#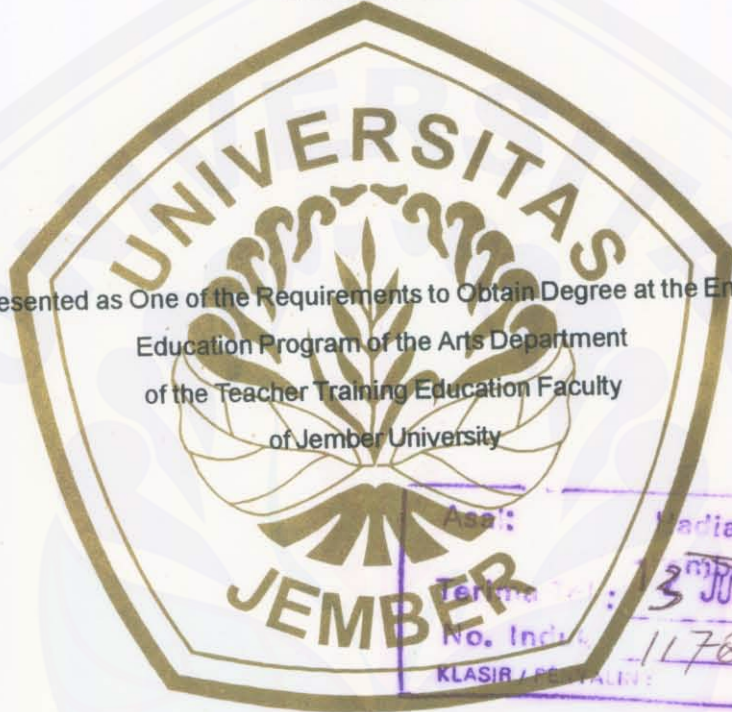 THE EFFECT OF TEACHING ENGLISH SONGS ON VOCABULARY ACHIEVEMENT OF THE FOURTH YEAR STUDENTS OF SDN TAMANSARI I BONDOWOSO IN THE 2001/2002 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain Degree at the English

Education Program of the Arts Department

of the Teacher Training Education Faculty

of Jember University

By :

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JEMBER UNIVERSITY
2002

MOTTO:

"Actually, an ease comes after a difficulty".
(The Holy Qur'an, An-Nasyroh: 6)

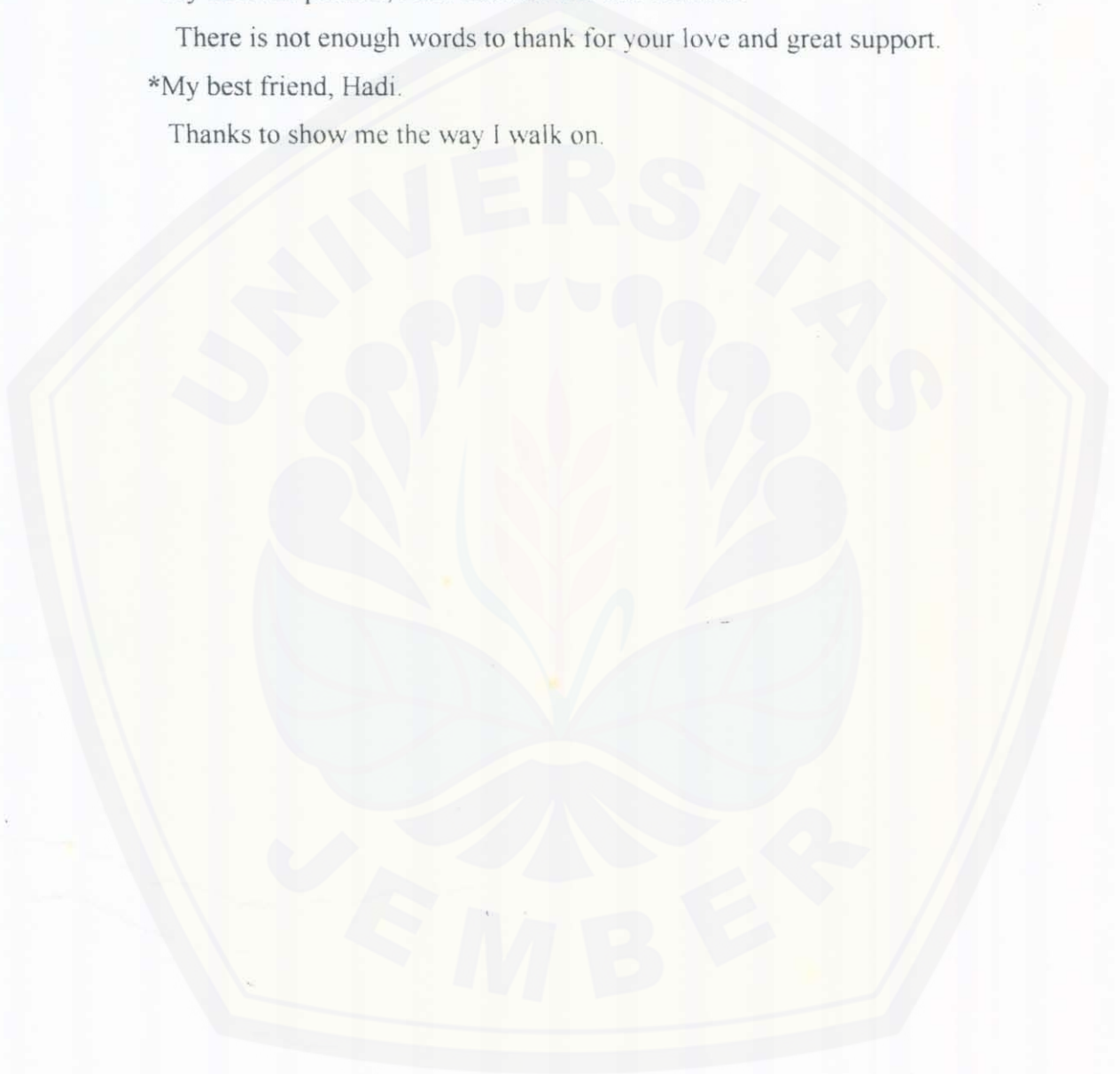## DEDICATION

This Thesis is dedicated to:

    *My beloved parents, Ach. Kartubi and Siti Sumiati.

      There is not enough words to thank for your love and great support.

    *My best friend, Hadi.

      Thanks to show me the way I walk on.

THE EFFECT OF TEACHING ENGLISH SONGS ON VOCABULARY ACHIEVEMENT OF THE FOURTH YEAR STUDENTS OF SDN TAMANSARI I BONDOWOSO IN THE 2001/2002 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Department
of the Teacher Training and Education Faculty
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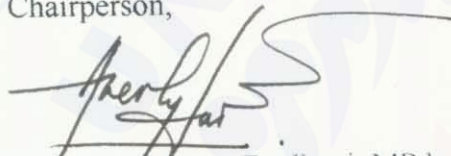
APPROVAL OF EXAMINER TEAM

This thesis is approved and received by the examination committee of Teacher
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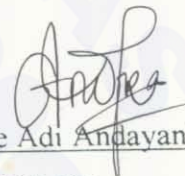
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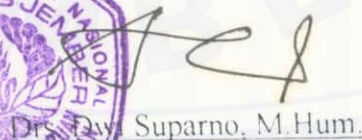
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It is under the guidance and blessing of Allah SWT, this thesis entitled "The Effect of Teaching English Songs on Vocabulary Achievement of the Fourth Year Students of SDN Tamansari I Bondowoso in the 2001/2002 Academic Year" has finally been finished.

In this occasion, the writer would like to express the deepest gratitude and sincerely thanks to:

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4. The first and the second consultants, Dra. Siti Sundari, MA., and Dra. Made Adi Andayani T., MEd., who have been willing to spend their much time to guide the writer in the writing of this thesis and to give constructive criticism for the improvement of this thesis;

5. The Headmaster, the English teacher, the administration staff, and all the fourth year students at SDN Tamansari I Bondowoso in the 2001/2022 academic year;

6. All my friends who have supported me to finish this thesis

The writer hopes the blessing of Allah SWT is always on them for what they have done. Finally, may this thesis be useful for the readers. Suggestions, and constructive criticism would be appreciated for improving the writing of this thesis.

Jember, May 2002   The Writer

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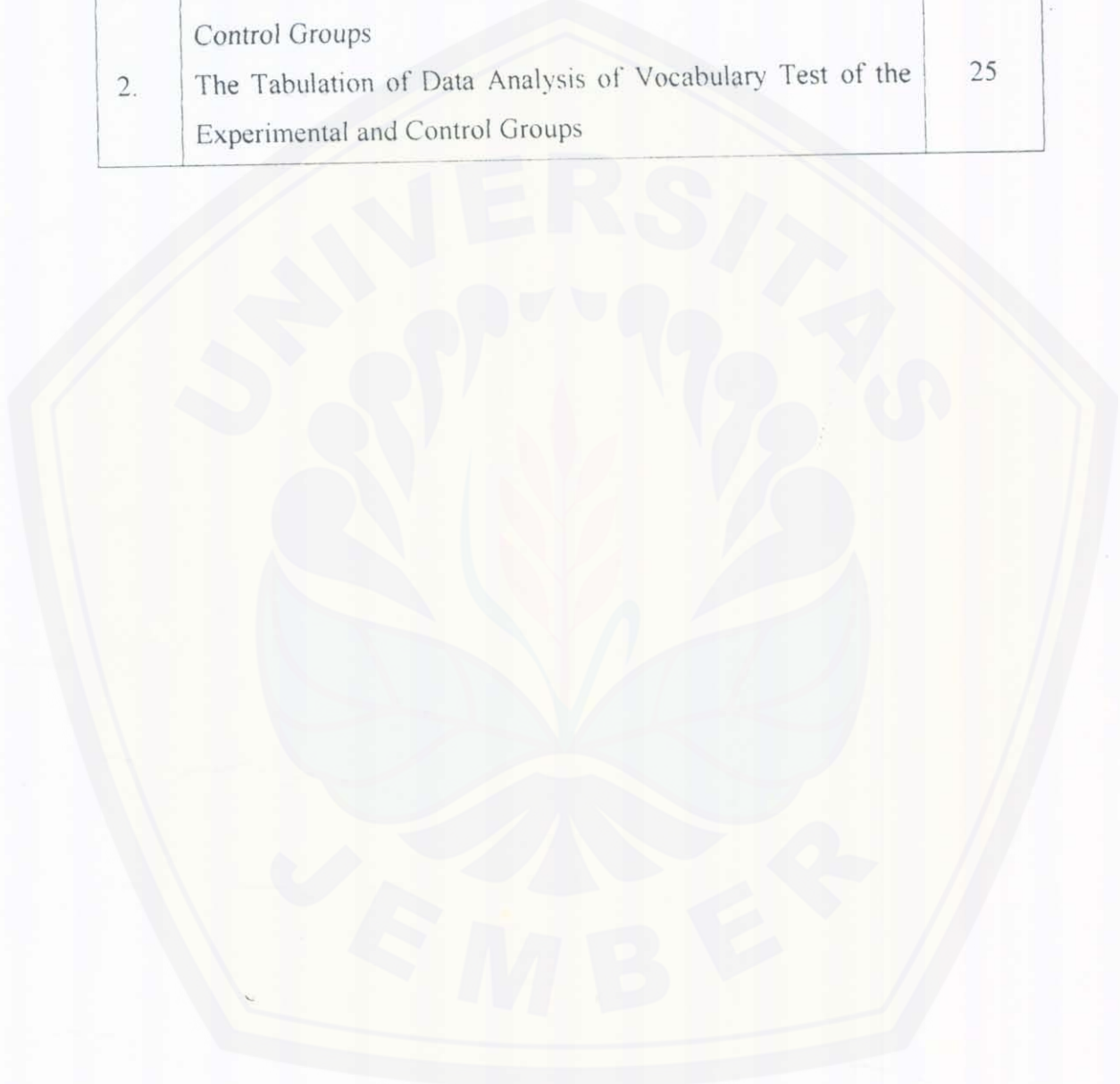
ABSTRACT

Nunik Prasetyorini, May 2002, *The Effect of Teaching English Songs on Vocabulary Achievement of the Fourth Year Students of SDN Tamansari I Bondowoso in the 2001/2002 Academic Year*

Thesis, English Education Program, Teacher Training and Education Faculty, Jember University.

Consultants: (1) Dra. Siti Sundari, MA.
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Key Words: English songs, Vocabulary achievement

Teaching English songs is one of the interesting methods that can be applied by the English teacher in teaching vocabulary. It can motivate the students and make them enjoy learning English. In relation to the idea, this experimental research problem to be investigated was: is there any significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year? The objective of this research was to know whether there is a significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year. The two groups of the respondents (the experimental group and control group) were taken by using population method. The experimental group was taught vocabulary through English songs, while the control group was taught vocabulary by lecturing technique. The primary data were collected by using vocabulary test, while the supporting data were collected by conducting interviews, observations and documentations. The collected primary data were analyzed statistically by using t-test formula and consulted to the t-table of the significance level of 5%. The results of the data analysis showed that the statistical value of t-test was higher than the critical value of t-table (2,3514>2,000). It means that there was a significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year. In other words, teaching English songs could improve the students' vocabulary achievement. Based on the result, the English teacher is suggested to use English songs as an alternative technique in teaching vocabulary to motivate the students and to make them enjoy learning English, especially to increase the students' vocabulary achievement.
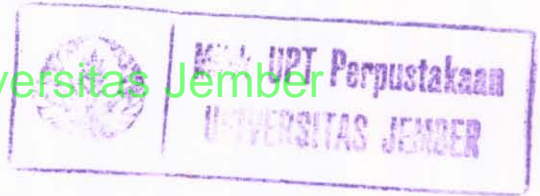
I. INTRODUCTION

1.1 Background of the Study

In the 1994 Basic Education Curriculum, English is taught at the level of Elementary School as a local content subject, that is started from the fourth to the sixth grade. English as a local content means English is taught to Elementary School students by considering it is important or not for the school (Depdikbud : 1994). Whether or not English will be given at the Elementary School in a certain area, the decision should be based on several important considerations, such as the availability of qualified English teachers and enough facilities. Dealing with the teacher, Maskur (1995 : 5) explains that some schools use available teachers who are interested in teaching English, and some of other schools employ English teachers. In fact, there are not many English teachers who are especially prepared to teach English at Elementary Schools.

Teaching English to young children and teaching English to high school students are different. Scott and Ytreberg (1994 : 3) say that children's world and adult's world are not the same. Children do not always understand what adults are talking about. The difference is that adults usually find out 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. They learn through mistakes, trial and error in a learning process. The teacher needs to be patient and understanding, giving children time to learn at their own rates. Refering to this statement, teaching English at the Elementary School has to consider children's world.

Considering the characteristics of young learners who love playing and having fun, it is quite reasonable that the attitude objectives become the objective of teaching language for children. According to Halliwel (1993: 10) there are two sorts of objectives in language teaching, they are: content and attitude objectives. Content objectives are concerned with grammars, structures, vocabularies and language functions, while attitude objectives are concerned with the response of

1

the learning in the aspects of content, pleasure and confidence in exploring language, willingness to have to, want to and dare to. In the 1994 English curriculum for the Elementary School, it is stated that one of the goals of teaching English at the Elementary School is to make children interested in English and enjoy using it in the classroom.

Kustiati et al. (1997 : 2), determine what technique that can be used in teaching young learners, we need to know who the learner is. The young learners are they who feel happy in learning by doing (by playing, singing, moving their body, story telling, etc.) Teachers must create or give the atmosphere of the teaching learning that makes the students love the subject. Further, she states that in teaching English to young learners, the teacher can use charts, real things, games, songs, story telling, etc.

English songs are one of the techniques that can motivate the learners in language learning, particularly for young learners, because they can get something while they are singing a song. Therefore, singing English songs can also motivate young learners in learning English and they feel happy (Karim, 1986: 6.25). By presenting English songs, the students will get new advantage in terms of remembering. It means that they will always remember the English words used in the English song.

In fact, young learners like singing either in Indonesian or in English. Now there are many English songs that have been created for young learners in English textbooks. Thus, English songs can be taught to them while the teacher is teaching the English lesson. The teacher may choose the English songs that are related to the topic being taught.

Based on the above background, the researcher conducted a research entitled "THE EFFECT OF TEACHING ENGLISH SONGS ON VOCABULARY ACHIEVEMENT OF THE FOURTH YEAR STUDENTS OF SDN TAMANSARI I BONDOWOSO IN THE 2001/2002 ACADEMIC YEAR". The reason of choosing this title is because English songs can motivate the students and make them enjoy learning English and it has never been used before

in the classroom activity at SDN Tamansari I Bondowoso. It is caused by the English teacher of this school had lack of self-confidence in singing.

1.2 Problem Formulation

The problem of this study is as follows, "Is there any significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year?"

1.3 Operational Definitions

An operational definition will provide a guideline to understand the concepts or the variable of the study that enable both the writer and the readers to get mutual understanding of the concepts that are being studied.

The variables that are necessary to be defined operationally are :

(a) teaching English songs and

(b) the students' vocabulary achievement

(a) Teaching English songs

Teaching English songs is as an independent variable. It means a technique used by the researcher in teaching English through songs. So, the students of the experimental group are taught to sing English songs. The English songs taught are chosen based on its relevance to the lessons. They are "One, Two, Three", "Old Mac Donald" and "What Colour"?

(b) The students' vocabulary achievement

The students' vocabulary achievement means the students' level of abilities after they learn the knowledge of vocabulary either through songs or lecturing. Their vocabulary achievement is measured by using vocabulary test, and it is indicated by scores of vocabulary test.

1.4 Objective of the Study

The objective of this study is to know whether there is a significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year.

1.5 Significances of the Study

The research result is expected to be significant for the English teacher, the students and other researchers.

a) *For the English teacher*, the result is useful as information or an input to consider the use of English songs in teaching English to motivate the students and to make them enjoy learning English, especially to improve the students' vocabulary achievement.

b) *For the students*, the treatment given is useful to increase their knowledge of vocabulary which is important as a means of learning English and the students can sing some English songs.

c) *For other researchers*, the result is useful as a reference to conduct a further research dealing with songs with another design, such as a classroom action research to motivate the students in learning English through songs.

II. REVIEW OF RELATED LITERATURE

2.1 Teaching English Songs

Teaching a foreign language to children is a hard job. In teaching English to children, the teacher should know the characteristics of children. According to Fisher and Terry (1977: 35), there are several characteristics of young children (approximately eight to twelve years of age). They are as follows:

1. They are beginners. They learn through mistakes and trial and error in a learning process. The teacher needs to be patient and understanding, giving children time to learn at their own rates.

2. They are able to understand what is being said to them even before they do not understand the individual words. Intonations, gestures, facial expressions and phrases probably mean. By understanding the message in this way, they start to understand the language.

3. They have an amazing ability to absorb language through playing and other activities that they find enjoyable. How good their foreign language is not dependent on whether they have learnt the grammar rules or not.

By knowing those characteristics, the teacher will be able to find some interesting and enjoyable techniques for them that can be applied in teaching language. One of the techniques is teaching English through songs. Fisher and Terry (1977: 279) say that children enjoy repetition. The words in songs are usually repeated. Furthermore, they say that children enjoy the rhythm of language when words are creatively strung together and repeated. Rhythm in song make words much easier to imitate and remember than words which are just spoken.

In addition, Karim (1986: 6.25) says that songs can motivate the students in learning language, especially the weak students. They feel that they have reached something at the time they can learn and sing a song. Songs also give a chance to the students to practice intensively without feeling bored. By singing songs in the target language, the students can also get a benefit in the case of

reminding the material in their mind that usually most of the students will remember the songs, and the language that is practiced by the students will be remembered as well.

2.1.1 The Use of English Songs in Teaching Language

According to Maley (1987 : 93) there are some reasons of using poems and songs in teaching language:

1. Memorability

   Fragments of poems and songs stick in our mind. The phrases on poems and songs seem repeating the listeners' ear without concious will. It makes those words become easy to be memorized.

2. Rhythmicality

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

3. Performance

   There are very few occasions when the written words can be spoken naturally, especially in choral form. The learners can sing a song in a group. Unlike drills which are all too often lackluster and boring, the learners can read poetry aloud or sing songs as a group without feeling that it is an unnatural process, and the fact that the group performance masks individual error and it adds their self-confidence.

4. Universality

   Poetry and songs as forms of language use are universal among human beings. The themes they deal with are common to all cultures : love, death, nature, children, religious belief.

5. Playfulness

   One of the key factors in learning a foreign language is the ability and opportunity to play with it, to test its elasticity. Poetry and songs are

parexcellence the media in which this can be done. Learners can observe and experience what others have dared to do with the language.

6. Reactional Language

Poetry and songs 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, but it is to make people react personally to another person's verbal sensibility. Songs can touch someone feeling.

Based on the reasons above, it can be said that the use of songs is very useful and necessary to be created in the English teaching learning process to produce those advantages described above.

2.1.2 Selecting Children's English Songs

In teaching English to children through songs, the teacher must consider that not all songs can be used. There are some words in songs that are not suitable for children. Karim (1986: 6.26) says that teachers must select the songs which are appropriate with the level of the students' ability. Moreover, she notes that some ways in selecting songs are as follows:

a. Write / collect the songs that can be used in class.

b. Write vocabulary and structure that must be understood by the students.

c. In selecting songs, we have to remember the use of songs, which have appropriate words, and have natural rhythm. Teachers can check the songs by singing by themselves.

d. See whether the songs are interesting for the students.

The selection of songs should take into account the needs of children of different ages and abilities. So, before teaching a song to children, it is crucial that the teacher learns the song first and decides if it is suitable for the class.

2.1.3 Applying English Songs in Language Teaching

According to Karim (1986: 627), the steps in teaching songs are as follows:

Here a quack, there a quack, everywhere a quack

Old Mac Donald has a farm, e i e i o

2. Practice about the names of the days

What Day is Today?

What day is today? It's Saturday

What day is tomorrow? It's Sunday

And what day was yesterday? It was Friday

3. Practice about colours

What Colour?

What colour is the bell? It is blue

What colour is the wall? It is white

What colour is the pen? It is red

What colour is the comb? It is green

4. Practice about family member

One, Two, Three

One two three I love my mother

Two and two I love my father too

Three and three I love brothers sisters

One and two and three I love every body

5. Practice about things in the classroom

That is a Window

That is a window and that is the door

That is the blackboard this is the floor

This is a table and that is the door

That is the desk and this is the floor

6. Practice about parts of body

<div style="text-align:center">

My Eyes, My Ears, My Nose, My Mouth

My eyes, my ears, my nose, my mouth

My eyes, my ears, my nose, my mouth

My eyes, my ears, my nose, my mouth

We all clap hands together

(Source: Songs for children)

</div>

2.2   Vocabulary Achievement

Vocabulary is an important part in learning language skills. Without vocabulary, it is impossible to build sentences in communication. Soekarno (1997: 1) explains that vocabulary does not include in the four skills, but it is the basic of those skills. Webster (1981: 256) defines vocabulary as a list of words that are usually arranged alphabetically. Furthermore, he defines it as a range of language or collection of words and phrases a person has. Meanwhile, Hornby (1995: 1331) says that vocabulary means a total number of words which with rules combining them to make up a language. So, vocabulary is amount of words that is known by an individual in a certain language, including English. Achievement according to Hornby (1995: 3) is something achieved or done successfully with effort or skill. Based on the ideas above, it can be concluded that vocabulary achievement is the collection of words recognized and understood with a successful effort that is done by the students. Their vocabulary achievement is measured by vocabulary test and it is indicated by the scores of the test.

2.2.1 Kinds of Vocabulary

William (1970: 132) says that vocabulary is divided into two classes, the first belongs to large vocabulary called as open classed items and the second belongs to small vocabulary called as closed system items. The large vocabulary includes nouns, verbs, adjectives and adverbs, while the small vocabulary includes prepositions, pronouns, conjunctions, articles and interjections.

This research is focused on large vocabulary that cover nouns, verbs, adjectives and adverbs. These are chosen because the students have learned them as they are stated in the 1994 curriculum of elementary school.

1. Nouns

Hornby (1999: 791) defines a noun as a word used to name or identify any class of things, people, places or ideas. There are four kinds of nouns in English (Frank, 1972:6-7). They are:

    a. Countable and uncountable Nouns: one girl, table, iron, tea, coffee, etc.

    b. Concrete and abstract Nouns: flower, girl, beauty, funny, etc.

    c. Proper Nouns: Holland, Dutchman, Mr. John, Sunday, etc.

    d. Collective Nouns: group, team, public, crowd, etc.

2. Adjectives

Hornby (1995: 15) defines an adjective is a word that indicates a quality of the person or thing referred to by noun. An adjective usually comes before noun (Meade, 1961: 204).

Meanwhile, Thomson (1986: 33) classifies adjectives into six kinds. They are:

    a. Demonstrative Adjectives: this, that, these, those

    b. Distributive Adjectives: each, every, either, neither

    c. Quantitative Adjectives: some, any little, few, many, one, ten, etc.

    d. Interrogative Adjectives: which, what, whose, where

    e. Possessive Adjectives: my, your, his, her, its, our, their

    f. Adjectives of Quality: clever, dry, fat, good, heavy, square, etc.

3. Verbs

A verb is defined as a word that expresses an action or otherwise helps to make a statement (Warriner, 1977: 15). She classifies verbs into two classes. They are:

    (a) Action Verbs

       There are two large classes of action verbs, namely:

       -Transitive Verbs

A transitive verb takes a direct object. Some examples of the transitive verbs are: cut, write, read, cook.

Examples: 1. My mother <u>cooks</u> rice.

2. She is <u>writing</u> a letter.

- Intransitive Verbs

An inransitive verb does not require an object. Some examples of the transitive verbs are bubble, parade, sign, sit, stand, cry, sleep, etc.

Examples: 1. The boy is <u>standing</u> in front of the class.

2. The baby is <u>crying</u>.

(b) Linking Verbs

Linking verbs are some verbs that help to make a statement, not expressing an action but by serving as a link between two words. The most commonly used linking verbs are forms of the verbs "be" as the following list:

be	shall be	should be
being	will be	would be
am	has been	can be
is	have been	would be
are	had been	should have been
was	shall have been	would have been
were	will have been	could have been

Besides, there are some other verbs frequently used as linking verbs, for examples:

appear	grow	seem
stay	become	look
smell	taste	feel
remain	sound	turn

Examples: 1. I <u>am</u> a student.

2. They <u>feel</u> happy.

3. It <u>sounds</u> interesting.

4. Adverbs

An adverb is a word that adds more information about place, time, circumtances, manner, cause, degree, etc. to a verb, an adjective, a phrase or another adverb (Hornby, 1987: 14). Meanwhile, Thomson (1986: 47) divides adverbs into several kinds as follows:

a. Adverbs of Manner: slowly, quickly, happily, well, etc.

b. Adverbs of Time: now, soon, yet, then, late, today, etc.

c. Adverbs of Place: near, there, here, etc.

d. Adverbs of Frequency: always, usually, never, often, etc.

e. Adverbs of Sentence: certainly, surely, etc.

f. Adverbs of Relative: who, whose, whom, etc.

g. Adverbs of Interrogative: when, where, why, etc.

h. Adverbs of Degree: very, rather, too, etc.

Some examples of sentences containing adverbs:

1. He walks slowly.

2. I am eating now.

3. They never study.

2.2.2 Vocabulary Materials Taught to the Fourth Year Students of the Elementary School

In the syllabus of the 1994 English curriculum for primary school, it is stated that the objective of teaching English is the students have the basic skills in reading, listening, speaking and writing with level of vocabulary about 150 words.

Vocabulary materials taught to the fourth year students of the Elementary school are as follows:

a) Greetings and Numbers

Greetings

Examples: good morning, good afternoon, good evening.

Numbers

Examples: one, two, three, four, five, six, seven, eight, etc.

b) Introducing Someone or Family member

Examples: father, mother, brother, sister, parent, his, her, my, etc.

c) Things Around the Students

Things in the classroom

Examples: ruler, pen, pencil, desk, black board, book, chalk, etc.

Things in the schoolyard

Examples: flag, gate, fence, garden, etc.

d) Parts of Body

Examples: head, eye, hair, ear, mouth, nose, lips, hand, arm, tooth, etc.

e) Parts of the House and Things in the House

Parts of the house

Examples: livingroom, bedroom, kitchen, etc.

Things in the house

Examples: radio, television, refrigerator, cupboard, telephone, etc.

f) Family

Family members

Examples: father, mother, uncle, aunt, brother, sister, grandmother, grandfather, etc.

Family's activity

Examples: teacher, doctor, banker, etc.

g) Names of Foods, Fruits and Drinks

Examples: rice, bread, milk, tea, coffee, apple, orange, banana, mango, etc.

h) Names of Animals

Examples: bird, monkey, dog, pig, cat, lion, elephant, etc.

i) Names of Clothes and Colours

Examples: T-shirt, blouse, sweater, green, black, white, red, yellow, etc.

j) Days, Months and Climates

Examples: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, January, February, March, May, sunny, cloudy, etc.

k) Condition of Things

Examples: clean, dirty, wide, fat, pretty, clever, etc

l) Position of Things

Examples: in, on, at, under, behind, in front of, etc.

(The 1994 English Curriculum for Elementary School)

Based on the sub-themes listed above, in this research, the teaching materials of vocabulary are limited to the sub-themes: family, names of animals and names of clothes and colours.

2.2.3 Methods of Teaching Vocabulary

According to Dale et al. (1971: 5), vocabulary development in school must be a planned program. It is the duty of the teacher to make or to plan the subject that must be given and what kind of words should be given. The teacher should be able to use a suitable method, so that the learning process runs well. Opportune moments for developing concepts and associated vocabulary are often overlooked in the classroom. When students come across to a difficult word, "jostled" for example, no one knows the meaning and one student tries to guess the meaning, the teacher should not give a direct explanation of the word, but let the students guess it by using context clues.

All types of learning and communication experiences offer opportunities to develop a child's vocabulary. All education is vocabulary development, we are studying words and symbols all the time. Planned experiences can be used effectively to extend and broaden children's vocabularies and they can incorporate easily into the on going learning environment. (Fisher and Terry, 1977 : 91)

1. Direct and Concrete experiences

Involvement in direct and concrete experiences helps to develop all types of vocabularies. Children need a variety of sensory experiences touching, listening, testing and smelling (Fisher and Terry, 1977: 94). Along with direct experiences, go conversations and discussion. By talking to children, a teacher can help them understand concepts and words meanings. For example, a child

walked come to the class one morning carrying a *lizard*. Instead of placing the *lizard* aside a nearby box, the teacher gathered the children around to look and talk about the *lizard*. They discussed the shape and size of the *lizard*, his colours, the story about the *lizard* and each copied the story from the blackboard.

2. Using Context Clues

Children may need help to use context clues as a means of discovering word meanings. Some children intuitively use context clues to unlock the meaning of the unknown words, and other children do not. Children simply need to be made aware of how context clues are identified. According to Halliwel (1992: 25) there are nine types of contextual clues. They are:

a) *Picture clues*

A picture shows a concrete example of the vocabulary word. For example: "The *andirons* were in front of the fireplace".

b) *Verbal clues*

The sentences before or after the unknown word explain the meaning of the word. For example: "It takes *specialists* for the civilization to develop. *Specialists* are people who can spend much of their time on the task".

c) *Experience Clues*

The reader's concrete experiences allow him to assume the meaning of the unknown word. For example: "Susan gave the cat _____ to drink.

d) *Comparison and Contrast Clues*

A second word is compared to or contrasted with the first word. One word is a common word, but the other may not be known. For example: "Steve was *happy* to have a birthday party, but John was *unhappy* because he missed the party".

e) *Synonym Clues*

A sentence employs repetition of the same idea, and uses a synonym for the unknown word. For example: "The big elephant is so *enormous* that he will not fit into the cage".

f) *Summary Clues*

The unknown word is a summary of several ideas. For example: "A *car*, a *truck*, and a *bus* are forms of *transportation*, used to move people on land".

g) *Definition Clues*

The sentence actually defines the meaning of the unknown word. For example: "A tall stemmed drinking glass is called a *goblet*".

h) *Mood Clues*

The tone of the sentence suggests the nature of the new word. For example: "The happy boy's face *wreathed* in smiles".

i) *Familiar expression clues*

The word can be recognized by its use in a familiar phone. He said, *"Hello"*.

2.3 The Effect of Teaching English Songs on Vocabulary Achievement

Vocabulary is the basic thing that must be owned in language learning. Someone cannot express the idea into sentences, if he or she lacks of vocabulary. Students who learn English need a lot of vocabulary, because vocabulary is important to learn the four language skills. Vocabulary is such a complicated material to be taught since it needs deep memorization. Commonly, the students lack of their confidence to memorize so many new words and idioms. Therefore, the teacher should present vocabulary in an interesting method, because it will help students achieve the vocabulary. Teaching English songs is one of the interesting methods that can be applied by the English teacher in teaching vocabulary.

Maley (1987: 93) says that fragment of poems and songs stick in our mind. The words in songs are usually repeated. Songs help the students learn language because the language in songs is playful and it will be easy to be remembered. The students will remember the words and the meaning of the words. They feel that learning language by singing songs is a natural process. Therefore, teaching

English songs can be used as an alternative method in teaching vocabulary. Based on the ideas, teaching English songs is necessary to create the English teaching learning process interesting and joyful, so the students enjoy learning English and always remember the words or vocabulary which are sung repeatedly. Thus, it can improve or develop the students' vocabulary achievement.

2.4 Hypothesis

Based on the literature reviews explained above, the alternative hypothesis of this research can be formulated as follows:

"There is a significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year".

III. RESEARCH METHODS

3.1 Research Design

This was a quasi experimental research, because this research design could not completely control or manipulate the control group of the extraneous variables during giving the treatment, especially when the students in the group were out of the school routines (Selinger and Shohamy, 1989:148-149). These extraneous variables could be in the form of, for example, the students' motivation, the students' IQ, the environment, etc. However, in this research such variables were controlled by giving the same materials to the students of both groups, teaching the students by the same teacher, and giving the same post-test to both of the groups. Hadi (1995: 45) describes simple randomized design or S-R pattern as a limited population or sub-population which is directly selected the subjects into an experimental group and control group at random.

In this research, simple randomized design or S-R pattern was used. It means that there were two groups in this research, one class as the experimental group and the other one as the control group. The experimental group was given a treatment that was teaching vocabulary through songs, whereas the control group was taught vocabulary through lecturing. The experimental and control groups were taken from the population and they were determined at random by lottery. After the treatment given three times, the two groups were given vocabulary test on the fourth meeting. Then, the results of the test of the two groups in the form of vocabulary scores were compared and analyzed by using t-test formula to know whether the mean difference was significant or not.

The design of this research can be described as follows:

Groups	Treatment	Post Test
Experimental Group	X	T2e
Control Group		T2c

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Note: X   = Treatment

　　　 T2e = Post-test of the Experimental group

　　　 T2c = Post-test of the Control group

3.2 Area Determination Method

Hadi (1993: 66) states that a research is of course not conducted anywhere and everywhere, but in a certain place. The method used to determine the research area was purposive. According to Arikunto (1993: 113) purposive method is a method based on certain purposes and reasons. SDN Tamansari I Bondowoso was the area to conduct this research. This school was chosen by considering some technical reasons, namely: (1) it was possible to get permission to conduct the research, (2) the data needed could be gained and (3) English songs were never used by the teacher in the English teaching at this school.

3.3 Respondent Determination

Arikunto states that if the number of the population is less than 100 persons, we can take all of them. However, if the number of the population is more than 100 persons, we can take 10% up to 15%, 20% up to 25% or more of the population as the samples (1996: 120). In this research, the respondents were taken by population method. The respondents were the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year with the number of 54 students. They were 27 students of class IVA and 27 students of class IVB. They were determined at random by lottery into the experimental group and the control group.

3.4 Data Collection Methods

The primary data of the research dealt with the students' vocabulary achievement in the form of their vocabulary test scores, while the supporting data dealt with the school personnel, the school facilities and the names of the respondents. The methods used to collect the primary data was test (vocabulary

test), while the supporting data were collected through interview, observation and documentation.

3.4.1 Test

Arikunto (1996: 138) defines test as a series of questions or exercises or other instruments used to measure the skill, knowledge, intelligence, ability of individual or group.

In this research, vocabulary achievement test was used to measure the students' vocabulary achievement after they had been taught vocabulary materials through singing for the experimental group and through lecturing for the control group. Achievement test according to Arikunto (1993: 125) is a test to measure the students' achievement after they have learned something.

A good test must be valid and reliable. Hughes (1989: 22) states that a test is said to be valid if it can measure what is intended to measure. Reliable test means the instrument can give consistent results. The test in this research used content validity, because the test applied was an achievement test in which it was constructed based on the indicators used and the indicators were chosen based on the syllabus. According to Arikunto (1997: 64), the test which has content validity means the test items describe the content of syllabus that should be measured. Therefore, this test was valid based on the content. Weir (1990: 33) states, if the test is valid, it is also reliable. Based on the idea, since the test was valid, it was reliable as well. Therefore, the reliability test was not used in this research.

Dealing with the test form, the objective test in the form of multiple choice and matching were chosen. The objective test was chosen because of some reasons. Hughes (1989: 59) states that the advantages of multiple choice questions are the scoring is rapid and economical, and it includes more items.

The vocabulary test constructed by the researcher by considering the indicators used namely: nouns, adjectives, verbs and adverbs and the materials that had been taught by the English teacher. The number of the test items was 40

items with equal distribution of the indicators, namely nouns (10 items), adjectives (10 items), verbs (10 items) and adverbs (10 items). The alloted time to do the test was 60 minutes. Dealing with the scoring, each item was scored 2,5 point. So, the total score of the test items was 100%. The test instrument is enclosed on Appendix 4.

3.4.2 Observation

Arikunto (1997: 128) states that observation includes a concentration activity on an object by using all human's senses. It can be done through the sense of the sight, hear, smell, taste and touch. There are two kinds of observation (Arikunto, 1996: 146). They are non-systematic observation and systematic observation. Non-systematic observation is conducted without having any instruments, while systematic observation is conducted by using guidance as observation instrument, which consist of a list of activities that will be observed.

In this research, systematic observation was used to observe the students' vocabulary learning process of the experimental and control groups as the supporting data. The observation was done in order to observe the atmosphere of the teaching learning process during the treatment of both classes (the experimental and control groups), the students' response on the English songs and lecturing taught, and the students' attention on the given exercises. The class observation was conducted three times. It was conducted by using the observation guide in the form of checklist. It is enclosed on Appendix 2.

3.4.3 Interview

In this research, interview was conducted with the English teacher to get the supporting data concerning with the English teaching at the school that covers the teaching techniques and the media used by the teacher in teaching English, especially in teaching vocabulary and the English books used by the teacher in teaching English.

In this research, structured interview was used to get the information needed. A list of questions were prepared and used them as the interview guide. The interview guide is enclosed on Appendix 2.

3.4.4 Documentation

Documentation method is used to get data from written documents, such as books, report, daily notes, etc. (Arikunto,1993:135) In this research, documentation was used to collect the supporting data about the school personnel, the school facilities, and the names of the respondents. In other words, these supporting data were obtained from the school documents. The guide of documentation can be seen on Appendix 2 .

3.5 Data Analysis Method

After the primary data had been collected by using vocabulary test, the results of the test of both experimental group and control groups were analyzed by using t-test formula as follows.

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

Notes:
Ma = Mean of the experimental group (group A)
Mb = Mean of the control group (group B)
xa = Individual score deviation of Ma (group A)
xb = Individual score deviation of Mb (group B)
na = The number of subjects in group A
nb = The number of subjects in group B

(Adapted from Hadi, 1995: 443)

The degree of freedom used was (na+nb)-2 and the result was consulted to the t-table of the significance level of 5% to know whether the result was significant or not.

IV. RESULTS AND DISCUSSION

Based on the investigation conducted at SDN Tamansari 1 Bondowoso from February to March 2002, the primary data and supporting data were collected. The primary data were gained from the vocabulary test results and the supporting data were obtained through interview, observation and documentation. In this chapter, the primary data and data analysis, the supporting data and discussion are presented.

4.1 Primary Data

The primary data of this research were the results of vocabulary test of the respondents (the experimental group and the control group). The vocabulary test was given to the respondents after the treatment given three times. It was given on the fourth meeting.

4.1.1 The Results of Vocabulary Test

The results of vocabulary test of the experimental group and the control group are presented in the following table.

Table1: The Results of Vocabulary Test of the Experimental and Control Groups.

THE EXPERIMENTAL GROUP		THE CONTROL GROUP	
No.	Score	No.	Score
1	2	3	4
1.	57,5	1.	82,5
2.	82,5	2.	85
3.	75	3.	72,5
4.	67,5	4.	80
5.	65	5.	70
6.	80	6.	75
7.	62,5	7.	72,5
8.	85	8.	57,5
9.	65	9.	62,5
10.	65	10.	75
11.	82,5	11.	67,5
12.	87,5	12.	55

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13.	65	13.	50
14.	55	14.	62,5
15.	62,5	15.	60
16.	95	16.	65
17.	72,5	17.	87,5
18.	87,5	18.	52,5
19.	85	19.	60
20.	77,5	20.	67,5
21.	60	21.	50
22.	67,5	22.	52,5
23.	52,5	23.	65
24.	90	24.	50
25.	65	25.	72,5
26.	87,5	26.	57,5
27.	75	27.	67,5

4.1.2 Data Analysis

The collected primary data in the forms of the respondents' scores of vocabulary test were analyzed by using t-test formula to test whether the mean difference of the two groups (the experimental group and the control group) is significant or not.

The result of t-test was consulted to the t-table of the 5% significance level with the degree of freedom 52.

Table 2 presents the tabulation of the results of the respondents' vocabulary test to find the total individual score square of the experimental group and the control group.

Table 2: The Tabulation of Data Analysis of Vocabulary Test of the Experimental and Control Groups

THE EXPERIMENTAL GROUP			THE CONTROL GROUP		
No.	Score		No.	Score	
	X_a	X_a^2		X_b	X_b^2
1	2	3	4	5	6
1.	57,5	3306,25	1.	82,5	6806,25
2.	82,5	6806,25	2.	85	7225
3.	75	5625	3.	72,5	5256,25
4.	67,5	4556,25	4.	80	6400
5.	65	4225	5.	70	4900

6.	80	6400	6.	75	5625
7.	62,5	3906,25	7.	72,5	52565,25
8.	85	7225	8.	57,5	3306,25
9.	65	4225	9.	62,5	3906,25
10.	65	4225	10.	75	5625
11.	82,5	6806,25	11.	67,5	4556,25
12.	87,5	7656,25	12.	55	3025
13.	65	4225	13.	50	2500
14.	55	3025	14.	62,5	3906,25
15.	62,5	3906,25	15.	60	3600
16.	95	9025	16.	65	4225
17.	72,5	5256,25	17.	87,5	7656,25
18.	87,5	7656,25	18.	52,5	2756,25
19.	85	7225	19.	60	3600
20.	77,5	6006,25	20.	67,5	4556,25
21.	60	3600	21.	50	2500
22.	67,5	4556,25	22.	52,5	2756,25
23.	52,5	2756,25	23.	65	4225
24.	90	8100	24.	50	2500
25.	65	4225	25.	72,5	5256,25
26.	87,5	7656,25	26.	57,5	3306,25
27.	75	5625	27.	67,5	4556,25
$\sum$	1972,5	147806,25	$\sum$	1775	119787,5

Based on the data presented in Table 2 above, the calculation using t-test formula is as follows:

a) The calculation of the mean of the experimental group (Class A)

$$Ma = \frac{\sum Xa}{na} \qquad Ma = \frac{1972,5}{27} = 73,0555$$

b) The calculation of the mean of the control group (Class B)

$$Mb = \frac{\sum Xb}{nb} \qquad Mb = \frac{1775}{27} = 65,74$$

c) The calculation of the individual score deviation square of Ma

$$\sum xa^2 = \sum Xa^2 - \left(\frac{\sum Xa}{na}\right)^2 \qquad \sum xa^2 = 147806,25 - \left(\frac{1972,5}{27}\right)^2$$

$$\sum xa^2 = 147806,25 - \frac{3890756,25}{27} \qquad \sum xa^2 = 3704,1667$$

d) The calculation of the individual score deviation square of Mb

$$\sum xb^2 = \sum Xb^2 - \left(\frac{\sum Xb}{nb}\right)^2 \qquad\qquad \sum xb^2 = 119787,5 - \left(\frac{1775}{27}\right)^2$$

$$\sum xb^2 = 119787,5 - \frac{3150625}{27} \qquad\qquad \sum xb^2 = 3097,6825$$

e) The application of the t-test formula

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

$$t = \frac{73,0555 - 65,74}{\sqrt{\left(\dfrac{3704,1667 + 3097,6825}{27 + 27 - 2}\right)\left(\dfrac{1}{27} + \dfrac{1}{27}\right)}}$$

$$t = \frac{7,3155}{\sqrt{\left(\dfrac{6801,8492}{52}\right)\left(\dfrac{2}{27}\right)}}$$

$$t = \frac{7,3155}{\sqrt{(130,8047)(0,074)}}$$

$$t = \frac{7,3155}{\sqrt{9,67955}}$$

$$t = 2,3514$$

f) The calculation of the degree of freedom

$$db = (na+nb-2)$$
$$db = (27+27-2)$$
$$db = 52$$

g) The degree of relative effectiveness is:

$$RDE = \frac{Ma - Mb}{Mb} \times 100\%$$

$$RDE = \frac{73,0555 - 65,74}{65,74} \times 100\%$$

RDE = 11,12%

Note: RDE=Relative Degree of Effectiveness

4.1 3 Hypothesis Verification

The computation result of t-test showed that the stastitical value of t-test was 2,3514, while the value of t-table with 52 degree of freedom on the 5% significance level was 2,000. The result showed that the stastitical computation of the value of t-test was higher than the value of the t-table (2,3514>2,000). This result proved that the alternative hypothesis of this research was accepted. It means that there was a significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year.

4.2 Supporting Data

4.2.1 Results of Interview

The English curriculum used at SDN Tamansari I Bondowoso in the 2001/2002 academic year was the 1994 curriculum. The teacher used Meaning-based Approach in teaching English. It means that the four skills taught integratedly with the English components such as vocabulary and structure.

In teaching those English skills, the English teacher applied the lecturing technique and discussion. In this case, the teacher explained the materials and she asked the students to do the exercises in the textbook. Then, the students' work was discussed together. Sometimes, in teaching vocabulary, the teacher used pictures as the media. The teacher never used songs in teaching English, because she had lack of self-confidence in singing.

The compulsory book used was "Let's Practice English" by PT. Grasindo. This book was used by the English teacher because the content of this book was appropriate with the students' needs and the 1994 curriculum's requirement. Most of the students had this book. The teacher sometimes used another English book for Elementary School, called "English for Elementary School First Step I,II" published by PT. Intan Pariwara. So, the English materials were taken from those books.

4.2.2 Results of Observation

Observation was conducted to observe the students' vocabulary learning process of the experimental and control groups dealing with the students' motivation, attitudes and participation.

This observation was conducted while the treatment was on progress. From the checklist of observation, it was revealed that the students in the experimental group that was learning vocabulary through English songs, looked highly motivated and interested. They seemed enthusiastic and enjoyed singing the English songs. All of the students participate in singing English songs. They were active involved in doing the vocabulary exercises given.

On the other hand, the students in the control group that was learning vocabulary by lecturing, were passive and they only listened to the teacher's explanation. The researcher saw some students talking by themselves, drawing on their English books and did not pay attention to the teacher while the teacher was explaining the vocabulary. They seemed not enjoy learning vocabulary by lecturing. Some of the students did not do the vocabulary exercises given and just copied the answers of their friends.

4.2.3 Results of Documentation

4.2.3.1 The Personnel of SDN Tamansari I Bondowoso

Based on the document of SDN Tamansari I Bondowoso, the personnel consist of a headmaster, teachers and administration staff. The information in detail about the school personnel can be seen on Appendix 7.

Concerning with the respondents, the names of the respondents (the experimental group and the control group) can be seen on Appendix 8.

4.2.3.2 The Facilities of SDN Tamansari I Bondowoso

SDN Tamansari I Bondowoso provides facilities to support the teaching learning process that consists of 12 classroom, the teacher's room and the headmaster's room, a library, and sport field.

4.3 Discussion and Interpretation

Based on the results of the data analysis, the statistical value of t-test was 2,3514, while the value of t-table with 52 degree of freedom in the 5% significance level was 2,000. It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It could be concluded that there was a significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year. In other words, the students in the experimental group who were taught vocabulary through English songs had higher scores than the students who were taught vocabulary by lecturing.

This result was supported by the class condition of the experimental group and the control group, while they were taught vocabulary through English songs for the experimental group and through lecturing for the control group. In the experimental group that was learning vocabulary through English songs, the students looked highly motivated and interested. They seemed enthusiastic and enjoyed singing the English songs. All of the students participate in singing English songs. They were actively involved in doing the vocabulary exercises

given. On the other hand, in the control group that was learning vocabulary by lecturing, the students were passive and they only listened to the teacher's explanation. They were not actively involved in doing the vocabulary exercises given, and they just copied the answers of their friends.

This result was also supported by some experts. Maley (1987: 93) says that in singing a song, students will hear the repeated words. It will help them to remember the words and the meaning of the words. Rhythm makes words much easier to imitate and remember than words which are just spoken. It means that learning vocabulary through songs makes the students easier to remember the meaning of the words. In addition, Karim (1986:6.25) says that songs give a chance to the students to practice intensively without feeling bored. It means that the students are motivated to learn vocabulary through songs without feeling bored.

From those ideas above, it could be concluded that teaching English songs was useful to improve the students' vocabulary as long as the songs were relevant to the students' need and appropriate to the curriculum used. In addition, it was effective to motivate the students in learning English and to make them enjoy learning English. Based on the result of the data analysis of RDE, the effectiveness of the use of English songs in teaching vocabulary was 11,12%. It means that if the student in the control group got 60 of the vocabulary test, the student in the experimental group got $60 + (11,12 \% \times 60) = 66, 67$.

V. COCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of the data analysis and the hypothesis verification discussed above, it could be concluded that there was a significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year. It means that the students who were taught vocabulary through English songs gained better vocabulary score than the students who were taught vocabulary by lecturing. Th result suggest that teaching vocabulary through English songs is effective to improve the students' vocabulary achievement.

5.2 Suggestions

Based on the results of this research, some suggestions are given to the English teacher, the students and other researchers.

a) *The English teacher*

The English teacher is suggested to use English songs as an alternative technique in teaching English to motivate the students and to make them enjoy learning English, especially to increase the students' vocabulary achievement.

b) *The students*

The students are suggested to learn vocabulary through English songs to improve the knowledge of vocabulary that is important to be used as a means of learning English skills, such as reading, speaking, writing and listening.

c) *Other researchers*

The results of this research can be used as input or a reference to conduct a further research dealing with a similar problem by using another design, such as a classroom action research to develop the students' vocabulary achievement through English songs at SLTP.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
The Effect of Teaching English Songs on Vocabulary achievement of the Fourth Year Students of SDN Tamansari the 2001/2002 Academic Year Bondowoso In Tamansari I Bondowoso In students of SDN Bondowoso In the 2001/2002 academic year?	Is there any significant effect of teaching English songs on the achievement of vocabulary of students of SDN Tamansari the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year?	1.Independent Variable 2.Dependent Variable	1.(a)Teaching vocabulary through experimental group Songs: a. "One, Two, Three" b. "Old MacDonald" c. "What Colour?" (b)Teaching vocabulary by lecturing to the control group Topics of teaching materials a. Family b. Names of animals c. Clothes and colours 2. The students' vocabulary achievement that is indicated by their scores of vocabulary test	1.Respondents The fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year. 2.Informant The English teacher 3. Documents	1.Research Design Simple randomized Design 2.Area Determination Method Population Method 3.Respondent Determination Method 4.Data Collection Methods Primary data: vocabulary test Supporting Data: -Observation -Interview -Documentation Data Analysis Method t-test formula:	There is a significant effect of teaching English songs on vocabulary achievement of the fourth year students of SDN Tamansari I Bondowoso in the 2001/2002 academic year

Purposive Method

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

Notes:

Ma: Mean of the experimental group

Mb: Mean of the control group

xa: Individual score deviation of Ma

xb: Individual score deviation of Mb

na: The number of subjects in group a

nb: The number of subjects in group b

Degree of freedom: db=na+nb-2

Significance level 5%

Guide of Supporting Data Instruments

Interview Guide

No.	Questions	Data Resources
1.	What curriculum and approach do you use in teaching English to the students?	The English teacher
2.	What English skills do you teach to the students?	
3.	What technique do you use in teaching those English skills?	
4.	What kind of media do you usually use in teaching vocabulary?	
5.	Have you ever used songs in teaching English? Why?	
6.	What English books do you use in teaching English? Why do you use those books?	
7.	Do the students have the books?	

Observation Guide of the Experimental Group

No.	Indicators Observed	Yes	No
1.	The students seem enthusiastic when they are taught singing English songs		
2.	The students are actively involved in doing the vocabulary exercises given		
3.	The students are motivated in learning vocabulary through songs		
4.	The students enjoy learning vocabulary through songs		

Observation Guide of the Control Group

No.	Indicators Observed	Yes	No
1.	The students listen to the teacher explanation		
2.	The students are actively involved in doing the vocabulary exercises given		
3.	The students enjoy learning vocabulary through lecturing		
4.	The students are motivated in learning vocabulary through lecturing		

Documentation Guide

No.	The Supporting Data Taken	Data Resources
1.	The names of the school personnel	Documents
2.	The names of respondents	
3.	The facilities of SDN Tamansari I Bondowoso	

Lesson Plan I

Subject	: English
Level/Cawu	: IV/II
Class	: Experimental class
Theme	: Family
Language element	: Vocabulary
Time	: 2x40'

I. General Instructional Objective

Students have knowledge and understand the materials about family.

II. Specific Instructional Objectives

1. Students are able to sing the "One, Two, Three" song with the correct pronunciation.
2. Students are able to mention family members based on the song given.
3. Students are able to answer some questions concerning with the topic.
4. Students are able to complete sentences with the appropriate words dealing with the family's activity.

III. Material

Enclosed

IV. Teaching and Learning Activities

1. Explain the words or idioms of the song. Ask the students to imitate the pronunciation read by the teacher.
2. The teacher sings the "One, Two, Three" song. In this case, the students listen to the teacher.
3. The teacher repeats the word line by line and make beats by knocking the table to introduce the rhythm of the "One, Two, Three" song to the students.
4. The teacher sings the song several times followed by the students until the students can sing the song with the correct pronunciation.
5. Ask the students to sing the song without the teacher, simultaneously or individually. As a variation, the teacher separates the class in groups

to sing the song.

6. Explain the topic about "Family".

7. Ask the students to do exercises A, B, and C.

8. Discuss the answers with the class.

V. Source and Media

a) Source: English for Elementary School First Step I, published by PT Intan Pariwara, Klaten.

b) Media: "One, Two, Three" song.

VI. Evaluation

Process evaluation is conducted during the teaching learning process to evaluate the class condition when they sing a song in the classroom, and do the exercises given.
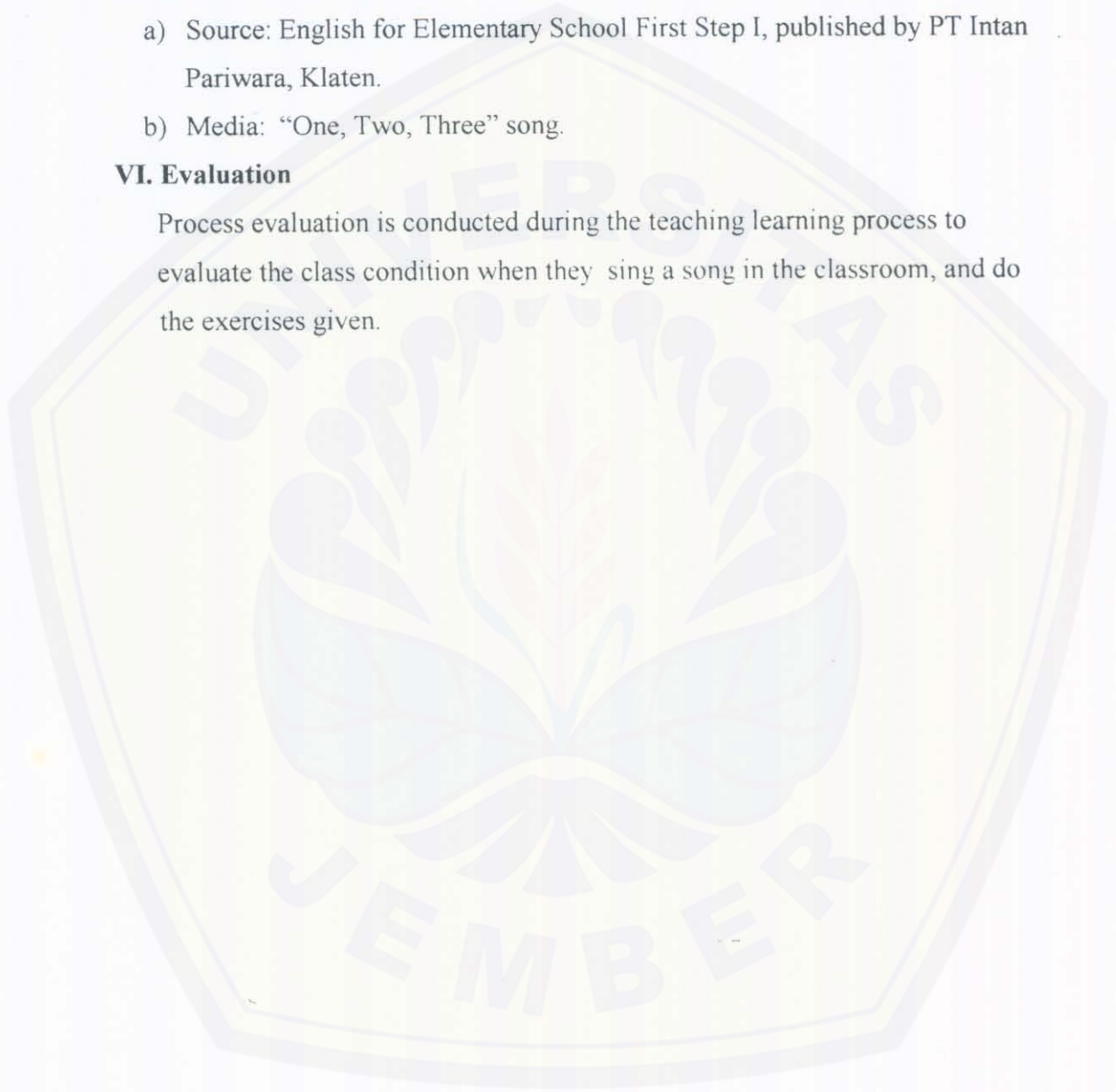
Students' Worksheet

Let's sing this song!

One, Two, Three

One two three I love my mother
Two and two I love my father too
Three and three I love brothers sisters
One and two and three I love every body

A. Fill in the blanks by choosing the correct answer among a, b, c!

1. Mr. Wijaya is Tanti's father.

   Tanti is Mr. Wijaya's.........

   a. son   b. daughter   c. mother

2. Woda is Rio's sister.

   Rio is Woda's...........

   a. sister   b. brother   c. niece

3. Ratna is Indah's sister.

   Indah is Ratna's.........

   a. sister   b. brother   c. niece

4. Tika is Mrs. Hartono's daughter.

   Mrs. Hartono is Tika's...........

   a. uncle   b. father   c. mother

5. Heri is Mr. Sudira's grandson.

   Mr. Sudira is Heri's.............

   a. grandfather   b. grandmother   c. grandparents

B. Fill in the blanks by choosing the correct answer among a, b, c!

1. I am a student. I go to...........everyday.

   a. the bank   b. school   c. the post office

2. My father is a teacher. He works...........

    a. at a bank   b. at hospital   c. at school

3. Mr. Adi is a...........He works at a bank.

    a. teacher   b. student   c. banker

4. Mr. Ardan is a..............He teaches at SDN Bubutan I.

    a. teacher   b. banker   c. student

5. Mrs. Hadi cooks at home everyday. She is a............

    a. teacher   b. housewife   c. banker

C. Fill in the blanks using suitable words in the box!

study	goes	sleep	leaves
works	cooks	teaches	

1. Rani.......... to school everyday.
2. My father....................at Elementary School.
3. The students...........in the classroom.
4. Mother............in the kitchen.
5. Mrs. Nunung ....at a bank.

Lesson Plan I

Subject	: English
Level/Cawu	: IV/II
Class	: Control class
Theme	: Family
Language element	: Vocabulary
Time	: 2x40'

I. General Instructional Objective

Students have knowledge and understand the materials about family.

II. Specific Instructional Objectives

1. Students are able to mention the vocabulary about family members correctly.
2. Students are able to answer some questions concerning with the topic.
3. Students are able to complete sentences with the appropriate words dealing with the family's activity.

III. Material

Enclosed

IV. Teaching and Learning Activities

1. The teacher gives the vocabulary about family.
2. The teacher explains the topic about family.
3. Ask the students to do exercises A, B, and C.
4. Discuss the answers with the class.

V. Source and Media

a. Source: English for Elementary School First Step 1, published by PT Intan Pariwara, Klaten

b. Media :

VI. Evaluation

Process evaluation is conducted during the teaching learning process to evaluate the class condition when they are taught vocabulary by lecturing, and do the exercises given.
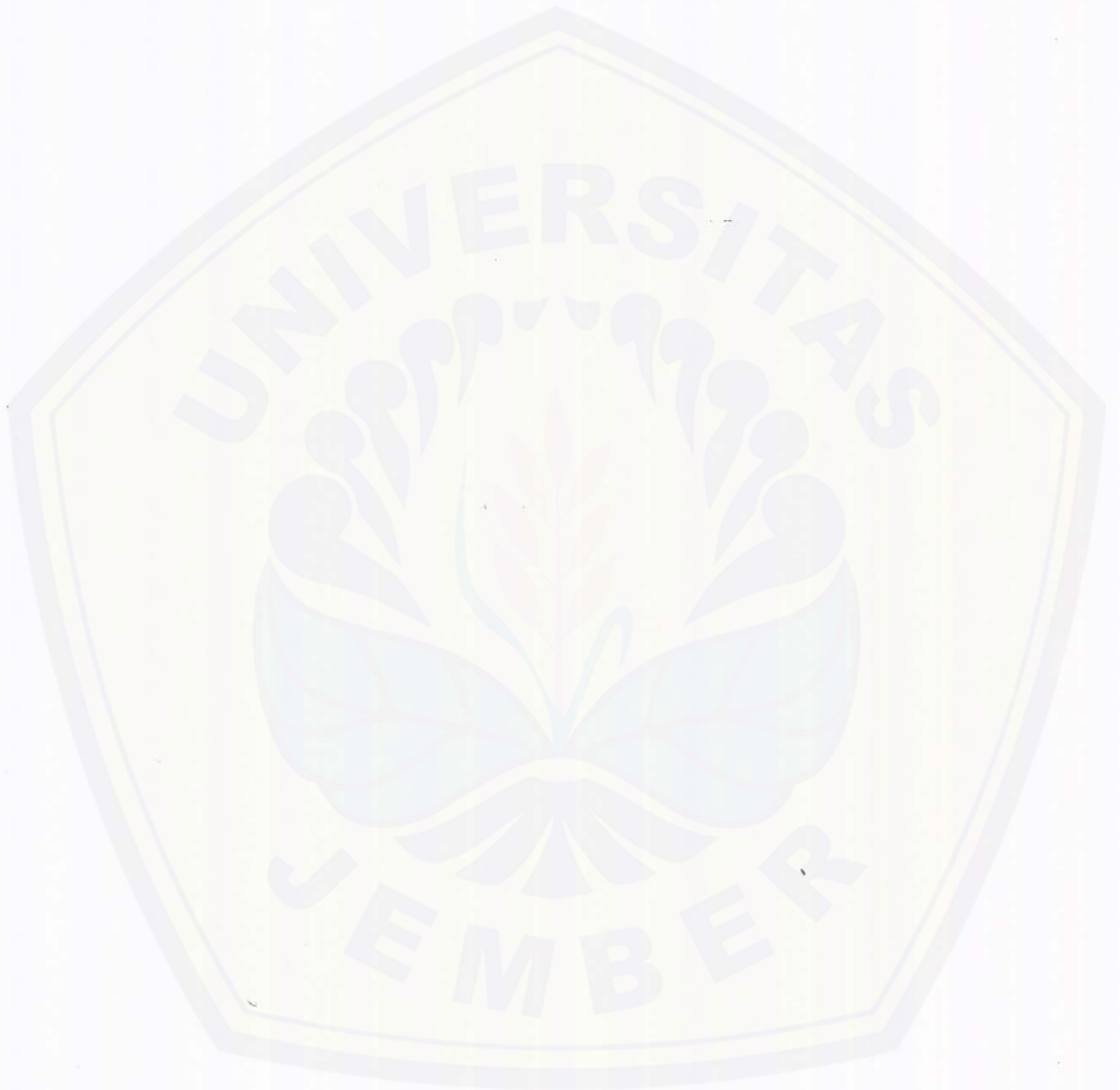
Students' Worksheet

A. Fill in the blanks by choosing the correct answer among a,b,c!

1. Mr. Wijaya is Tanti's father.

    Tanti is Mr. Wijaya............

    a. son   b. daughter   c. mother

2. Woda is Rio's sister.

    Rio is Woda's............

    a. sister   b. brother   c. niece

3. Ratna is Indah's sister.

    Indah is Ratna's...........

    a. sister   b. brother   c. niece

4. Tika is Mrs. Hartono's daughter.

    Mrs. Hartono is Tika's.............

    a. uncle   b. father   c. mother

5. Heri is Mr. Sudira's grandson.

    Mr. Sudira is Heri's...............

    a. grandfather   b. grandmother   c. grandparents

B. Fill in the blanks by choosing the correct answer among a, b, c!

1. I am a student. I go to...........everyday.

    a. the bank   b. school   c. the post office

2. My father is a teacher. He works............

    a. at a bank   b. at hospital   c. at school

3. Mr. Adi is a............He works at a bank.

    a. teacher   b. student   c. banker

4. Mr. Ardan is a............He teaches at SDN Bubutan I.

    a. teacher   b. banker   c. student

5. Mrs. Hadi cooks at home everyday. She is a.........

    a. teacher   b. housewife   c. banker

C. Fill in the blanks using suitable words in the box!

study	goes	sleep	leaves
works	cooks	teaches	

1. Rani ……………to school everyday.

2. My father……………….at Elementary School.

3. The students……………in the classroom.

4. Mother……………in the kitchen.

5. Mrs. Nunung…………….at a bank.

Lesson Plan II

Subject   : English
Level/Cawu   : IV/II
Class   : Experimental class
Theme   : Names of Animals
Language Element   : Vocabulary
Time   : 2x40'

I.   General Instructional Objective

Students have knowledge and understand the materials about names of animals.

II.   Specific Instructional Objectives

1. Students are able to sing the " Old Mac Donald" song with the correct pronunciation.
2. Students are able to mention names of animals correctly based on the song given.
3. Students are able to answer some questions concerning with the topic.
4. Students are able to identify the animal pictures correctly.

III. Material

Enclosed

IV.   Teaching and Learning Activities

1. Explain the words or idioms of the song. Ask the students to imitate the pronunciation read by the teacher.
2. The teacher sings the "Old Mac Donald" song. In this case, the students listen to the teacher.
3. The teacher repeats the word line by line and make beats by knocking the table to introduce the rhythm of the "Old Mac Donald" song to the students.
4. The teacher sings the song several times followed by the students until the students can sing the song with the correct pronunciation.

5. Ask the students to sing the song without the teacher, simultaneously or individually. As a variation, the teacher separates the class in four groups to sing the song.

6. Explain the topic about "Names of Animals".

7. Ask the students to do exercises A, B, and C.

8. Discuss the answers with the class.

V. Source and Media

a) Source : English for SD 4B, published by PT Grasindo, Jakarta.

   English for Elementary School First Step 1, published by PT Intan Pariwara, Klaten.

b) Media: "Old Mac Donald" song and pictures.

VI. Evaluation

Process evaluation is conducted during the teaching learning process to evaluate the class condition when they sing a song in the classroom, and do the exercises given.

Students' Worksheet

Lets sing this song!

Old Mac Donald

Old Mac Donald has a farm, e i e i o
And on his farm he has some chicks, e i e i o
With a chick chick here, and a chick chick there
Here a chick, there a chick, everywhere a chick
Old Mac Donald has a farm, e i e i o
And on his farm he has some cows, e i e i o
With a moo moo here, and a moo moo there
Here a moo, there a moo everywhere a moo
Old Mac Donald has a farm, e i e i o
And on his farm he has some ducks, e i e i o
With a quack quack here, and quack quack there
Here a quack, there a quack, everywhere a quack
Old Mac Donald has a farm, e i e i o

A. Fill in the blanks!

Example:

Is it a sheep?
No, it is not.
What is it?
It is a goat.

1.

Is it a butterfly?
No,...........
What is it?
It is............

2.

Is it a hen?

No,.................

What is it?

It is.............

3.

Is it a hen?

....

4.

Is it a horse?

No, ...

What is it?

It is...............

5.

Is it a buffalo?

B. Fill in the blanks using suitable words in the box!

small	eating	singing
swimming	wild	barking

1. The bird is.................
2. The monkey is................a banana.
3. A tiger is a...............animal.
4. The dog is ....
5. An ant is a ....animal.

C. **Fill in the blanks with the words in the box!**

1. Where is the bird? The bird is ....

2. Where is the mouse? The mouse is ....

3. Where is the swan swimming? The swan is swimming.................

4. Where is the squirrel climbing? The squirrel is climbing ....

5. Where is the tiger? The tiger is ....

a.	in the river
b.	on the tree
c.	in the forest
d.	in the cage
e.	under the table

Lesson Plan II

Subject	: English
Level/Cawu	: IV/II
Class	: Control class
Theme	: Names of Animals
Language Element	: Vocabulary
Time	: 2x40'

I. General Instructional Objective

Students have knowledge and understand the materials about names of animals.

II. Specific Instructional Objectives

1. Students are able to mention names of animals correctly.

2. Students are able to answer some questions concerning with the topic.

3. Students are able to identify the animal pictures correctly.

III. Material

Enclosed

IV. Teaching and Learning Activities

1. The teacher gives the vocabulary about names of animals.

2. The teacher explains the topic about names of animals.

3. Ask the students to do exercises A, B and C.

4. Discuss the answers with the class.
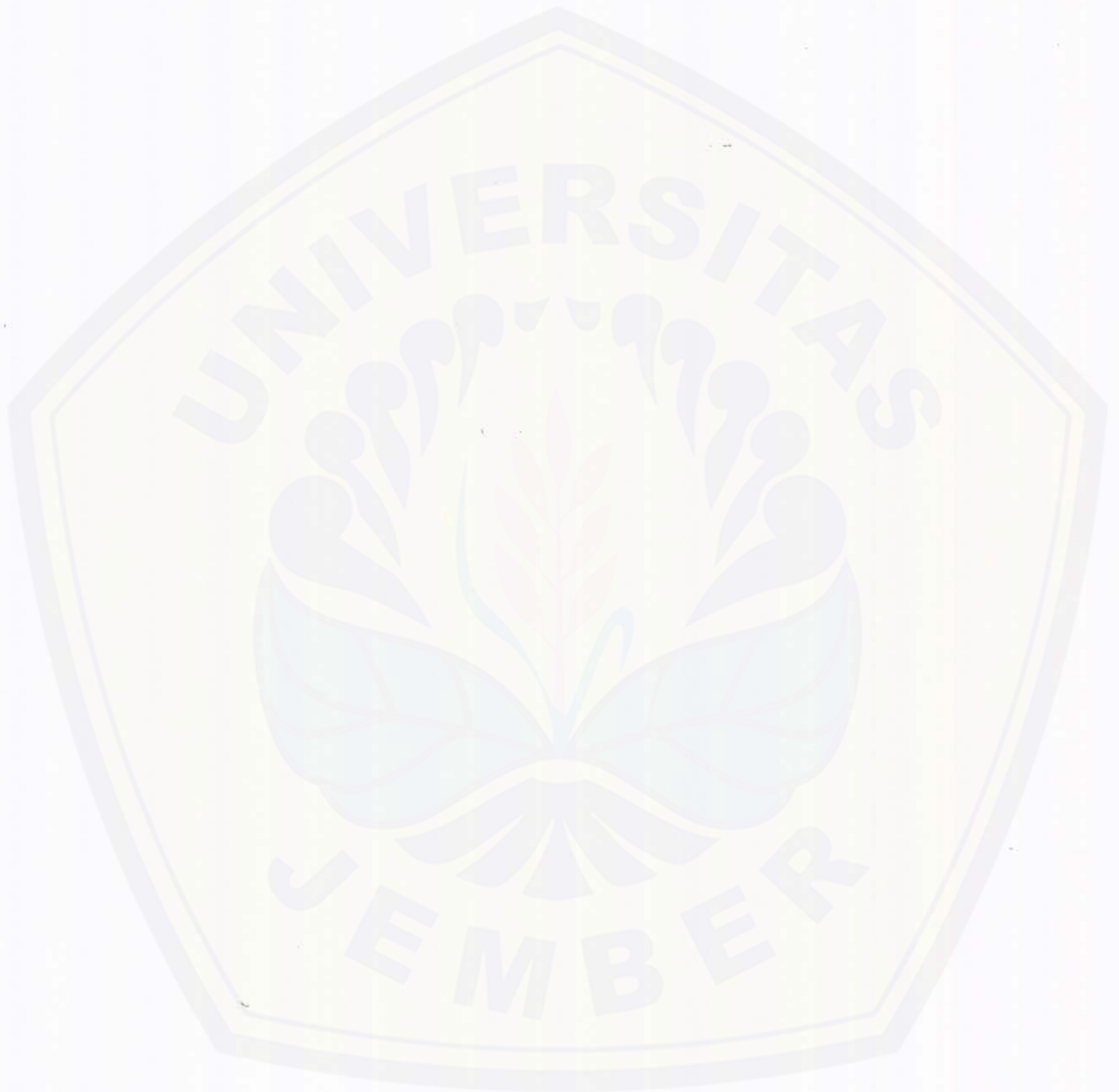
V. Source and Media

a) Source: English for SD 4B, published by PT Grasindo, Jakarta.

English for Elementary School First Step 2, published by PT Intan Pariwara, Klaten.

b) Media: Pictures

VI. Evaluation

Process evaluation is conducted during the teaching learning process

to evaluate the class condition when they are taught vocabulary by lecturing, and do the exercises given.

Students' Worksheet

A. Fill in the blanks!

Example:

Is it a sheep?

No, it is not.

What is it?

It is a goat.

1.

Is it a butterfly?

No,...........

What is it?

It is...........

2.

Is it a hen?

No,.................

What is it?

It is............

3.

Is it a hen?

....

4.

Is it a horse?

No, ...

What is it?

It is...............

5.

Is it a buffalo?

B. Fill in the blanks using suitable words in the box!

small	eating	singing
swimming	wild	barking

1. The bird is..............
2. The monkey is.............a banana.
3. A tiger is a...............animal.
4. The dog is..................
5. An ant is a................animal.

C. Fill in the blanks with the words in the box!

1. Where is the bird? The bird is...............
2. Where is the mouse? The mouse is...............
3. Where is the swan swimming? The swan is swimming ....
4. Where is the squirrel climbing? The squirrel is climbing...................
5. Where is the tiger? The tiger is..........................

a. in the river
b. on the tree
c. in the forest
d. in the cage
e. under the table

Lesson Plan III

Subject	: English
Level/Cawu	: IV/II
Class	: Experimental class
Theme	: Clothes and Colours
Language Element	: Vocabulary
Time	: 2x40'

I. **General Instructional Objective**

Students have knowledge and understand the materials about clothes and colours.

II. **Specific Instructional Objectives**

1. Students are able to sing the "What Colour?" song with the correct pronunciation.
2. Students are able to mention names of clothes and colours correctly based on the song given.
3. Students are able to answer some questions concerning with the topic.
4. Students are able to identify clothes and colours based on the pictures given.

III. **Material**

Enclosed

IV. **Teaching and Learning Activities**

1. Explain the words or idioms of the song. Ask the students to imitate the pronunciation read by the teacher.
2. The teacher sings the "What Colour?" song. In this case, the students listen to the teacher.
3. The teacher repeats the word line by line and make beats by knocking the table to introduce the rhythm of the "What Colour?" song to the students.

4. The teacher sings the song several times followed by the students until the students can sing the song with the correct pronunciation.

5. Ask the students to sing the song without the teacher, simultaneously or individually. As a variation the teacher separates the class in groups to sing the song.

6. Explain the topic about "Clothes and Colours".

7. Ask the students to do exercises A, B and C.

8. Discuss the answers with the class.

V. **Source and Media**

a) Source: English for SD 4B, published by PT Grasindo, Jakarta.
English for Elementary School First Step 2, published by PT Intan Pariwara, Klaten.

b) Media: "What Colour?" song and pictures.

VI. **Evaluation**

Process of evaluation is conducted during the teaching learning process to evaluate the class condition when they sing a song in the classroom, and do the exercises given.

Students' Worksheet

Let's sing this song!

"What Colour?"

What colour is your shirt

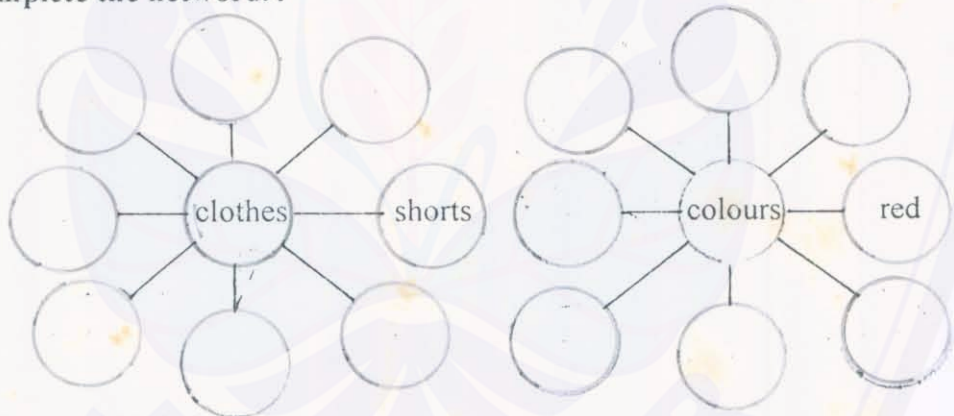It is white

What colour is your skirt?

It is red

What colour are your shoes?

They are black

What colour are your socks?

They are white

A. Complete the networds!

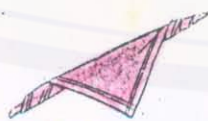**B. Fill in the blanks!**

Example: a.   A: Is it a brown belt?

B: Yes, it is

b.   A: Is it a yellow handkerchief?

B: No, it is not. It is a pink handkerchief

1. A: Is it a blue jacket?

    B: ....

2. A: Is it a white sock?

    B: ....

3. A: Is it a black bag?

    B: ....

4. A: Is it a green scarf?

    B: ....

5. A: Is it a yellow basket?

    B: ....
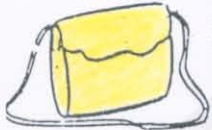
C. Fill in the blanks using suitable words in the box!

buying	wearing	are
going	has	borrow

1. The shoes .... black.
2. She is ....a new bag for her daughter in a department store.
3. He...............a good jacket.
4. Roni is a student. He is................. white shirt and red shorts.
5. I ....her beautiful dress to go to a party.

Lesson Plan III

Subject	: English
Level/Cawu	: IV/II
Class	: Control class
Theme	: Clothes and Colours
Language Element	: Vocabulary
Time	: 2x40'

I. **General Instructional Objective**

Students have knowledge and understand the materials about clothes and colours.

II. **Specific Instructional Objectives**

1. Students are able to mention names of clothes and colours correctly.
2. Students are able to answer some questions concerning with the topic.
3. Students are able to identify clothes and colours based on the pictures given.

III. **Material**

Enclosed

IV. **Teaching and Learning Activities**

1. The teacher gives the vocabulary about clothes and colours.
2. The teacher explains the topic about clothes and colours.
3. Ask the students to do exercises A, B and C.
4. Discuss the answers with the class.

V. **Source and Media**

a) Source: English for SD, published by PT Grasindo, Jakarta.

English for Elementary School Step 2, published by PT Intan Pariwara, Klaten.

b) Media: Pictures

VI.   Evaluation

Process of evaluation is conducted during the teaching learning process to evaluate the class condition when they are taught vocabulary by lecturing, and do the exercises given .

Students' Worksheet

A. Complete the networds!

clothes — shorts

colours — red

B. Fill in the blanks!

Example: a.

A: Is it a brown belt?

B: Yes, it is.

b.

A: Is it a yellow handkerchief?

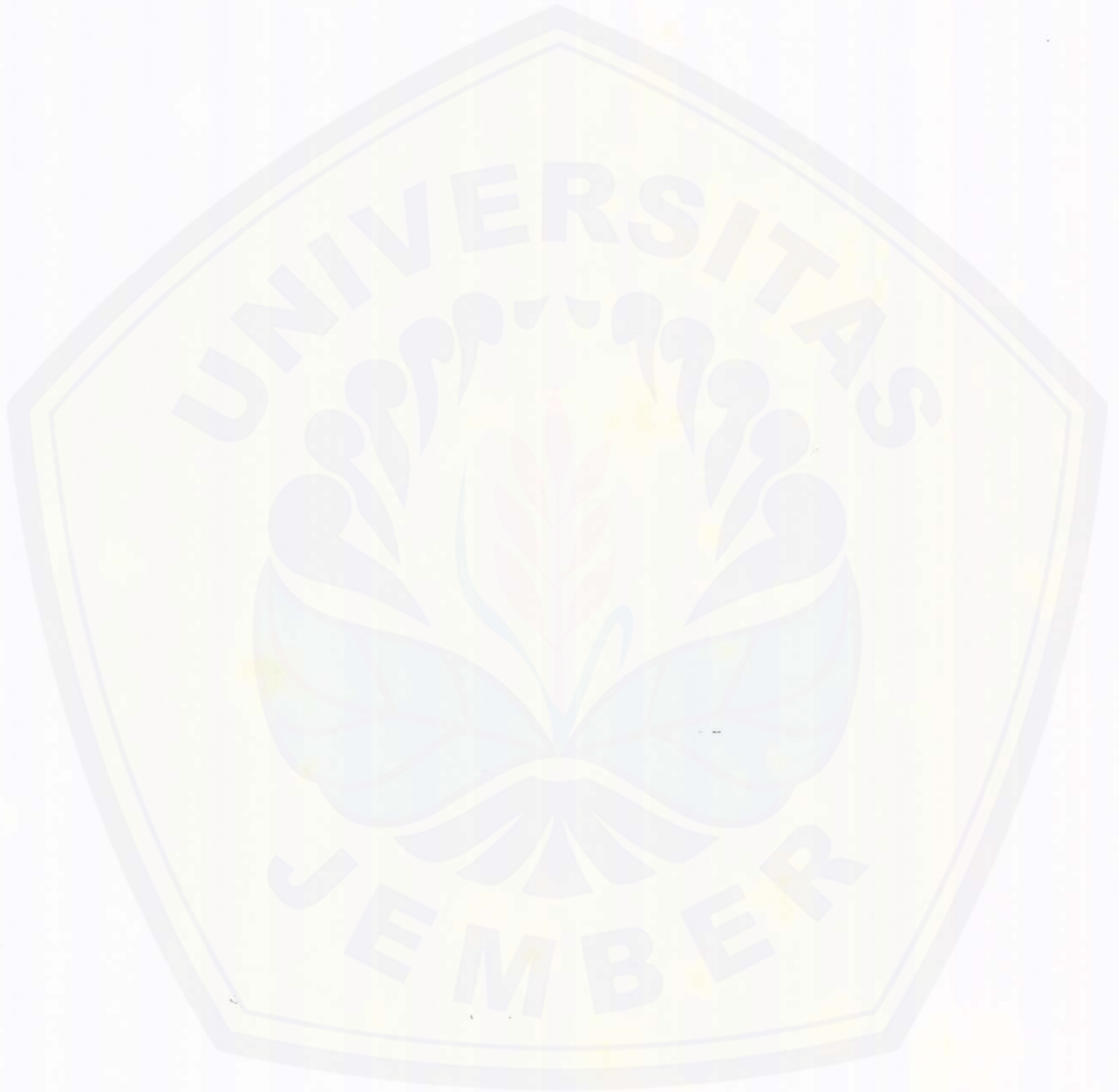B: No, it is not. It is a pink handkerchief.

1. A: Is it a blue jacket?

B: ....

2. A: Is it a white sock?

B: ....

3. A: Is it a black bag?

B: ....

4. A: Is it a green scarf?

   B: ....

5. A: Is it a yellow basket?

   B: ....

C. Fill in the blanks using suitable words in the box!

buying	wearing	are
going	has	borrow

1. The shoes............black.

2. She is ....a new bag for her daughter in a department store.

3. He...............a good jacket.

4. Roni is a student. He is ....white shirt and red shorts.

5. I...................... her beautiful dress to go to a party.

Appendix 4

VOCABULARY TEST

Subject   : English (Vocabulary)
Class/Cawu   : IV/II
Time   : 60 minutes

I.   Fill in the blanks with the correct nouns, verbs, adjectives or adverbs!

1. Ira is Mr. Dadang's daughter. Mr. Dadang is Ira's...............
    a. father   b. daughter   c. son

2. An elephant is a ....animal.
    a. small   b. sweet   c. very big

3. My mother is............a new bag for me in a department store.
    a. buying   b. borrowing   c. putting

4. Where is the duck swimming? The duck is swimming................
    a. in the cage   b. in the river/pool   c. on the tree

5. It is a ....

    a. skirt   b. shirt   c. jacket

6. What is the cat eating? The cat is eating a....................
    a. lion   b. tiger   c. mouse

7. What does your mother do in the kitchen? She...............in the kitchen.
    a. teaches   b. cooks   c. sleeps

8. My father is a banker. Where does he work? He works ....
    a. at a bank   b. at a hospital   c. at a school

9. It is a ....

    a. hat   b. scarf   c. handkerchief

10. A lion is a ....animal.
    a. small   b. very big   c. wild

11. Mrs. Rini is Hadi's mother. Hadi is Mrs. Rini's..................

a. daughter   b. son   c. father

12. What do the students do in the classroom? They ....in the classroom.

a. study   b. sleep   c. teach

13. My mother is a teacher. She teaches ....

a. at a bank   b. at Elementary School   c. at a hospital

14. My grandmother cooks ....

a. in the kitchen   b. in the living room   c. in the bedroom

15. It is a..............................

a. mosquito   b. butterfly   c. bird

16. The squirrel is climbing ....

a. on the flowers   b. on the leaves   c. on the tree

17. Rini is going to school. She is ....white shirt and red skirt.

a. taking   b. wearing   c. putting

18. What colour is your uniform?

a. blue and white   b. red and white   c. black and white

19. The monkey is.................a banana.

a. running   b. climbing   c. eating

20. The traffic light is......................

a. green   b. yellow   c. red

II.   Match the words in the column A to the meanings in the column B!

A	B
21. grey	a. melompat
22. under the table	b. coklat
23. belt	c. bibi
24. black	d. di bawah meja

25.	aunt		e. hitam
26.	purple		f. abu-abu
27.	at a hospital		g. ikat pinggang
28.	jump		h. di rumah sakit
29.	brown		i. ungu
30.	bark		j. menggonggong

III. **Fill in the blanks using suitable words in the box!**

beautiful	see	doctor	in the cage	small/naughty
in the classroom	cook	teaches	in the forest	shorts

31. My Uncle works at a hospital. He is a.................

32. Ani and her mother ....in the kitchen.

33. Where do Hari and Heri study? They study ....

34. They ....some crocodiles in the zoo.

35. My father ....at SDN Bubutan I.

36. Where is the tiger? The tiger is ....

37. Where is the bird? The bird is ....

38. The golden fish is...........................

39. It is a pair of ....

40. An ant is a ....animal.

Appendix 5

Answer Key:

1. a. father	21. f. abu-abu
2. c. very big	22. d. di bawah meja
3. a. buying	23. g. ikat pinggang
4. b. in the river/pool	24. e. hitam
5. b. shirt	25. c. bibi
6. c. mouse	26. i. ungu
7. b. cooks	27. h. di rumah sakit
8. a. at a bank	28. a. melompat
9. c. handkerchief	29. b. coklat
10. c. wild	30. j. menggonggong
11. b son	31. doctor
12. a. study	32. cook
13. b. at Elementary School	33. in the classroom
14. a. in the kitchen	34. see
15. a. mosquito	35. teaches
16. c. on the tree	36. in the forest
17. b. wearing	37. in the cage
18. b. red and white	38. beautiful
19. c. eating	39. shorts
20. c. red	40. small/naughty

Test Items Distribution

Indicators	Vocabulary test items numbers
Nouns	1, 5, 6, 9, 11, 15, 23, 25, 31, 39
Adjectives	2, 10, 18, 20, 21, 24, 26, 29, 38, 40
Verbs	3, 7, 12, 17, 19, 28, 30, 32, 34, 35
Adverbs	4, 8, 13, 14, 16, 22, 27, 33, 36, 37

Appendix 7

Personnel of SDN Tamansari I Bondowoso
in the 2001/2002 Academic Year

No.	Names	Occupation
1.	ME. Sunarsih	Principal
2.	Sumiyati	Teacher
3.	Imam Tarsis	Teacher
4.	Sukardi	Teacher
5.	Sucipto	Teacher
6.	Mujiati	Teacher
7.	Subandi Waluyo	Teacher
8.	Tutik	Teacher
9.	Tri Nurwiyanti	Teacher
10.	Nur Cahyani	Teacher
11.	Endang Riani	Teacher
12.	Suwestriningsih	Teacher
13.	Arista F.	English Teacher
14.	Yustanto	Administration Staff
15.	Saiman	Gardener

Appendix 8

Names of Respondents

Class IV A (The Experimental Group)		Class IV B (The Control Group)	
No	Names	No	Names
1	Sanito	1	Nurhayati
2	M. Wasit	2	Haerani Prili Sagita
3	Wahyuni	3	Imam Noviyanto
4	Okvi Silianti	4	Yenik Triandari
5	Demik	5	Andrik Dwi Santoso
6	Indrajid	6	Alfian S.
7	Oky Andri Saputro	7	Feri Purwanto
8	Supriyanto	8	Alif Indri Daraloka
9	Nunung Karimullah	9	Sodik Mahmud S.
10	Bagus Abilawa Dewa	10	M. Sunarji
11	Akbar Prayudi	11	Makrus
12	Ahmad Gafur	12	Anggita Prima Devi
13	Bustomi Mahmud	13	Kristian Dwi Antono
14	Budi Hariyono	14	Deni Arifin
15	M. Sobri Hidayat	15	Santi Widyaningrum
16	Meilinda	16	Novi Santoso
17	Novia Tri Andayani	17	Linda Wijayanti
18	Vina Fajar Mukti	18	Teguh Wijaya
19	Eka Oktavia Arini	19	Syamsul Arif
20	Nur Hasanudin	20	Nurul Huda
21	Kitti Rofania	21	Wahyudi
22	Rina Dwi Agustin	22	Retno Palupi
23	Nurahman Purwanto	23	Arif Lukman
24	Intan Noviyanti	24	M. Chosim
25	Alis Retnowati	25	Ririn Mariana
26	Ummu Hanik K	26	Desi Ikawati
27	Ade Imam S	27	Fitri H.

TABEL NILAI - NILAI t DENGAN

TARAF SIGNIFIKANSI 5% DAN 1%.

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

3). Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid II, Cetakan kedua, Yayasan Penerbiatan Fakultas Psychologi UGM, - Yogyakarta, 1975, p. 272.

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 6812...

Nomor : **0 3 1 2** /J25.1.5/PL5/2001   Jember, **1 1 FEB 2002**

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SDN

Tamansari QI Bondowoso

di. —

Bondowoso

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

N a m a   : Nunik Prasetyorini

N i m   : 96-143

Jurusan/Program : Pendidikan Bahasa & Seni/Bhs. Inggris

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

The Effect of Teaching English Through Songs on Vocabulary Achievement of The Fourth Year Students of SDN Tamansari QI Bondowoso in the 2001/2002 Academic Year

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

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

MISNO AL, M.Pd
NIP. 130 937 191

DEPARTEMEN PENDIDIKAN NASIONAL RI

SDN. TAMANSARI 01 BONDOWOSO

SURAT KETERANGAN

Yang bertanda tangan di bawah ini Kepala SDN. Tamansari 01 Bondowoso, menerangkan bahwa:

Nama   : Nunik Prasetyorini
NIM   : 960210401143
Jurusan/Program : PBS/Bahasa Inggris
Fakultas   : FKIP Universitas Jember

telah melaksanakan penelitian pada sekolah kami, berkenaan dengan penyusunan skripsi dengan judul:

THE EFFECT OF TEACHING ENGLISH THROUGH SONGS ON VOCABULARY ACHIEVEMENT OF THE FOURTH YEAR STUDENTS OF SDN TAMANSARI 01 BONDOWOSO IN THE 2001/2002 ACADEMIC YEAR

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bondowoso, Februari 2002

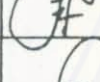Kepala SDN. Tamansari 01 Bondowoso
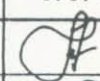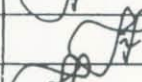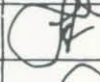
ME. SUNARSIH
NIP. 130 457 740

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a	:	NUNIK PRASETYORINI
NIM/Angkatan	:	960210401143/1996
Jurusan/Program Studi	:	Pendidikan Bahasa & Seni/Bahasa Inggris
Judul Skripsi	:	The Effect of Teaching English Songs on Vocabulary Achievement of the Fourth Year Students of SDN Tamansari I Bondowoso in the 2001/2002 Academic Year
Pembimbing I	:	Dra. Siti Sundari, MA.
Pembimbing II	:	

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa/ 27-3-2001	Judul	
2.	Rabu/ 4-4-2001	Matrix	
3.	Selasa/ 17-4-2001	Bab I	
4.	Rabu/ 2-5-2001	Bab I	
5.	Kamis/ 7-6-2001	Bab II, III	
6.	Senin/ 2-7-2001	Bab II, III	
7.	Jum'at/ 7-9-2001	Bab II, III	
8.	Senin/ 4-3-2002	Bab IV, V	
9.	Rabu/ 13-4-2002	Bab IV, V	
10.			
11.			
12.			
13.			
14.			
15.			

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

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

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a	:	NUNIK PRASETYORINI
NIM/Angkatan	:	960210401143/1996
Jurusan/Program Studi	:	Pendidikan Bahasa & Seni/Bahasa Inggris
Judul Skripsi	:	The Effect of Teaching English Songs on Vocabulary Achievement of the Fourth Year Students of SDN Tamansari I Bondowoso in the 2001/2002 Academic Year
Pembimbing I	:	
Pembimbing II	:	Dra. Made Adi Andayani T., MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa/ 3-4-2001	Judul	
2.	Kamis/ 12-4-2001	Matrix	
3.	Selasa/ 2-10-2001	Bab I, II, III	
4.	Senin/ 5-11-2001	Bab I, II, III	
5.	Senin/ 15-4-2002	Bab IV, V	
6.	Senin/ 29-4-2002	Bab I, II, III, IV, V	
7.			
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14.			
15.			

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

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