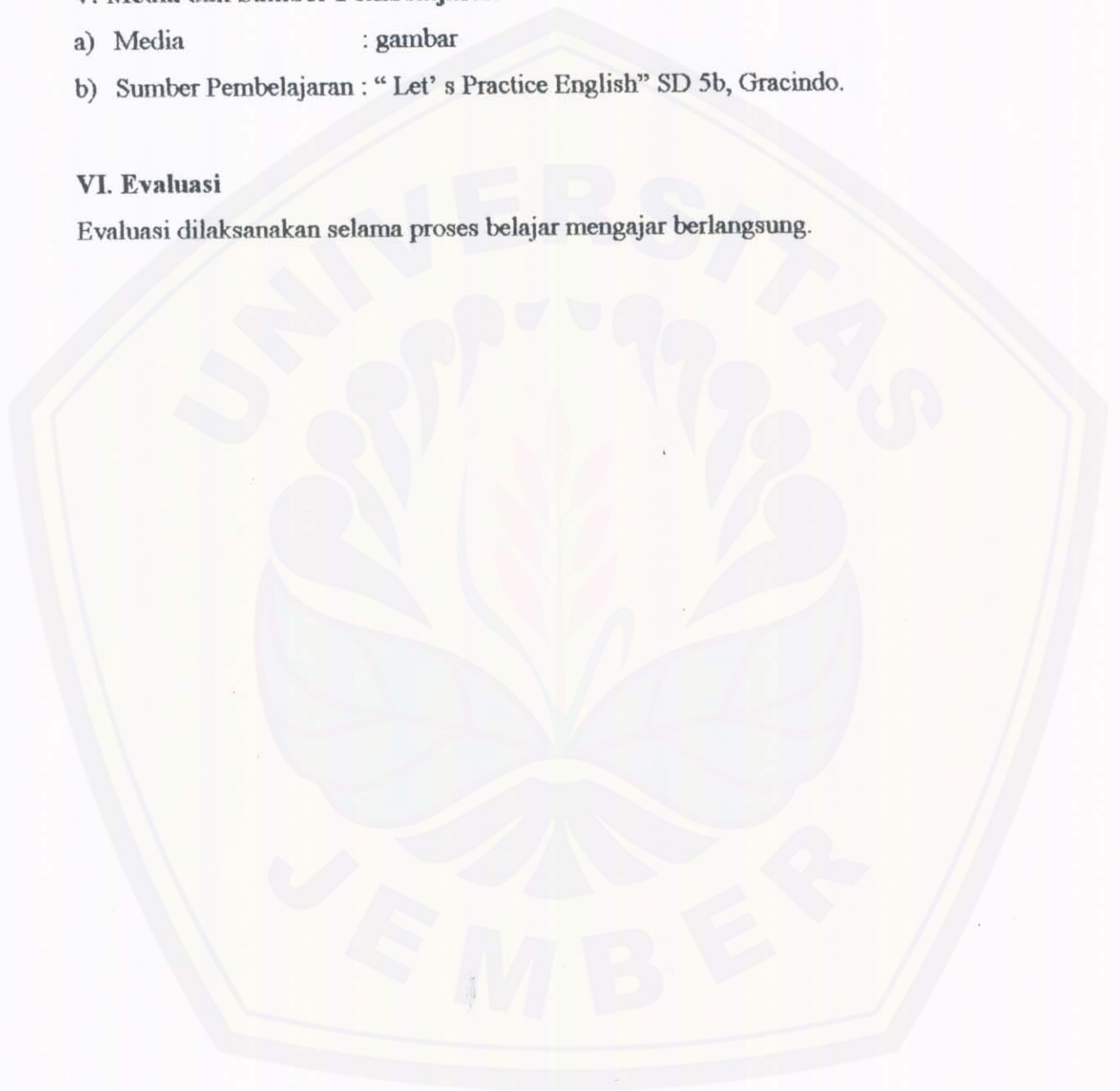
5. Siswa menjawab dan mendiskusikan latihan I, II dan III.

**V. Media dan Sumber Pembelajaran**

- a) Media : gambar
- b) Sumber Pembelajaran : “ Let’ s Practice English” SD 5b, Gracindo.

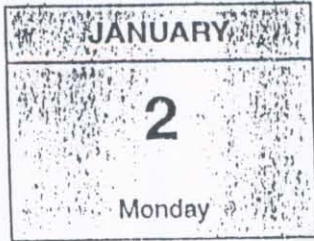
**VI. Evaluasi**

Evaluasi dilaksanakan selama proses belajar mengajar berlangsung.

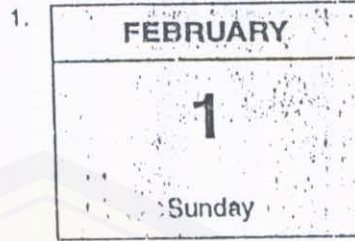


Look at the pictures and talk what day/date it is!  
Lihatlah gambar dan katakan hari apa/tanggal berapa!

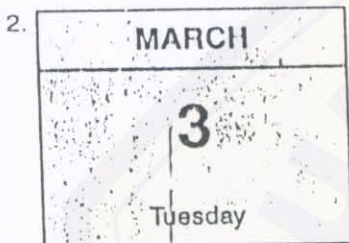
Example



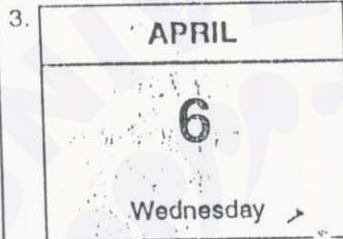
A : What is the date today?  
B : It is the second of Januari.  
A : What day is it?  
B : It is Monday.



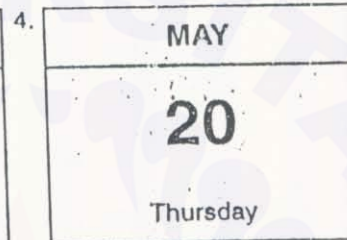
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...



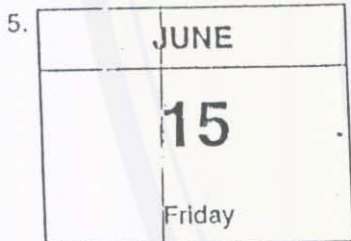
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...



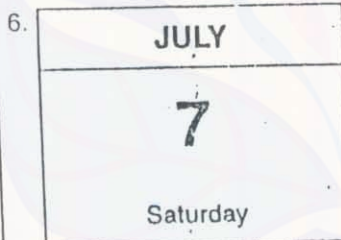
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...



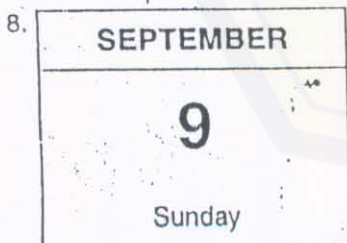
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...



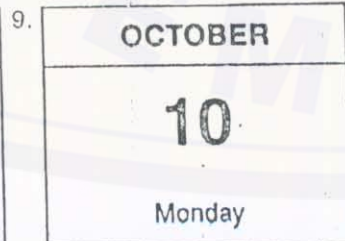
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...



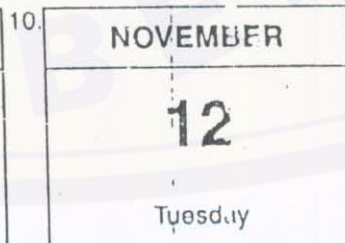
A : What is the date today?  
B : ...  
A : What day is it?  
B : ...



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...



A : What is the date today?  
B : ...  
A : What day is it?  
B : ...

Fill in the blank with the ordinal number: first, second, third etc.!

Isilah titik-titik dengan nomor ordinal: first, second, third dst.!

1. Neil Amstrong is the ... man on the moon (1<sup>st</sup>).
2. Mr. Suharto is the ... president (2<sup>nd</sup>).
3. Budi is my ... son (4<sup>th</sup>).
4. The ... car is very good (5<sup>th</sup>).
5. The ... bus is full (3<sup>th</sup>).

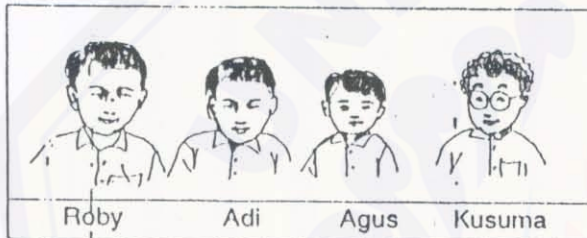
EXERCISE 3

LATIHAN 3

Fill in the blank with first, second, third, fourth or fifth. Look at the pictures!

Isilah titik-titik dengan first, second, third, fourth or fifth. Lihatlah gambar!

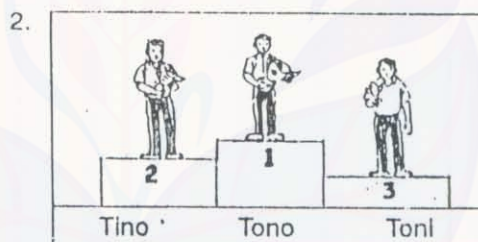
Example



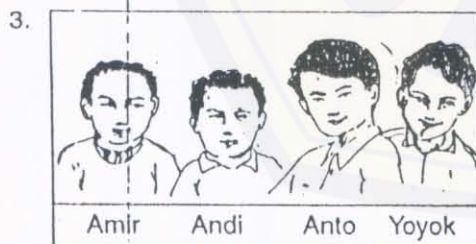
Roby is the first son.  
 Adi is the second son.  
 Agus is the third son.  
 Kusuma is the fourth son.



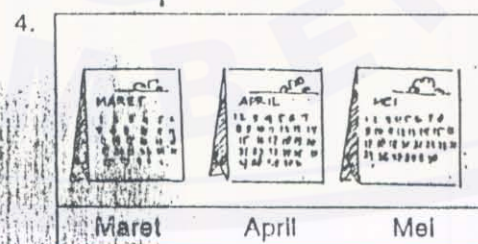
Annisa is the ... daughter.  
 Ani is the ... daughter.  
 Ari is the ... daughter.



Tino is the ... winner.  
 Tono is the ... winner.  
 Toni is the ... winner.



Amir is the ... in a queue.  
 Andi is the ... in a queue.  
 Anto is the ... in a queue.  
 Yoyok is the ... in a queue.



March is the ... month.  
 April is the ... month.  
 May is the ... month.

**GAME**

1. Guru memanggil 3 murid satu persatu ke depan kemudian membuat pertanyaan:
  - a. Who is the first student I call?
  - b. Who is the second student I call?
  - c. Who is the third student I call?
  
2. Guru meletakkan 4 buah buku yang berlainan warna, kemudian membuat pertanyaan.
  - a. What colour is the first book I put on the table?
  - b. What colour is the second book I put on the table?
  - c. What colour is the third book I put on the table?
  - d. What colour is the fourth book I put on the table?

**Program Satuan Pelajaran**

**Bidang studi** : Bahasa Inggris  
**Pokok Bahasan** : Vocabulary  
**Sub. Pokok Bahasan** : " Colour"  
**Kelas / Cawu** : V / 2  
**Waktu** : 90'

**I. TIU**

Siswa dapat menghafal kosakata yang berhubungan dengan topik " Colour".

**II. TIK**

1. Siswa dapat menyebutkan warna dengan tepat.
2. Siswa dapat menjawab pertanyaan yang berhubungan dengan topik.
3. Siswa dapat mewarnai gambar sesuai dengan perintah.

**III. Materi Pembelajaran**

Colour

Contoh :

- a) What colour is it ?  
It is blue.
- b) What colour is it ?  
It is red.

**IV. Kegiatan Belajar Mengajar**

1. Guru memberikan contoh kosakata dalam kalimat sesuai dengan topik.
2. Guru menerangkan arti kosakata dengan gambar.
3. Siswa mengerjakan latihan I dan II.
4. Siswa menjawab dan mendiskusikan jawaban latihan I dan II.

**V. Media dan Sumber Pembelajaran**

a) Media : Gambar

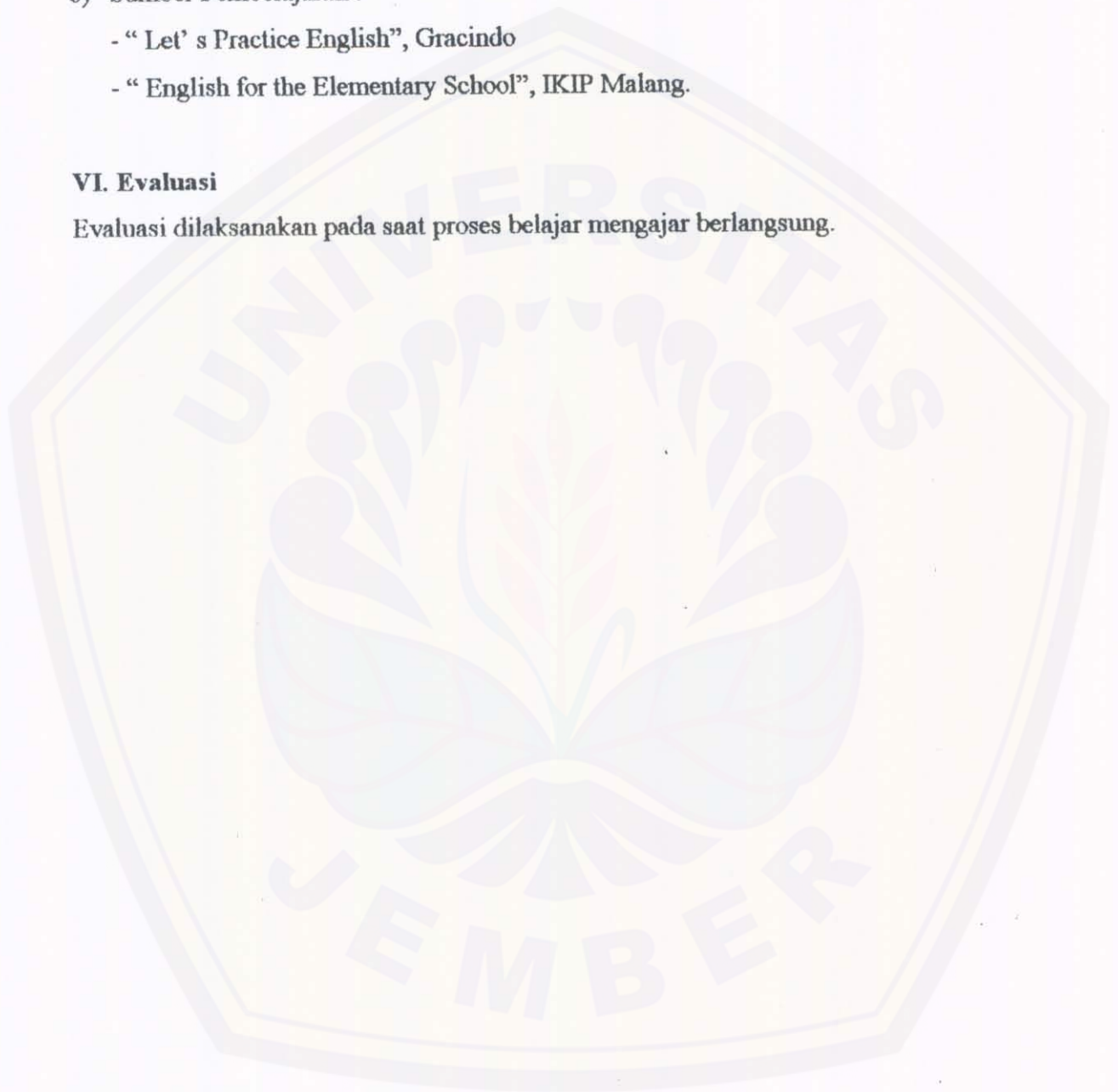
b) Sumber Pembelajaran :

- “ Let’ s Practice English”, Gracindo

- “ English for the Elementary School”, IKIP Malang.

**VI. Evaluasi**

Evaluasi dilaksanakan pada saat proses belajar mengajar berlangsung.





I. Isilah titik -titik di bawah ini dengan : *blue, pink, white, red, black*, sesuai dengan kata - kata dalam kurung !

1. A : What colour is it ?  
B : It is ..... (biru)
2. A : What colour is your clothe ? The white one or the black one ?  
B : It is ..... one ( hitam)
3. A : What colour is her book ?  
B : It is ..... ( merah muda )
4. A : What colour is his shoes ?  
B : It is ..... ( putih)
5. A : What colour is your car ?  
B : It is ..... ( merah )

II. Warnailah gambar di bawah ini sesuai dengan nomor yang ada !

1. Brown
2. Red
3. Black
4. Green
5. Yellow
6. White



Appendix 4

Pre - Test

Mata Pelajaran : Bahasa Inggris

Kelas / Cawu : V / 2

Waktu : 60'

I. Tulis jam berapa berdasar gambar !

Contoh :



It is ten minutes to one.

1.



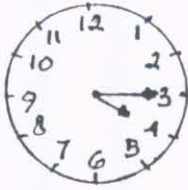
2.



3.



4.



5.



II. Gambarkan waktu di bawah ini sesuai dengan kalimat yang diberikan !

Contoh :

It is 8. 50



1. It is half past three.
2. It is twenty five to four.
3. It is seven o'clock.
4. It is quarter past three.
5. It is quarter to four.

**III. Susunlah kalimat di bawah ini menjadi susunan yang tepat !**

1. I get up at five o'clock. (a)
2. I have breakfast at 6.10 o'clock. (b)
3. I take a bath at 5.30. (c)
4. I go to school at 6.30 o'clock. (d)
5. The lesson begin at seven o'clock. (e)

**IV. Jawablah pertanyaan di bawah ini berdasar pilihan dibawahnya !**

1. What time does your mother go to market ? ( )
2. What time is it ? ( )
3. What time do you go to movie ? ( )
4. What time does Budi's father come home ? ( )
5. What time do you go to sleep ? ( )

**Jawaban yang dipilih !**

- a) I go to sleep at nine o'clock.
- b) I go to the movie at four o'clock.
- c) It is ten minutes to ten.
- d) Budi's father comes home at two o'clock.
- e) My mother goes to the market at six o'clock in the morning.

## Post - test

## I. Pilihlah jawaban yang tepat berdasarkan gambar !

1. They play .....

- a. football                      c. doll  
b. marbles                      d. seesaw



2. Ani has .....

- a. balloon                      c. jigsaw puzzle  
b. doll                          d. mask



3. Hendra plays .....

- a. swimming                    c. skipping  
b. cycling                      d. roller skating



4. I go .....

- a. cycling                      c. football  
b. swimming                  d. balloons



5. Budi and Andi play.....

- a. badminton                  c. football  
b. doll                          d. slide



6. Anto buys .....

- a. marbles                      c. balloons  
b. doll                          d. yo- yo



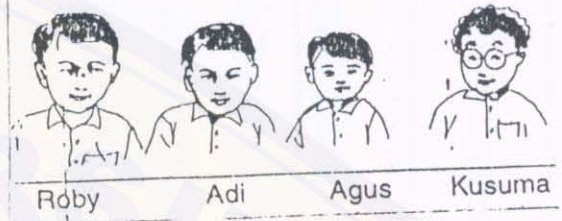
7. Panji wears .....

- a. mask
- b. doll
- c. yo-yo
- d. skipping



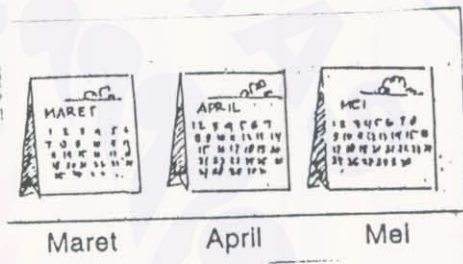
8. Kusuma is the ..... son.

- a. first
- b. second
- c. fourth
- d. sixth



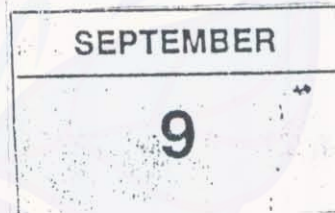
9. May is the ..... month.

- a. fifth
- b. seventh
- c. eleventh
- d. third



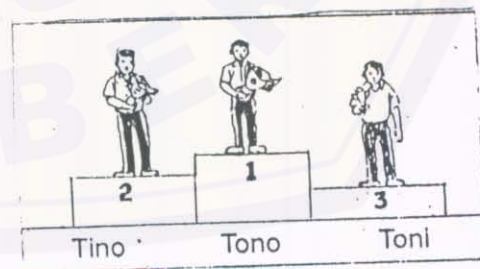
10. Today is the ..... of September.

- a. ninth
- b. tenth
- c. first
- d. twentieth



11. Toni is the ..... winner.

- a. second
- b. third
- c. first
- d. eighth



12. Ani is the ..... daughter.

- a. first
- b. third
- c. second
- d. fourth



13. New year is the ..... of January

- a. first
- b. second
- c. twentieth
- d. thirtieth



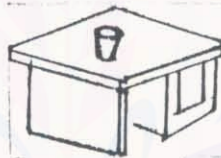
II. Isilah titik - titik di bawah ini dengan : *on, under, beside, above, atau behind.*

Isilah berdasarkan gambar !

1. The painting is ..... the wall.



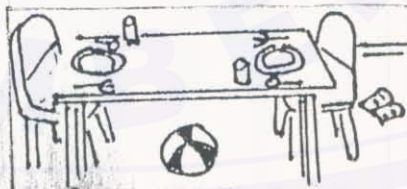
2. The glass is ..... the table.



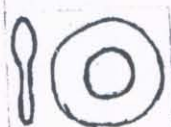
3. The ball is ..... the table.



4. The book is ..... the chair.



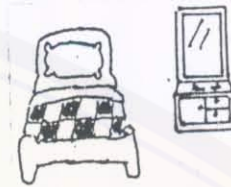
5. The plate is ..... the spoon.



6. The radio is ..... the table.



7. The bed is ..... the mirror.



III. Tulis T ( bila benar ) F ( bila salah ) berdasarkan gambar !

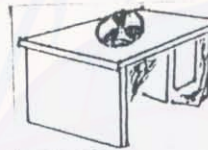
1. The plane is on the sky. ( )



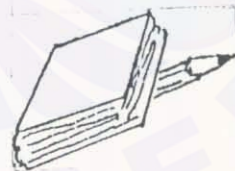
2. The basket is behind the door. ( )



3. The ball is beside the table. ( )



4. The pencil is on the book. ( )



5. The chair is beside the cupboard. ( )





6. The pencil is on the book.

( )







7. The ball is behind the chair.

( )



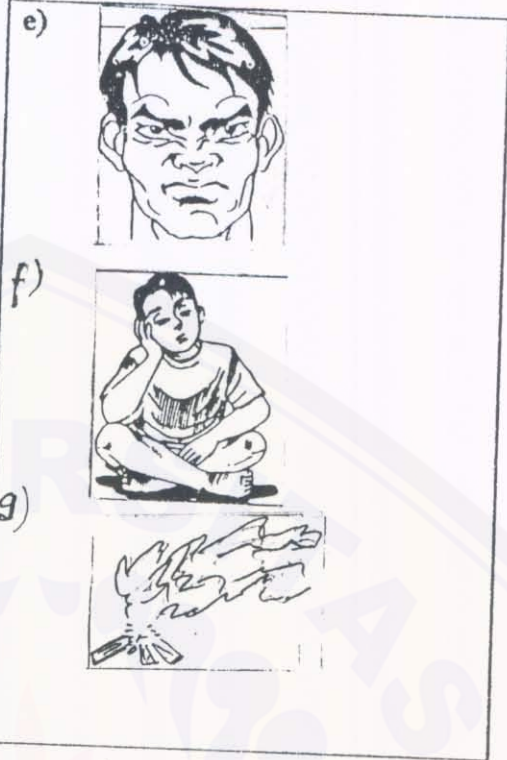
III . Cocokkanlah gambar A dengan kalimat B dengan memberi tanda panah (→)

A	B
1. The ice is cold	a) 
2. The girls are happy	b) 
3. Rano is hungry	c) 
4. The man is angry	d) 

5. The baby is upset

6. He is sleepy.

7. The fire is hot.



IV. Pilihlah jawaban yang benar sesuai dengan gambar !

1. The leaves are .....

- a. green
- b. yellow
- c. red
- d. white



2. The roses are .....

- a. green
- b. blue
- c. red
- d. brown



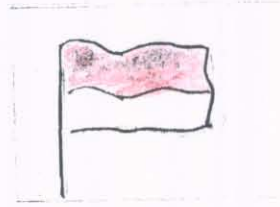
3. The hair are .....

- a. red
- b. black
- c. pink
- d. grey



4. The colour of our flag is red and .....

- a. blue
- b. grey
- c. brown
- d. white



5. the sky is .....

- a. pink
- b. blue
- c. orange
- d. purple



6. The colour of the sun is .....

- a. blue
- b. purple
- c. orange
- d. white



Appendix 6

Answers Key

Pre- Test

- I 1. It is six o'clock  
2. It is twenty minutes to seven  
3. It is half past five  
4. It is fifteen past four  
5. It is quarter to six

II. 1. a 2. c 3. b 4. d 5. e

III. 1. e 2. c 3. b 4. d 5. a

Post- test

I. 1. d 2. b 3. c 4. a 5. c 6. c 7. a 8. c 9. a 10. a 11. b 12. c 13. a

II.

1. on
2. on
3. under
4. behind
5. beside
6. on
7. beside

III. 1. 2. T 3. F 4. F 5. T 6. F 7. F

IV. 1. c 2. d 3. a 4. e 5. b 6. f 7. g

V. 1. a 2. c 3. b 4. d 5. b 6. c

Appendix 7

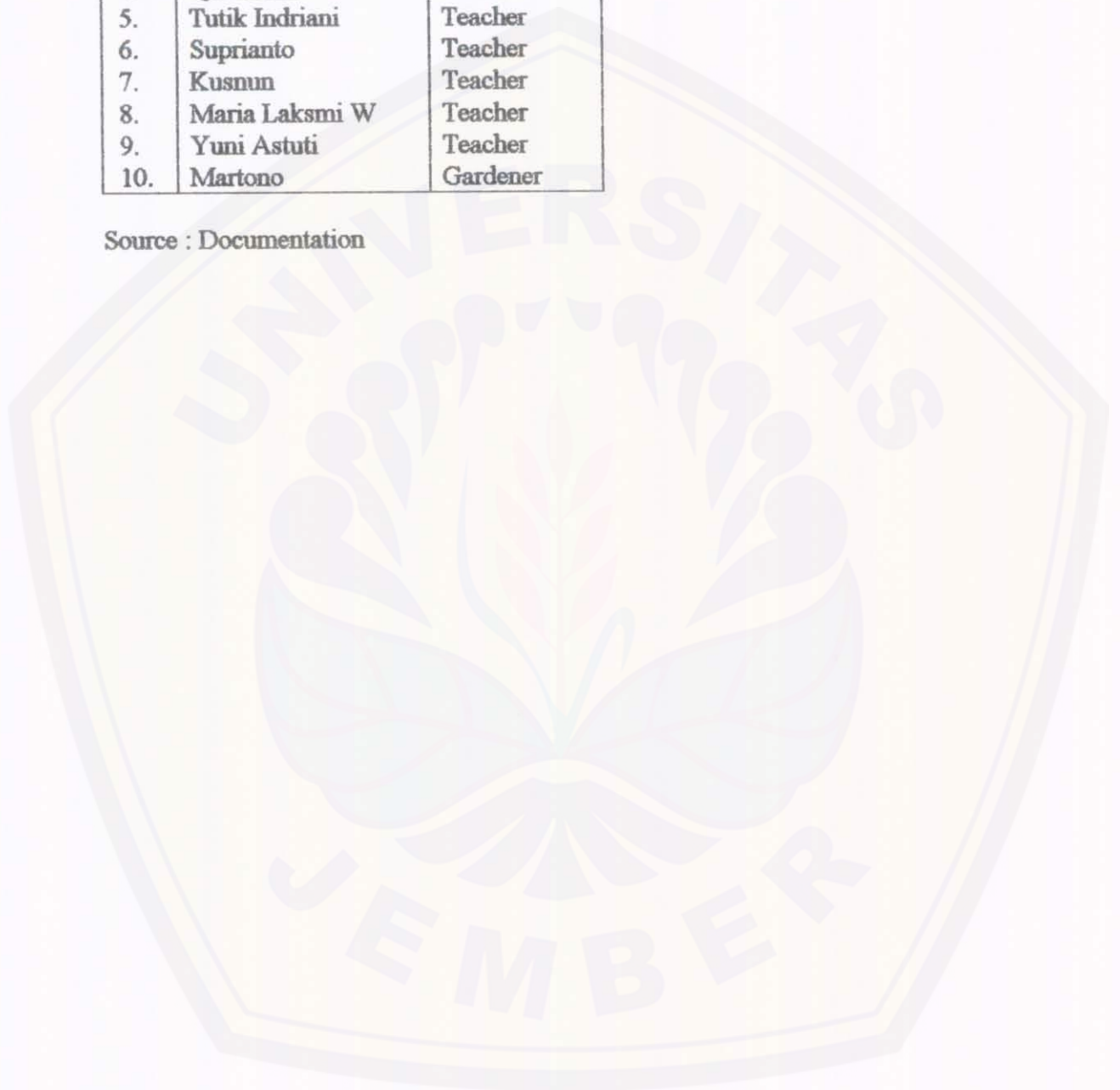
No	Name	
	Experimental group	Control Group
1.	Aziza	Moh. Arifin
2.	Hadi Nurrohman	Arifin Susianto
3.	Anik Dwimulyani	Rudi Hartono
4.	Novika Wahyuni	Suwari Kuswantoro
5.	Budiyono	Rohman
6.	Lutfia	Anis Susianti
7.	Frisca Refani Hanim	Fifit Andriani
8.	Uswatun Hasanah	Indah Puspitasari
9.	Athiatul Karim	Ika Agustin
10.	Khotimah	Ika Febriani Fianti
11.	Yesica Oktifia	Lutfi Andriani Novianti
12.	Retno Asih Sri Prihatin	Linda Sukowati
13.	Ujang Harianto	Moch. Shoffy
14.	Oky Natasya Dewi	Nurhotimah
15.	Lukman Hadi Mariyantoro	Qurotul Aini
16.	Andri Wahyudi	Syaiful Yuliandi
17.	Edi Purnomo	Siti Aisyah
18.	Pitrotul Munawaroh	Sri Rahayu
19.	Yenfi Satria Yudha	Saiful Bahri
20.	Nurlinda	Wiwit Mujiono
21.	Maya Sindhi Putri	Wiwini Dwi Sugiarto
22.	Indra Krisna Putra	Wiwini Sumarni
23.	Moh. Mahfud Hamzah	Wawan Fitrianto
24.	Megawati Bhayangkari	Hotimah
25.		Sub'han

Source : Documentation

**Appendix 8**

No	Name	Status
1.	Sutrisno	Principal
2.	Tri Astuti	Teacher
3.	Artini	Teacher
4.	Qomariah	Teacher
5.	Tutik Indriani	Teacher
6.	Suprianto	Teacher
7.	Kusnun	Teacher
8.	Maria Laksmi W	Teacher
9.	Yuni Astuti	Teacher
10.	Martono	Gardener

Source : Documentation



PARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

nomor : 581 / PT.32.H5.FKIP/I.7'2000  
inspirasi : Proposal  
perihal : Ijin Penelitian

Jember, 18 MAR 2000  
19.....

di pada : Yth.Sdr. Kepala Sekolah SDN  
Tanggul Wetan VIII  
di - Tanggul

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : Sri Wahyu.....  
N i m : 97021041277 -AJ.....  
Program / Jurusan : Pendid. Bhs. Inggris / Pendid. Bhs. dan Seni.....

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber - maksud melaksanakan penelitian dengan judul :  
The Effect of Using Poem and Song on Vocabulary Achievement of The Fifth Year Students of SDN Tanggul Wetan VIII in the 1999 / 2000 Academic Year

pada lembaga yang saudara pimpin.  
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.  
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan  
Pembantu Dekan I  
  
DOKO SUHUD  
30 355 407.

Appendix 11

Hal. : Permohonan Ijin Penelitian  
Lamp. : -

Jember, 22 Maret 2000

Kepada :

Yth. Kepala Sekolah  
SDN Tanggul Wetan VIII  
di -  
Tanggul

Dengan hormat,

Bersama dengan ini kami, yang bertanda tangan di bawah ini

Nama : Sri Wahyuni

Mahasiswa: FKIP Universitas Jember

Jur /Prog: Pend. Bhs. dan Seni / Pend. Bhs. Inggris

Angkatan : 1992

Bermaksud mengadakan penelitian di SDN Tanggul Wetan VIII dalam rangka penyusunan skripsi dengan judul :

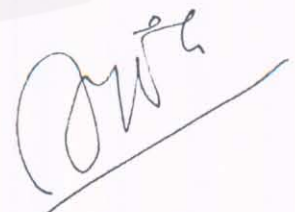
" The Effect of Using Poem and Song on Vocabulary Achievement of The Fifth Year Students of SDN Tanggul Wetan VIII in the 1999 / 2000 Academic Year "

Sehubungan dengan hal tersebut di atas, kami mengajukan permohonan ijin untuk mengadakan penelitian di sekolah yang anda pimpin.

Demikian surat permohonan ijin ini kami buat, atas pemberian ijinnya kami mengucapkan terimakasih.

Jember, 22 Maret 2000

Pemohon

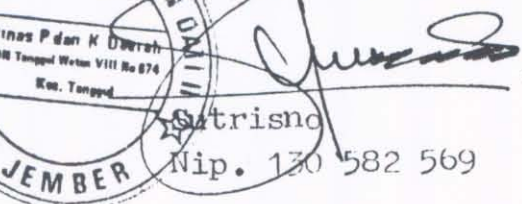


Sri Wahyuni

Mengetahui

Kepala Sekolah SDN

Tanggul Wetan VIII



Sutrisno  
Nip. 130 582 569



Appendix 12

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN  
KANTOR WILAYAH PROPINSI JAWA TIMUR  
SDN TANGGUL WETAN VIII TANGGUL

Jl. P.B Soedirman no. 4 Tanggul

---

Surat Keterangan

Yang bertanda tangan di bawah ini, Kepala Sekolah SDN Tanggul Wetan VIII Tanggul, menerangkan bahwa :

Nama : Sri Wahyuni  
Nim : 97021041277 - Aj  
Jurusan /program : Pendidikan dan Seni / Pend. Bhs. Inggris  
Fakultas : FKIP

Telah melaksanakan penelitian di sekolah kami berkenaan dengan penyusunan skripsi dengan judul “ The Effect of Using Poem and Song on Vocabulary Achievement of the Fifth Year Students of SDN Tanggul Wetan VIII in the 1999 / 2000 Academic Year”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tanggul, 19 Mei 2000

a/n Kepala Sekolah SDN Tanggul Wetan VIII



  
Sutrisno

Nip. 130 582 569

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : SRI WAHYUNI  
 Nim / Jurusan / Angkatan : 07021041277 / pend. Bhs. Inggris / 1992  
 Judul Skripsi : The Effecy of Using Poem and Song on  
Vocabulary Achievement of The Fifth Year Students of SDN Tanggul  
Wetan VIII in The 1999 / 2000 Academic Year

Rembimbing I : Drs. Paulus Waluyo  
 Rembimbing II : Dra. Zakiyah Tasnim, MA.

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.		Research Matrix	
2.		Chapter	
3.		Chapter II	
4.		Chapter III	
5.		Chapter IV	
6.		Chapter V	
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : SRI WAHYUNI  
Nim / Jurusan / Angkatan : 07021041277 / Pend. Bhs. Inggris / 1992  
Judul Skripsi : The Efficacy of Using Poem and Song on  
Vocabulary Achievement of The Fifth Year Students of SDN Tanggul  
Wetan VIII in The 1999 / 2000 Academic Year

Pembimbing I : Drs. Paulus Waluyo  
Pembimbing II : Dra. Zakiyah Tasnim, MA.

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.		Research Matrix	
2.		Chapter I	
3.		Chapter II	
4.		Chapter III	
5.		Chapter IV	
6.		Chapter V	
7.			
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.