



**IMPROVING THE STUDENTS' VOCABULARY ACHIEVEMENT BY
RAPPING**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

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DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Umar Wicaksono and Ridwani. Thank you for your endless love and never ending support.*
- 2. My beloved brothers, Agung Wibowo and Tegar Wichaksono.*
- 3. My teachers from Elementary School up to University.*
- 4. My almamater, the Faculty of Teacher Training and Education, Jember University.*
- 5. My Lovely Band, Zero Band, Jember.*

MOTTO

“A band’s only unique thing is its chemistry, especially if none of you are prodigious players or particularly handsome”

Chris Martin



STATEMENT OF THESIS AUTHENTICITY

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The Writer

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The Writer,

Bayu Eko Prasetyo

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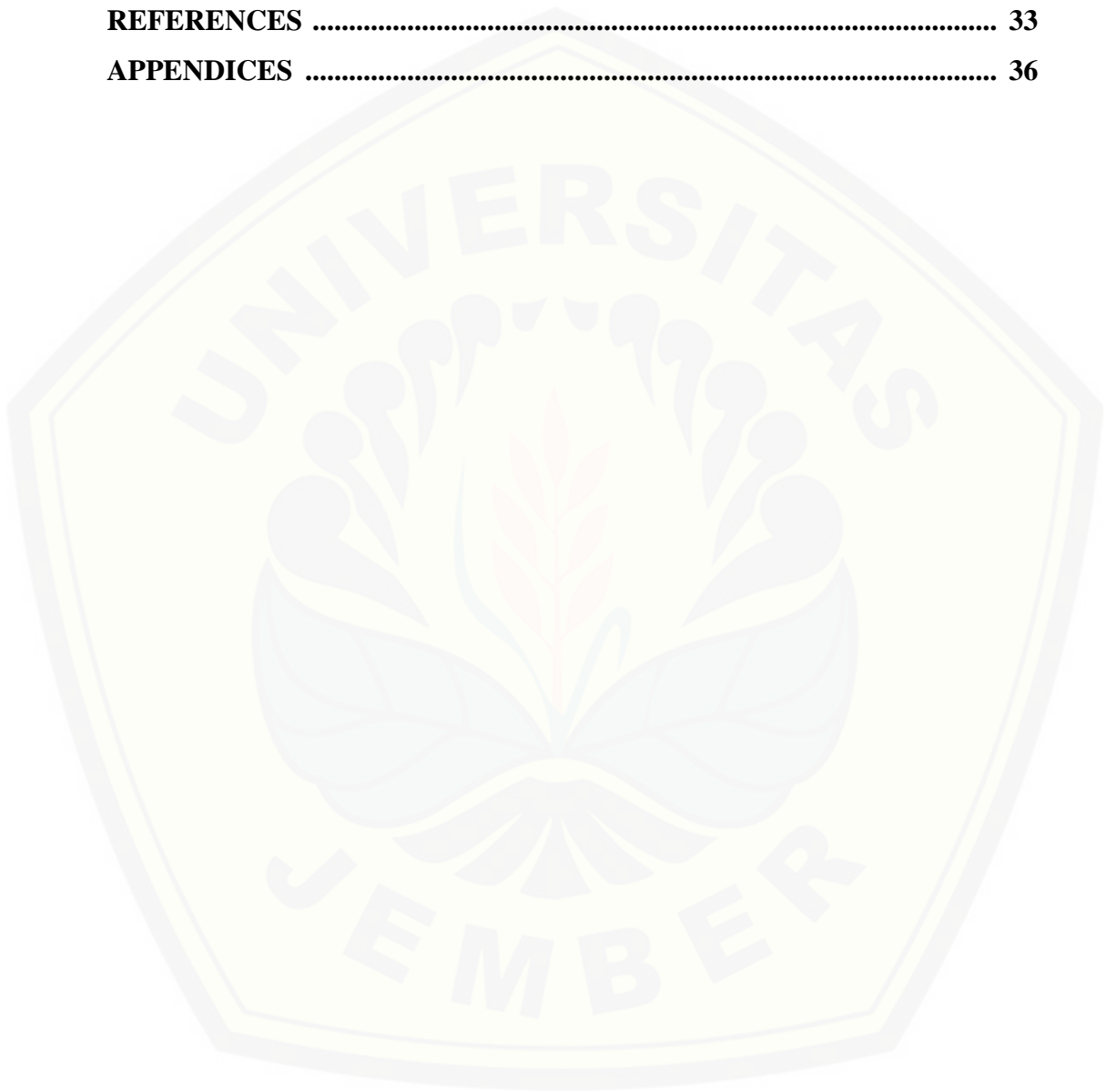
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SUMMARY

Improving the Students' Vocabulary Achievement by Rapping; Bayu Eko Prasetyo; 130210401097; 32 pages; English Education Study Program Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of the language components that plays an important role in the process of learning English. Igbaria (2010:1) claims that “vocabulary is needed by the students to express the meaning both in receptive and productive skills”. Considering how important vocabulary to be mastered well by students especially Junior High Students, the classroom action research was done to improve VIII C students' vocabulary achievement at SMP Negeri 1 Besuki.

The Preliminary study in the form of observation and interview was done on January 5th, 2018. The observation revealed that the students could not remember the words they got before because of the monotonous teaching and learning process done by the teacher. Meanwhile, for the results of the interview done by the English teacher of the VIII class, the VIII C class had the lowest mean score among the 6 existing classes. The English teacher gave information about VIII C previous Vocabulary score which showed that 5 students (16%) got score higher than 70, 6 students (20%) got score 70, and 19 students (64%) got score less than 70. In addition, the standard minimum score of English was 70.

Based on the problems above, it is important to choose the interesting media. So, the researcher proposed Rapping or Rap song as the instructional teaching medium and material. Rapping or Rap song is a joyful teaching medium and material that can make students enjoy in learning vocabulary, and the important thing is that they can keep the words they got before in their long term memory.

This classroom action research was done in two cycles in which each cycle covered four stages of activities, namely planning the action, implementing the action, observing and evaluating, and analyzing the data and reflecting the action. Each cycle was conducted in two meetings. The data about the students' vocabulary achievement were collected by administering the vocabulary

achievement test after the actions were given. While the observation checklist was used to monitor the process of teaching vocabulary by providing 5 indicators, namely: 1) answering the teacher's oral questions, 2) asking question, 3) discussing the task with the teacher, 4) singing aloud the rap song together with the teacher, and 5) doing the exercises given by the teacher.

The results could be seen in Cycle 1 that the average result of the students participation in Cycle 1 was 61.11% categorized as active students while 38,39% were categorized as passive students. It means that the students' participation in Cycle 1 was still under the target percentage required in this research. In addition, the target percentage required in this research was 70%. But in contrast, the result of the students' vocabulary achievement test achieved the standard target score. It showed that there were 26 students (86,67%) who got scores 70 or higher. The average results of the students participation in Cycle 2 was 90% categorized as active students while 10% were categorized as passive students. Therefore, it can be concluded that the students' participation in Cycle 2 increased from 83.33% to 96.67% and it had achieved the criteria of success in this research, that is 70%. For the results of students' vocabulary achievement test in Cycle 2 were succesfully done as well as those in the first Cyle. The results showed that there were 29 students (96,67%) who got scores 70 or higher.

Based on the results of classroom observation of the students' participation and the vocabulary test done in Cycles 1 and 2, it could be said that teaching vocabulary by Rapping or Rap song could improve the VIII C students' vocabulary achievement and their participation during the teaching and learning process of vocabulary at SMP Negeri 1 Besuki.

CHAPTER I. INTRODUCTION

This chapter consists of some aspects dealing with the topic under study. They are research background, research problem, and research contribution. Each aspect is presented in the following explanation.

1.1 Research Background

Nowadays, English has become an international language in the world. It is used by people in many countries to communicate each other in daily activities. In the era of globalization, students of Indonesia have to master English well because it can give a chance to them in order to get a better opportunity in global competition. Moreover, in Indonesia, English is considered as the first foreign language that must be learnt by students beginning from Elementary school up to University level. It can be seen from the 2013 Curriculum for Junior High School that the objectives of teaching English are to develop the communication competency, both oral and written forms to reach the level of functional literacy; to raise the awareness of the nature and to improve national competitiveness in the global community and to develop the students' understanding about relation between language and culture.

Considering that English is a global language, the students have to master the four skills of English, those are: listening, speaking, reading and writing. English also has three components namely; vocabulary, pronunciation and grammar. To support those four skills, absolutely we need vocabulary which should be acquired and mastered first of the other language components.

Vocabulary is one of the language components that plays an important role in the process of learning English. Igbaria (2010:1) claims that "vocabulary is needed by the students to express the meaning both in receptive and productive skills". It means that by having sufficient vocabulary, the students are able to listen, to speak, to read and to write thoroughly. In other words, if there is no sufficient knowledge of vocabulary mastery, students will not be able to express

their ideas or even to communicate with others well. In addition, Thornbury (2005:1) says that “all languages have words and they come out first as words both historically and in terms of the way each people learned their first and any subsequent languages”.

Meanwhile, learning is in fact memorizing. Thornbury (2005:23) states that a “learner needs not only to learn a lot of words, but also to remember them”. The problem is that many students of Junior High School have difficulties in memorizing the new vocabularies taught. In fact, the students are able to understand the teacher’s explanation, but it cannot stand longer in their mind. Moreover, the students may get bored with the way the teacher explains the lesson. As stated by Harmer (2004:5), “one of the greatest enemies of successful teaching is students’ boredom”. This is often caused by the lack variation of teaching techniques done by the teacher, including the use of media in the teaching and learning process. Therefore, the teacher needs to violate his own behavior pattern. He needs to make the teaching and learning process more various and interesting. The various and interesting teaching and learning process should run more effectively and efficiently with the use of appropriate teaching techniques and /or media. This idea is supported by Harmer (2004:1) who says that “one of the characteristics of a good teacher is that the teacher should make his or her lessons interested by using various teaching techniques or media” so that the students get more attractive in the classroom.

Thus, one of the ways to make teaching and learning process more various and interesting is by using teaching media. Arsyad (2006:5) says that “media are the components of learning source or physical modes which contain instructional material in learners’ environment which can stimulate the students to study”. There are many benefits of using media in teaching and learning process. As stated by Gairns and Redman (1998:103), “media can be used for presentation, practice, revision, and testing”. Moreover, they are also very useful to help the effectiveness of learning process and deliver the message of the lesson done by the teacher.

Before conducting the research, a preliminary study in the forms of observation and interview was done at SMPN 1 Besuki on January 5th, 2018. The observation revealed why the students got difficulty in learning English especially vocabulary. First, they were not active in teaching and learning process because of the monotonous teaching and learning process. The teacher taught vocabulary integrated with reading without using any media and used monotonous techniques in teaching. She only gave the students a text then she asked the students to look for the difficult words and found the meaning of those words in the dictionary. She did it regularly and made the students passive in teaching and learning process.

Further, based on the interview done with the English teacher, it was found that most of the students could not remember the words they have got. It happened because most of them commonly used Madurese and Indonesian in their daily communication and activities. Therefore, they had no chance in applying practicing their English. Furthermore, he said that he never applied “Rapping” in teaching vocabulary.

The English teacher also gave information about VIII C previous Vocabulary mean score which showed that 5 students (16%) got score higher than 70, 6 students (20%) got score 70, and 19 students (64%) got score less than 70. The teacher said that class VIII C had the lowest mean score of Vocabulary among the other six existing classes. Thus, the standard minimum score of English was 70. So, she agreed to conduct a classroom action research together with the researcher.

In this case, the researcher proposed Rapping or Rap song as the instructional teaching medium and material. Rapping or Rap song is a joyfull teaching medium and material that can make the students enjoy in learning vocabulary, and the important thing is that they can keep the words they got before in their long term memory. Weinstein (2006) states that Rapping or Rap song is a new musical genre that brings a relaxing and enjoyable learning. She also expands the characteristics of Rapping, that is: exciting, interesting, memorable, and fun. Further, Rapping (Rap songs) used in this research were not

purely rap genre, they were the combination of two genres of music, that was pop and rap. So, in those songs, there were one pop singer and one rapper. Meaning, there were specific parts for those two singers (pop and rap). From those statements, we can conclude that Rapping is a good teaching medium in teaching vocabulary. As the researcher realized that the students of VIII C at SMPN 1 Besuki had a problem in studying English vocabulary, the researcher tried to apply Rapping during the teaching learning process of English vocabulary. It is expected that the students are able to improve both their participation and their vocabulary achievement. Therefore, a research entitled “*Improving the Students’ Vocabulary Achievement by Rapping*” was conducted in order to deal with the problem faced by the students and the English teacher at school.

1.2 Research Problem

Based on the background explained above, the research problem of the research was formulated as follows.

- a. Can the use of Rapping improve the students’ participation in the vocabulary teaching and learning process?
- b. Can the use of Rapping improve the students’ vocabulary achievement?

1.3 Research Contribution

The researcher expects the results of this research can be useful and gives some benefits to the following people.

1. Practical Contribution

The results of this research could be useful for the English teacher as the alternative media in teaching vocabulary. Through rapping, it is expected that students become more active and engaged in the learning of vocabulary dealing with nouns, verbs, adjectives and adverbs. Besides, they can memorize the words well and improve their vocabulary mastery.

2. Empirical Contribution

The researcher expects the results of this research can be used as the information for other researchers who are interested in conducting a

research with similar topic by using different genre of music such as: blues, R & B, hip – hop and the like or by using different research design, such as an experimental design to know the significant effect of Rapping on students' vocabulary achievement.



CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter presents some review of related literatures with the theories used by the teacher in improving students' vocabulary by Rapping. There are two major points discussed, that is: theoretical framework dealing with the research as well as the conceptual framework. Each part is divided again into several points. All the topics are highlighted in turns in the following section.

2.1 Theoretical Framework

2.1.1 The Importance of Vocabulary

Teaching vocabulary plays an important role in language acquisition. Vocabulary teaching is a process, but its aims are clear: not only make college students memorize words as many as possible, but also make them master their skills of vocabulary. Further, According to Biemiller (2006), there is a strong link between vocabulary development and later literacy development. The ability to read-for-meaning requires knowledge of word meanings. If students' vocabulary is poor, they will not be able to comprehend what they encounter in a text or listen to in a conversation. On the other hand, the more vocabulary someone masters in English, the easier it is for him to communicate and understand English itself. Flohr (2010:2) accentuated that students need to learn vocabulary because otherwise they will not be able to express and articulate themselves in a way that other students or native speakers of English can understand them. In the context of EFL teaching, Griva (2009) states that vocabulary learning has been considered fundamental and inseparable in the area of language teaching. Meanwhile, Igbaria (2010:1) claims that "vocabulary is needed by the students to express the meaning both in receptive and productive skills". It means that by having sufficient vocabulary, the students are able to listen, to speak, to read and to write thoroughly. In other words, if there is no sufficient knowledge of mastering

vocabulary, students will not be able to express their ideas or even to communicate with others.

From the theories explained above, it can be concluded that vocabulary is very important to be learned. It must be mastered well by the students in order to comprehend well the literacy they got before and to help them develop their language skills, such as: listening , speaking, reading and writing.

2.1.2 Classification of Vocabulary

Vocabulary can be divided based on their functional categories, which are called parts of speech (Hatch and Brown,1995:218). There are eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections. Furthermore, Hatch and Brown (1995:234) divide nouns, verbs, adjectives, and adverbs to be the major word classes or they so called large vocabulary. In contrast, pronouns, prepositions, conjunctions and articles are called small vocabulary. Vocabulary that became the focus of this research was large vocabulary consisting of nouns, verbs, adverbs, and adjectives. These were chosen based on the material given to the eighth grade students of Junior High School and the 2013 Curriculum (*Kurikulum 2013*).

a. Nouns

Hatch and Brown (1995:928) state that noun is a class of words naming or denoting a person, thing, place, action, quality, etc. For examples:

1. *Nancy* was born in *France* 15 years ago (proper nouns).
2. There are some *pencils* on Jimmy's table (common nouns).
3. Coldplay made a *charity* concert in London in 2015 (abstract noun).

b. Verbs

Harmer (2004:37) affirms that a verb is a word (or group of words) used in describing an action, experience or state. For examples:

1. Yasmine *is* a clever student in my class (auxiliary verb).
2. She *studied* English last night (regular verb)
3. I *went* to Yogyakarta 3 years ago (irregular verb).

c. Adjectives

Adjectives are used to highlight qualities or attributes (Hatch and Brown, 1995:228). For examples:

1. My favorite color is *white* (an adjective of quality).
2. Your car is really *expensive* (an adjective of quality).
3. I have *many* friends in school (an adjective of quantity).

d. Adverbs

An adverb is a word that adds more information about place, time, circumstance, manner, cause, degree and the like. For examples:

1. Chris Martin (the singer of Coldplay) sings the song *beautifully* (adverb of manner)
2. The new album of God Bless (7 mirrors) will be released *soon* (adverb of time)
3. The price of his guitar is *too* expensive for me (adverb of degree)

2.2 Conceptual Review

2.2.1 Vocabulary Achievement

“Vocabulary of a language is just like bricks of a high building. Despite its small pieces, they are vital to the great structure” (Mothe, 2013:377). The study of vocabulary is at center while learning a new language, because we cannot understand the words or sentences without understanding the meanings of vocabulary. In addition, we should know the vocabulary when we are communicating or sharing ideas with other people. Shortly, learning vocabulary is a key factor when learning a foreign language especially English.

According to Hughes (2003:12) “achievement is related to test that is done to discover how successful students have been in achieving the objective of a course”. In this research, the students’ vocabulary achievement could be defined as the quality of the students’ vocabulary shown by the scores of vocabulary achievement test covering nouns, adjectives, verbs, and adverbs.

2.2.2 The Definition of Rapping

Weinstein (2006) states that Rapping or Rap song is a new musical genre that brings a relaxing and enjoyable learning. She also expands the characteristics of Rapping, that is: exciting, interesting, memorable, and fun. Moreover, Rapping English provides emotionally engaging original rap audios and videos to teach English. These raps can be used as sponge activities, as components of larger lessons or as stand-alone, fun activities in which students may participate.

Barbara and Michele (2014) has an opinion that Rap is a form of rhythmic poetry that entertains and conveys information. In today's society, rap is often thought of as an expressional art form for adolescents and young adults. Through music and language, rap can support literacy development in early childhood classrooms. In this research, Rapping or rap song is one of the genre of music in the form of medium containing the material in vocabulary teaching.

2.2.3 The Use of Rapping in Vocabulary Teaching

Teaching vocabulary is one of the important things in teaching English. By mastering it, we can understand the words or sentences and their meanings. Therefore, the teacher should make an interesting atmosphere in teaching vocabulary. It is very useful to gain a joyful teaching and learning process that can make students relaxed during the lesson. An interesting atmosphere can be done by applying Rapping. The teaching learning of vocabulary in this research was integrated with reading skill because the researcher chose the Rap Songs under the topics "Persons (*see you again and billionaire*) and things (*price tag and beauty and a beat*)". Then, the researcher gave them the lyrics of those songs. Meaning, while they were listening to the song (mp3), they were also reading the song contained adjectives, verbs, nouns, and adverbs.

While waiting for the bus, a five-year old kindergarten student was "caught" in the rain hopping under the rain spout with his blue and yellow umbrella. When asked by his mother, "What are you doing?" the child calmly responded, "I'm listening to the music." (Barbara and Michele 2014).

That anecdote represents that music has been recognized as something needed by everyone in every age. Even a five-year-old kindergarten has been already listening to the music. Further, related to the use of music/ songs in vocabulary teaching, for many years music has been used to enhance the learning power of young children (Ohman-Rodriguez 2004) Gardner (1993) notes that the musical intelligence is the first intelligence to emerge in young learners.

Music can be naturally integrated throughout all curricular areas to develop and to extend *vocabulary* and comprehension skills. Music can also improve listening and oral language skill development, improve attention and memory, and enhance abstract thinking (Hill-Clarke and Robinson 2003).

Songs may be used for the presentation and/or practice the phase of language lessons. They can also be used to teach a variety of language skills, such as sentence patterns, *vocabulary*, pronunciation, rhythm, and parts of speech. In teaching vocabulary, songs are effective media to increase the students' vocabulary achievement. It can be seen from the results of many researches conducted using songs as media to increase the students' vocabulary achievement. The results were successful. Meanwhile, in conducting those researches, the researchers used songs in any genres of music, such as: pop, jazz, dangdut, rock, hip-hop and many more. But, in this research, the researcher used Rapping (Rap songs) to gather a better results in improving the students' vocabulary achievement. Further, Rapping (rap songs) that used in this research were not purely rap genre, they were the combination of two genres of music, that was pop and rap. So, in those songs, there were one pop singer and one rapper. Meaning, there were specific part for those two singer (pop and rap). In addition, Graham (2000) states that "ELT Rap differs from jazz chants in that it has a much richer musical dimension which appeals to young people: the rhythm is provided by hip hop music in the background. This popular, musical dimension should make ELT Rap especially appealing to *teenage students* since it is infused in the global popular culture that they consume on a daily basis. This idea is supported by Barbara and Michele (2014), who say that "Rap is a form of rhythmic poetry that entertains and conveys information. In today's society, rap is often thought of

as an expressional art form for adolescents and young adults. Through music and language, rap can support literacy development in early childhood classrooms. In addition, the unique rhythm and chanting of the rap art form supports the development of oral language skills. Later, as children's literacy experiences expand and their skills strengthen, rap helps them express their feelings and understandings about the non-fiction literature they have been exposed to, as well as storybooks with which they have become familiar". So, from the statement above, the researcher believed that Rapping (rap songs) was a suitable teaching medium and material for the participants of the research, that was the eighth class.

2.2.4 The Procedures of Rapping in the Teaching Vocabulary

Rapping or rap music is one of music genres. It is a joyful teaching medium and material that can make the students enjoy learning vocabulary. As a relatively new musical genre, it can bring a relaxing and enjoyable learning, although the rhythm or melody of Rapping is very fast. Barbara and Michelle (2014) state that there are some procedures in teaching vocabulary by Rapping as follows.

1. Determining the topic that will be discussed.
2. Writing the lyrics based on the facts containing the topic.
3. Making a rhyme of those lyrics.
4. Giving the students the lyrics of the Rap song.
5. Giving the example how to sing the Rap song.
6. Asking the students to sing aloud the Rap song by themselves.
7. Asking the students to find out adjectives, nouns, verbs, and adverbs found in the song.
8. Discussing the answers with class and collecting the students' work.

In this research, the researcher adapted the procedures of Rapping in vocabulary teaching by himself. The procedures were as follows.

1. Preparing a video related to the topic that would be discussed. Teachers could take it from books or other sources or they could create it by themselves. (When English Rings Bells).
2. Asking the students to watch the video.

3. Giving the students the lyrics of the Rap song.
4. Giving the example how sing the Rap song by drilling the students in rapping the song phrase by phrase before singing/ Rapping the real song.
5. Giving the sample of the lyrics of the Rap song containing large vocabulary covering adjectives, nouns, verbs, and adverbs (by underlining the words).
6. Asking the students to sing the Rap song by themselves.
7. Asking the students to classify and give the meanings of the words they got from the song given by the teacher.
8. Asking the students to find out the synonyms and antonyms based on the words provided in the song given by the teacher.
9. Asking the students to match the words in column A with the definitions available in column B related to the song given by the teacher.
10. Discussing the answers with class and collecting the students' work.

By adapting the procedures, it is expected that the process in applying Rapping could make the students successful to gain better vocabulary achievement.

2.2.5 The Advantages of Rapping in Teaching Vocabulary

According to Barbara and Michele (2014), there are some advantages of Rapping or Rap song in teaching vocabulary. They are as follows:

- a. Rapping or Rap song can stimulate students' interest in learning vocabulary.
- b. Rapping or Rap song makes students enjoy and relax during the teaching and learning process.
- c. Rapping or Rap song can motivate students in learning vocabulary.
- d. Rapping or Rap song can make students remember the words they learned in their long term memory. Meaning, they can play the Rap song anytime they want, so they can listen every words in itself and it make them easy to remember every single words they got before.
- e. Rapping or Rap song can increase the students' vocabulary.

From those statements, we can conclude that Rapping or Rap song is a very suitable medium and material in teaching vocabulary. By considering all of

the advantages, Rapping or rap song can make the students enjoy and relax during the teaching and learning process, especially at the beginning of the lesson. Absolutely, the students will not be bored with the song, because every single part of the song has different melody.

2.2.6 The Disadvantages of Rapping in Teaching Vocabulary

Besides the advantages, Barbara and Michele (2014) mentions the disadvantage of Rapping or Rap song in teaching vocabulary that the students usually find difficulty in singing along the Rap song and understanding the song because the rhythm/ melody is very fast.

To overcome the disadvantage above, the researcher drilled the students in singing the Rap song phrase by phrase before singing the Rap song with the real song. The teacher expected that they could follow to sing the Rap song with the real tempo.

2.2.7 Types of Texts Taught to the Eighth Grade of Junior High School

Students

SMPN 1 Besuki applies 2013 Curriculum in teaching English. All of the language skills (listening, speaking, reading, and writing) and the language components (vocabulary, grammar, pronunciation) are taught integratedly with the purpose of making students understand English well.

Based on the 2013 Curriculum, there are three types of text that should be taught for the eighth grade students, namely: descriptive, recount and procedure texts. The focus of the research was on descriptive texts on “persons” and “things” as the topics.

a.) Descriptive Text

One of the text types taught for SMP/MTs students is a descriptive text. According to Anderson (2003), descriptive text is a different form information reports because they describe a specific subject rather than general group. Descriptive text has the purpose to describe an object or a person that the writer is interested in. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

Moreover, the purpose of writing description is to describe person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (KangGuru in the classroom: Teacher's Guide SMA Package, 2005). Stanley (1988) asserts that the aim of description is to convey to the reader how something looks like. Furthermore, Johnston & Morrow (1981) state that the purpose of descriptive text is to describe objects or persons in which the writer is interested. Therefore, the writer should know well what he wants to describe which starts by observing the objects carefully to take the significant details and to bring clear picture to the readers and to avoid ambiguities.

Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts, they are: 1) Introduction is a part of paragraph that introduces the character, and 2) Description is a part of paragraph that describes the character. This indicates that a descriptive text has two elements, an element to identify phenomenon (*identification*) and another on (*description*) to portray parts, qualities, or characteristics.

2.2.8 Previous Studies on the Use of Music or Song

There are many research studies conducted to analyze students' vocabulary achievement by using music or songs as media, such as:

Intani's research (2012) entitled "*Developing Modified Indonesia Children Song Lyrics to Teach Vocabulary to Elementary School Third Graders*". The findings revealed that from the multiple choice question, the average score was 96.00, from the reading aloud test, the average score was 87.05, for the listening test, the average score was 89.00, and for the integrated skills, the average score was 87.25. There were 19 students or 95% of the students who passed, and only 1 student or 5% of the students failed and needed remedial teaching. Besides, Nurkhaeni's study (2010) entitled "*Improving Students' Vocabulary Mastery Trough English Songs*" reported that the mean scores in pre-test was 63,6, the mean scores in post test in cycle 1 was 72,4 and the mean score of post test in cycle 2 was 8,00 . In addition, Limbong (2012) conducted a study entitled

“Enriching Students’ Vocabulary Using English Pop Songs”. That study aimed at enriching kindergarten students’ English vocabulary which was conducted in Singa School, Jakarta. The 21 students of the K-2 grade who participated in a two-cycled action research were taught vocabularies by using pop-songs. The findings revealed that the increase of the mean scores of the tests conducted, i.e. 33.57 (in the pre-test) to 50 (post-test of cycle I) to and 80 (post-test of cycle II), and the use of pop songs in each cycle significantly enriched the students’ vocabulary mastery. The last study was conducted by Dewi (2012) entitled *“Using English Song Memorization Technique to Improve the Seventh Graders’ Mastery of Vocabulary”*. The results revealed that in cycle I the result of vocabulary was about 46.1%. In cycle II, 95% of the students’ scores were equal to or higher than 75, which indicated success. It means that songs played as the alternative media to increase the students’ vocabulary achievement.

From the previous studies reviewed, it was revealed that those studies were not concerned with one genre of music only. They used pop song, jazz, and rock genres in researching the vocabulary mastery. This means that song becomes an alternative medium to increase the students’ vocabulary achievement. To extend research studies on the use of songs and music on vocabulary mastery, this research used the English songs in one genre of music only, that is, Rap. Rap was chosen because it has a new style, and it is interesting to be applied in learning English, especially vocabulary for young learners.

2.2.9 Action Hypothesis

Related to the review of related literatures or theories and relevant research outcomes above, the research hypotheses were formulated as follows.

1. The use of Rapping can improve class VIII C students’ participation in learning vocabulary at SMPN 1 Besuki
2. The use of Rapping can improve class VIII C students’ vocabulary achievement at SMPN 1 Besuki.

CHAPTER III. THE STUDY

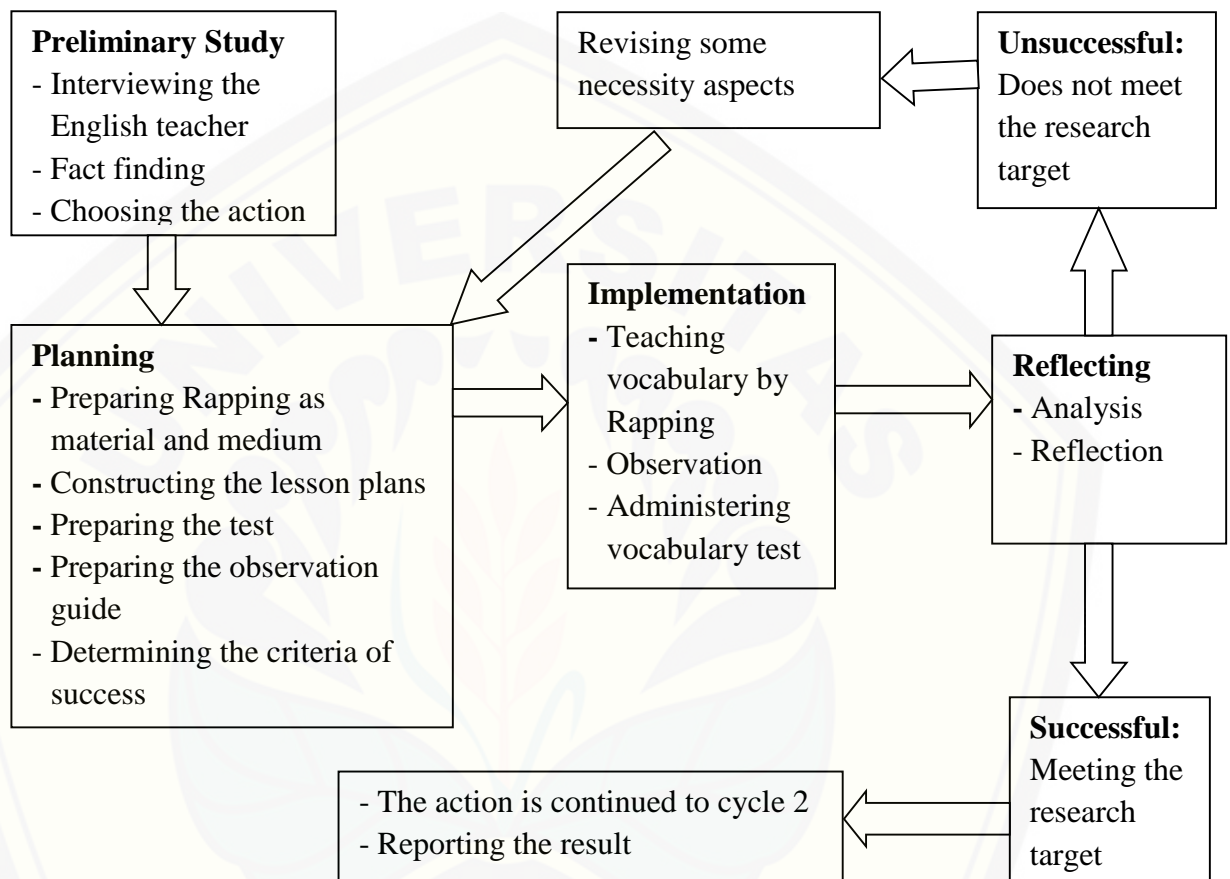
This chapter presents the research methods used in this research. They include research design, research context and research participants. All the topics are presented in the following parts.

3.1 Research Design

The design of this research was Classroom Action Research (CAR). According to Elliot (1991:69) “an action research is the study carried on the social phenomenon in the classroom to improve the quality of the teacher-researcher own teaching”. Further, according to McMillan (1992:12) “a classroom action research is a type of applied research in which its purpose is to solve a specific classroom problem or to make a decision at a single local site”. This classroom action research was intended to overcome the students’ problem on vocabulary and the improvement of their vocabulary achievement.

Therefore, this classroom action research was conducted collaboratively with the eighth grade English teacher. The collaboration was focused in identifying the problem faced by the students in learning vocabulary, finding the appropriate technique to overcome the problem, constructing the design of the classroom action research, carrying out the action in teaching vocabulary, and doing the class observation and reflection. The actions given to the participants of the research is teaching vocabulary through Rapping.

There were four stages on steps of activities in the procedure of the classroom action research. They were: a.) planning the action, b.) implementing the action, c.) observation and evaluation and, d.) analyzing data and reflecting the action (Elliot,1993). This research was categorized as a collaborative classroom action research since the action was conducted collaboratively between the researcher and the English teacher. The procedures was explained in detail in the following section. The design of this classroom action research is illustrated in the following diagram

Diagram 1. The Diagram of the Classroom Action Research

(Adapted from Lewin, 1980 in Elliot, 1993:70)

The researcher tried to change the diagram to be more specific than theirs. Certainly, he made it clearer by adding the specific steps in (Planning and Implementation) columns. He did steps by steps covering the preparation in conducting the action. In addition, he also made some additional information by doing the preliminary study, such as: Interviewing the English teacher, fact finding, and choosing the action in order to make the Planning of the action.

The procedure of the research used the following steps.

1. Doing preliminary study by interviewing and observing the eighth grade English teacher to find out information related to current condition of the teaching learning process of vocabulary.
2. Finding out some documents as the supporting data.
3. Finding out the class (as the research participants) having difficulties and the lowest mean score on the results of the vocabulary test from the school document (the English teacher).
4. Planning the action by preparing and constructing lesson plans for the first cycle and observation checklist by both the teacher and the researcher.
5. Implementing the actions in the first cycle by Rapping. In this step, the researcher did the teaching and learning process collaboratively with the English teacher. In the first meeting, the researcher taught the students while the English teacher was observing the teaching and learning process. In the second cycle, the position was vice versa.
6. Administering vocabulary test covering nouns, verbs, adjectives, and adverbs to the research participants after giving the actions in the first cycle.
7. Scoring the test and computing the observation checklist.
8. Reflecting the results of the observation and the vocabulary achievement test in the first cycle.
9. Planning the second cycle by constructing the lesson plans as the first cycle did not successfully achieve the target score.
10. Implementing the action in the second cycle (by Rapping) in teaching vocabulary based on necessary revisions found as the weakness in Cycle 1.
11. Administering vocabulary achievement test on the second cycle, in the third meeting.
12. Analyzing the result of vocabulary test and computing the results of observation.

13. Reflecting the result of the classroom observation and vocabulary achievement test in the second cycle.

14. Drawing conclusion to answer the research problems.

3.2 Research Context

Frankel and Wallen (2012:2010) state that purposive method is intended to choose research based on certain purpose or reason. Therefore, this classroom action research was conducted at SMP Negeri 1 Besuki which is located in Besuki, Situbondo, East Java. It has 612 students, 29 teachers. SMPN 1 Besuki has implemented the 2013 curriculum in conducting the teaching and learning process of English and other subjects since 2014.

3.3 Research Participants

The participants of this study were the eighth grade students of SMP Negeri 1 Besuki. There were six classes of grade VIII. Among the six existing classes, the researcher determined one class purposively. Class VIII C was chosen because of the document given by the English teacher showed that 5 students (16%) got score higher than 70, 6 students (20%) got score 70, and 19 students (64%) got score less than 70. In addition, the standard score of the English subject in that school was 70 (*see Appendix 3 on page 41*).

3.4 Data Collection Methods

Data collection methods in the research are explained as follows.

3.4.1 Vocabulary Test

Vocabulary test was used to get the main data of VIII C students' vocabulary achievement by Rapping (*see Appendix 8 on page 69*). The researcher used Multiple Choice test consisting of 40 items. Each correct answer/ item was scored = 2,5 while the wrong answer was scored = 0. The test was administered at the end of each cycle.

3.4.2 Observation

Dealing with the scoring system, the researcher prepared an Observation Guide for the Students' Participation (*see Appendix 4 on page 42*) to know the

students' participation during the teaching and learning process. The students were invited to sing aloud the rap song together with the teacher.

3.4.3 Interview

The interview was conducted with the English teacher of the eighth grade students of SMP Negeri 1 Besuki in the preliminary study. From the information given by the English teacher, it was known that there were six classes for the eighth grade and the school has been using 2013 Curriculum (*Kurikulum 2013*). The school has used a book entitled "*When English Rings the Bell*". Further, she gave the information that the class having the lowest score of Vocabulary Test was VIII C (*see Appendix 3 on page 41*). She also said that it was difficult for the students of VIII C Class to remember English vocabulary because of the Language they used in daily activities, that is, Madurese and Indonesian.

In teaching English vocabulary, the teacher taught vocabulary integrated with reading skill. She usually gave the students a text then she asked the students to look for the difficult words and found the meaning of those words in the dictionaries. She did it regularly and made the students passive in teaching and learning process. In addition, the researcher also asked about the use of Rapping or Rap song as the medium of instruction and material in the classroom and she answered that she could not sing and never used Rapping or Rap song in vocabulary teaching. At the end of the interview, the researcher got the information that the standard score of English in that school is 70. In addition, the data collected from the interviewee were used to support the background of the research.

3.4.4 Documentation

Documentation was used to collect the data on the list of students' names of VIII C (*see Appendix 3 on page 41*) and the previous vocabulary test from the English teacher (*see Appendix 3 on page 41*).

3.5 Data Analysis Method

To find the percentage of the students who got score 70 in the vocabulary test, their vocabulary scores were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = The percentage of the students who get 70 or more in the vocabulary test.

n = The number of the students who get 70 or more in the vocabulary test.

N = The total number of the students.

(Ali, 1993:186)

To find the percentage of the students' active participation, the following formula was used:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students' active participation in the vocabulary teaching and learning process

N = the number of the students (the research participants)

n = the number of the students who are categorized as active students

(Ali, 1993:186)

CHAPTER V. CONCLUSION

This chapter presents the conclusion and suggestions. The research conclusions and suggestions are presented in the following section.

5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded that teaching vocabulary by Rapping could improve the students' vocabulary achievement and their participation in the teaching and learning process of class VIII C at SMP Negeri 1 Besuki.

The improvement of the students' vocabulary achievement test could be seen from the percentage that increased from 86.67% in Cycle 1 to 96.67% in Cycle 2 of the students who got scores ≥ 70 . While from the observation, it was found that the use of Rapping in the teaching and learning process could improve the students' participation. The average result of the students' participation increased from 61.11% in Cycle 1 to 90% in Cycle 2.

From the conclusion above, it could be said that the use of Rapping could improve the students' vocabulary achievement and the students' participation in teaching learning process of vocabulary.

5.2 Suggestions

By considering the results of the implementation of Rapping in teaching vocabulary that could improve the students' vocabulary achievement and the students' participation, some suggestions are proposed to the following people.

1. The English teacher

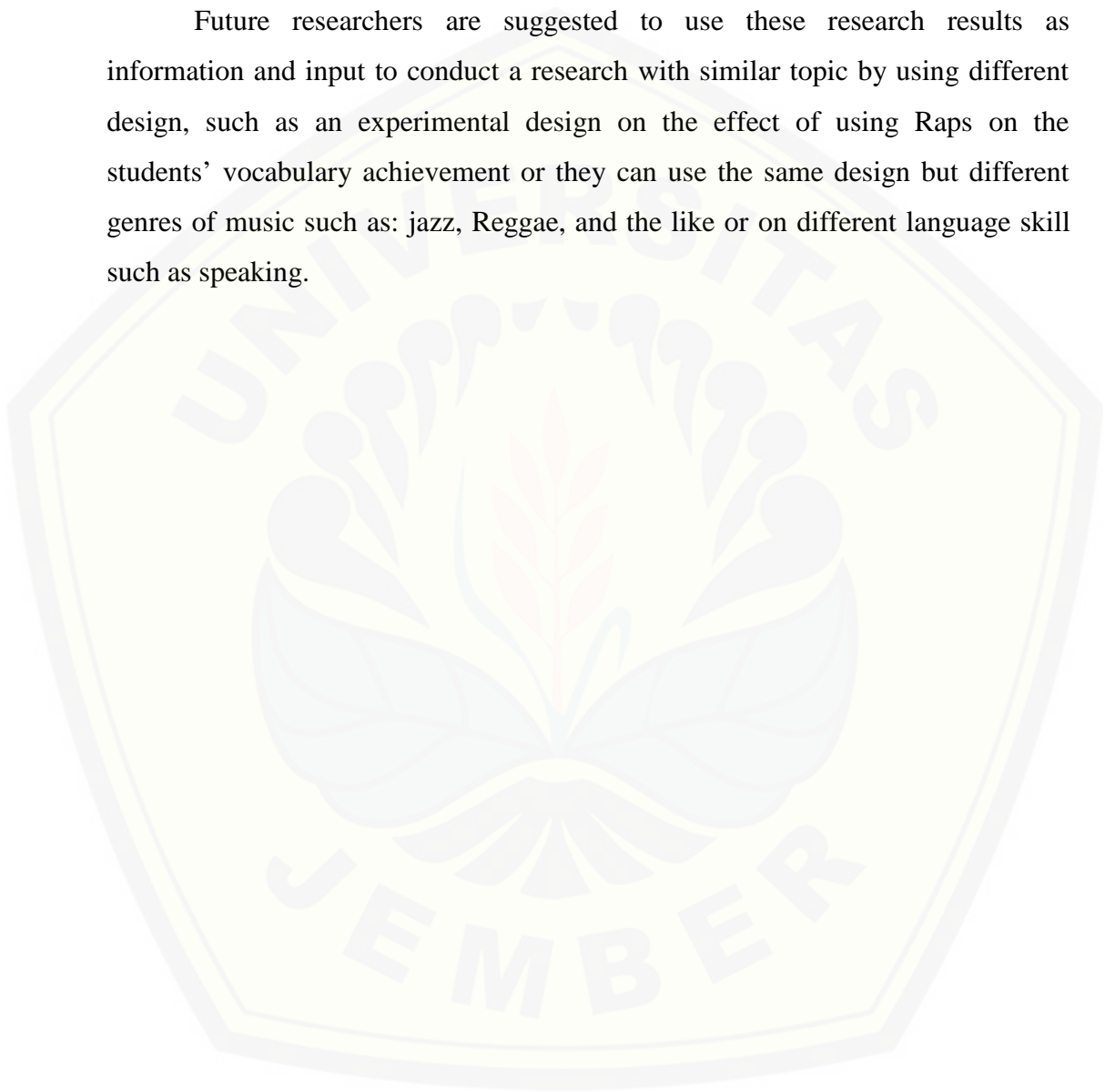
It is suggested that the English teacher apply Rapping or Rap song in teaching vocabulary. It is due to the fact that Rapping can improve the students' vocabulary achievement and the students' participation.

2. The Students

The students are suggested to increase their vocabulary by Rapping or Rap song since it can help the students to enlarge their vocabulary.

3. Future Researchers

Future researchers are suggested to use these research results as information and input to conduct a research with similar topic by using different design, such as an experimental design on the effect of using Raps on the students' vocabulary achievement or they can use the same design but different genres of music such as: jazz, Reggae, and the like or on different language skill such as speaking.



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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPHOTHESIS
Improving the Students' Vocabulary Achievement by Rapping	<ol style="list-style-type: none"> Can the use of Rapping improve the students' participation in the vocabulary teaching and learning process? Can the use of Rapping improve the students' vocabulary achievement? 	<p>1. Independent Variable</p> <p>Teaching vocabulary by rapping</p> <p>2. Dependent Variable</p> <ol style="list-style-type: none"> Students' participation in teaching and learning process 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Exciting Interesting Memorable Fun <p>(Susan Weinstein, 2006)</p> The students' participation in: <ul style="list-style-type: none"> Answering the teacher's question Identifying the nouns, verbs, adjectives, adverbs in the songs Rapping 	<p>1. Research participants</p> <p>The VIII C Students of SMPN 1 Besuki</p> <p>2. Informant and Collaborator:</p> <p>The English Teacher of the VIII C Students of SMPN 1 Besuki</p> <p>3. School Documents:</p> <ul style="list-style-type: none"> The names of the research participants The previous students' English score from the teacher 	<p>1. Research Design: Classroom Action Research with the Cycle Model.</p> <p>The stages of the cycle are:</p> <ol style="list-style-type: none"> Planning of the action Implementation of the action Classroom Observation and Monitoring Evaluation and Reflection of the action <p>(Lewin (1980) in Elliot, 1993:70)</p> <p>2. Area Determination Method</p> <p>Purposive Method</p>	<ol style="list-style-type: none"> The use of Rapping can improve the students' participation in the vocabulary teaching and learning process The use of Rapping can improve the students' vocabulary achievement

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPHOTHESIS
		b. The students' vocabulary achievement	<p>The students' scores of vocabulary achievement test covering:</p> <ul style="list-style-type: none"> a. Nouns b. Verbs c. Adjectives d. Adverbs 		<p>3. Research Subject Determination Method Purposive Method</p> <p>4. Data Collection Methods:</p> <ul style="list-style-type: none"> - Vocabulary Achievement Test - Observation - Interview - Documentation <p>5. Data Analysis Method</p> <p>a. Vocabulary Test The data obtained from the students' vocabulary test will be analyzed quantitatively by using this formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes :</p> <p>E =The percentage of the students' who got 70 in the vocabulary test</p> <p>N =The total number of students in the class/ the research participants</p> <p>n =The total number of</p>	

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPHOTHESIS
					<p>students who got score 70 in the vocabulary test (Ali, 1993:186)</p> <p>b. Observation checklist</p> <p>The data obtained from the observation checklist will be analyzed quantitatively by using this formula</p> $E = \frac{n}{N} \times 100\%$ <p>Notes :</p> <p>E = The percentage of the students who participate during the vocabulary teaching and learning process</p> <p>N =The total number of students in the class / the research participants</p> <p>n =The total number of students who participate during the vocabulary teaching and learning process (Ali, 1993:186)</p>	

Appendix 2

SUPPORTING DATA INSTRUMENTS

1. The Guide of Interview

No.	Interview Questions	Interviewee (The English Teacher)
1.	Ada berapa kelas VIII di sekolah ini?	Ada 6 kelas VIII di SMPN 1 Besuki, yaitu kelas VIII A sampai dengan kelas VIII F
2.	Dari 6 kelas tersebut, kelas manakah yang memiliki nilai terendah dalam mata pelajaran Bahasa Inggris terutama nilai kosa kata mereka (vocabulary)?	Untuk nilai Bahasa Inggris khususnya di dalam nilai kosa kata, kelas yang memiliki nilai terendah adalah kelas VIII C.
3.	Kurikulum apa yang digunakan dalam proses pembelajaran Bahasa Inggris para siswa?	Sesuai dengan kebijakan Pemerintah Kabupaten Situbondo, semua sekolah harus menerapkan Kurikulum 2013. Jadi, sekolah ini menerapkan Kurikulum 2013.
4.	Dalam mengajar Bahasa Inggris, buku apa yang anda gunakan dalam proses belajar mengajar/ pembelajaran Bhs. Inggris?	Dalam pembelajaran Bahasa Inggris, sekolah telah menggunakan buku paket dari pemerintah yaitu " <i>When English Rings the Bell</i> "
5.	Bagaimana cara anda mengajar kosa kata Bahasa Inggris?	Untuk pembelajaran kosa kata, saya selalu mengintegrasikannya dengan materi membaca. Jadi, saya memberi mereka sebuah teks yang berkaitan dengan materi yang (akan) saya berikan.
6.	Masalah apa saja yang biasanya dihadapi siswa dalam pembelajaran kosa kata?	Selama saya mengajar kosa kata dalam Bahasa Inggris, masalah yang terus menerus saya hadapi adalah: mereka cenderung lemah dalam mengingat kata-kata tersebut. Hal tersebut dikarenakan bahasa yang mereka gunakan sehari-hari adalah bahasa Madura dan bahasa Indonesia. Jadi, karena hal-hal tersebut mengakibatkan mereka sangat sulit mengingat kosa kata baru yang telah dipelajari karena tidak diaplikasikan secara langsung
7.	Strategi apa yang anda gunakan untuk menyelesaikan masalah mereka dalam penguasaan kosa kata Bahasa Inggris?	Saya meminta mereka untuk menemukan kata-kata sulit, lalu mencari artinya dalam kamus. Akan tetapi, masih banyak siswa yang tidak membawa atau bahkan malas membawa

		kamus. Jadi, selama ini strategi tersebut kurang efektif
8.	Apakah anda pernah menggunakan media pembelajaran dalam proses belajar mengajar?	Tidak pernah.
9.	Bagaimana dengan Rapping? Apakah anda pernah menggunakan sebelumnya?	Belum pernah.
10.	Mengapa belum pernah?	Saya tidak bisa menyanyi, termasuk ngerap juga tidak bisa
11.	Berapakah standar ketuntasan minimal pelajaran Bahasa Inggris kelas VIII di sekolah ini?	Standar ketuntasan minimal pelajaran Bahasa Inggris kelas VIII adalah 70

(source: the English teacher)

II. The Guide of Documentation

No.	The Data Taken	Data Resources
1.	The Students' vocabulary scores	Documents
2.	The names of the participants (Initials)	

Appendix 3

**THE NAMES AND THE RESULT OF THE VIII C PREVIOUS SCORES
OF VOCABULARY TEST**

No.	Names (Initials)	Gender	Scores
1.	AF	Male	65
2.	AR	Male	65
3.	ABZ	Male	65
4.	AM	Male	65
5.	ARF	Male	60
6.	ARY	Male	60
7.	AF	Male	55
8.	AFK	Male	70
9.	AA	Female	72,5
10.	AKN	Female	72,5
11.	DD	Male	70
12.	DDY	Female	50
13.	EJR	Male	60
14.	EPBL	Male	60
15.	ED	Male	75
16.	FK	Male	50
17.	ID	Female	70
18.	MH	Female	70
19.	MAI	Male	55
20.	MR	Male	65
21.	MRM	Male	60
22.	MRS	Male	60
22.	MB	Male	65
24.	RR	Female	75
25.	R	Male	70
26.	RN	Female	60
27.	SH	Male	70
28.	THR	Male	60
29.	VAP	Female	65
30.	ZA	Male	80

Appendix 4

OBSERVATION GUIDE FOR THE STUDENTS' PARTICIPATION

No	The Students' Initials	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1	AF														
2	AR														
3	ABZ														
4	AM														
5	ARF														
6	ARY														
7	AF														
8	AFK														
9	AA														
10	AKN														
11	DD														
12	DDY														
13	EJR														
14	EPBL														
15	ED														
16	FK														
17	ID														
18	MH														
19	MAI														
20	MR														
21	MRM														
22	MRS														
23	MB														
24	RR														
25	R														
26	RN														
27	SH														
28	THR														
29	VAP														
30	ZA														
Total		Meeting 1							Meeting 2						

The Indicators:

- 1.) The students answer the teacher's oral questions
- 2.) The students ask question
- 3.) The students discuss the task with the partner
- 4.) The students sing aloud the rap song together with the teacher
- 5.) The students do the exercises given by the teacher

Note: Active : at least 3 indicators performed
 Passive : less than 3 indicators performed

Appendix 5

LESSON PLAN
(Meeting I Cyle 1)

School	: SMPN 1 Besuki
Subject	: English
Level/ Semester	: VIII/1
Language Skill	: Reading
Language Focus	: Vocabulary
Topic/ Sub Topic	: Person/ See you again
Time	: 2 X 40'

1. Main Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konsptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

11. Basic Competence

- 2.3 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional
- 4.5 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

III. Indicators

- 3.1 Showing cooperation and responsibility while doing the task given
- 3.2 Classifying verbs, nouns, adjectives, and adverbs taken from a song
“See you again”
- 3.3 Giving the meaning of the verbs, nouns, adjectives, and adverbs taken
from a song “See you again”
- 3.4 Singing aloud the song (Rapping) together with the teacher
- 3.5 Finding the synonym and antonym based on the words provided
- 3.6 Matching the words in column A with the definitions provided in
column B

IV. Learning Objectives

- 4.1 The students are able to show their cooperation and responsibility
while doing the task given
- 4.2 The students are able to classify the verbs, nouns, adjectives, and
adverbs taken from a song “See you again”
- 4.3 The students are able to give the meaning of the verbs, nouns,
adjectives, and adverbs taken from a song “See you again”
- 4.4 The students are able to sing aloud the song (Rapping) together with
the teacher
- 4.5 The students are able to find the synonym and antonym based on the
words provided
- 4.6 The students are able to match the words in column A with the
definitions provided in column B

V. Materials

The materials are enclosed

VI. Teaching and Learning Strategy

Approach : Scientific Approach

Method : Observing, questioning, experimenting, associating,
communicating

Techniques : Singing aloud, doing and discussing the tasks

VII. Teaching Learning Activities

Activity	Teacher's Activity	Student's Activity	Time
Pre – activity	<ol style="list-style-type: none"> 1. Greeting the students 2. Asking the students to pray together 3. Checking the attendance list 4. Showing a part of the song from a video entitled “See you again” (Reff) 5. Giving some leading questions about the topic that will be learned <ol style="list-style-type: none"> 1. Can you guess what the title of the song is? 2. Did you know Charlie Puth and Wizz Khalifa? What song do they sing? 3. Who is he? (showing the picture of “Paul Walker”) 6. Mentioning the objectives of the lesson 	<p>Responding the teachers</p> <p>Responding the teacher</p> <p>Paying attention</p> <p>Paying attention</p> <p>Paying attention and answer the questions loudly</p> <p>Paying attention</p>	<p>1 Minute</p> <p>1 Minute</p> <p>2 Minutes</p> <p>3 Minutes</p> <p>5 Minutes</p> <p>3 Minutes</p>
Main activity	<p>Main Activities</p> <p>Observing</p> <ol style="list-style-type: none"> 1. Distributing the lyrics of the song entitled “See you again” and ask them to read silently 2. Asking the students to pay attention to the song from a video entitled “See you again” (by showing the subtitles) <p>Questioning</p> <ol style="list-style-type: none"> 1. Asking the students to ask 	<p>Receiving and reading the lyrics given by the teacher silently</p> <p>Pay attention to the video given by the teacher</p> <p>Asking some</p>	<p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p>

	<p>some questions related to the video entitled “See you again”</p> <p>Experimenting</p> <ol style="list-style-type: none"> Asking the students to sing aloud the Rap song together after giving them the example how to sing the Rap song <p>Associating</p> <ol style="list-style-type: none"> Classifying and giving the meanings of the words from the song “See you again” Asking the students to find out the synonyms and antonyms based on the words provided in the song “See you again” Asking the students to match the words in column A with the definitions available in column B related to the song “See you again” Asking the students to sing aloud the song together with their partner <p>Communicating</p> <ol style="list-style-type: none"> Discussing the tasks that the students have done with the class Giving the students feedback 	<p>questions about the video given by the teacher</p> <p>Singing aloud the Rap song together with the teacher</p> <p>Doing the task correctly</p> <p>Doing the task correctly</p> <p>Doing the task correctly</p> <p>Singing aloud the Rap song together with their partner</p> <p>Discussing the Tasks that they have done with the teacher</p> <p>Receiving the teacher’s feedback</p>	<p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p> <p>20 Minutes</p> <p>5 Minutes</p>
Post-Activity	<ol style="list-style-type: none"> Guiding the students to make conclusion Parting the students 	<p>Reviewing and drawing a conclusion based on the material taught</p> <p>Parting the teacher</p>	<p>4 Minutes</p> <p>1 Minute</p>

VIII. Media and Sources

Media : - A descriptive text entitled “See you again”

- A video about “See you again”
- A laptop
- MP3 (Rap song) entitled “See you again”
- A laptop
- A mini active speaker

Sources : - Buku Paket “When English Rings Bells” kelas VIII

IX. Evaluation

a. Attitude

No	Attitude	Description	Score
1.	Responsibility	Always shows responsibility	4
		Often shows responsibility	3
		Sometimes shows responsibility	2
		Seldom shows responsibility	1
2.	Cooperation	Always shows cooperation	4
		Often shows cooperation	3
		Sometimes shows cooperation	2
		Seldom shows cooperation	1

b. Process Evaluation

It is conducted during the teaching learning process. The indicators to be assessed are:

- 1.) answering the teacher’s oral questions;
- 2.) asking questions;
- 3.) discussing the task with the partner;
- 4.) singing aloud the rap song together with the teacher;
- 5.) doing the exercises given by the teacher.

Observation checklist of the students' participation

No	The Students' Initials	Meeting 1					Categories	
		Indicators					A	P
		1	2	3	4	5		
1								
2								
3								

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

c. Product Evaluation

Scoring Rubric

Task 1. Classifying words (20 items)

1. Each correct answer will be scored = 2
2. Total score = $20 \times 2 = 40$

Task 2. Finding the synonym and antonym of the words

1. Each correct item will be scored = 2
2. Total score = $20 \times 2 = 40$

Task 3. Matching the words (20 items)

1. Each correct answer/ item will be scored = 2
2. Total score = $10 \times 2 = 20$

Jember, January 24th, 2018,

Teacher Trainee,

Bayu Eko Prasetyo

NIM: 130210401097

MATERIAL

A. Set Induction

- 1.) Can you guess what the title of the song is?
- 2.) Did you know Charlie Puth and Wizz Khalifa? What song do they sing?
- 3.) Who is he? (showing the picture of "Paul Walker")



Source: <https://www.google.co.id/search?q=paul+walker&prmd>

B. Teaching Material

"See you again"

(Wiz Khalifa feat. Charlie Puth)

Intro

It's been a long day without you, my friend
And I'll tell you all about it when I See you again
We've come a long way from where we began'
Oh, I'll tell you all about it when I See you again

When I See you again

(Hey)

Rap

Damn, who knew?

All the planes we flew

Good things we've been through

That I'll be standing right here talking to you

'Bout another path

I know we loved to hit the road and laugh

But something told me that it wouldn't last
Had to switch up
Look at things different, see the bigger picture
Those were the days
Hard work forever pays
Now I see you in a better place (see you in a better place)

Uh

How can we not talk about family when family's all that we got?

Everything I went through you
were standing there by my side
And now you gon' be with me for the last ride

Intro

It's been a long day without you, my friend
And I'll tell you all about it when I See you again (I See you again)
We've come a long way (yeah, we came a long way) from where we began (you
know we started)

Oh, I'll tell you all about it when I See you again (let me tell you)

When I See you again

(Aah oh, aah oh

Wooooh-oh-oh-oh-oh)

Yeah

Rap

First you both go out your way
And the vibe is feeling strong
And what's small turn to a friendship
A friendship turn to a bond
And that bond will never be broken

The love will never get lost (and the love will never get lost)

And when brotherhood come first

Then the line will never be crossed

Established it on our own

When that line had to be drawn

And that line is what we reach

So remember me when I'm gone (remember me when I'm gone)

How can we not talk about family when family's all that we got?

Everything I went through you were standing there by my side

And now you gon' be with me for the last ride

Outro

So let the light guide your way, yeah

Hold every memory as you go

And every road you take, will always lead you home, home

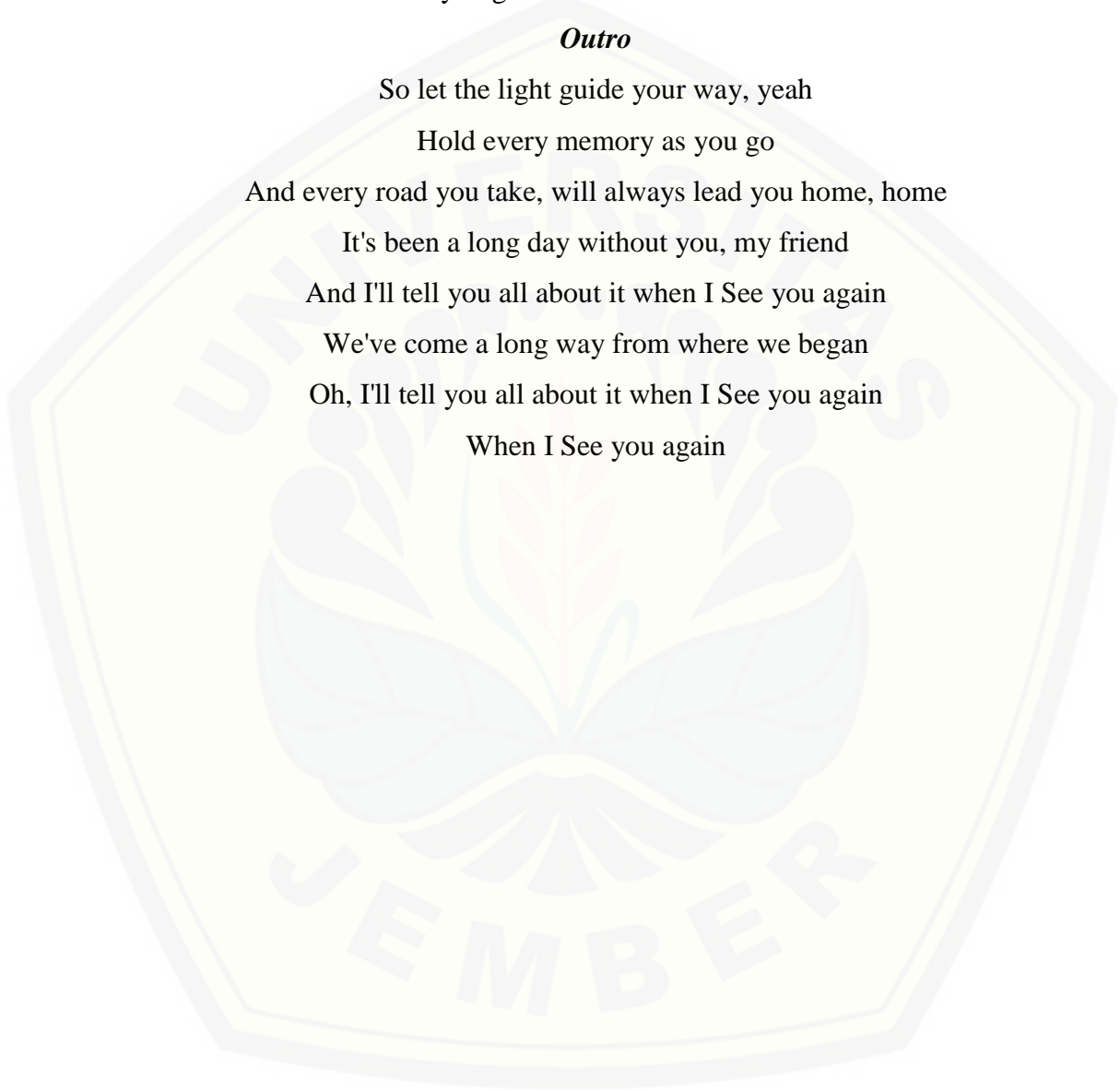
It's been a long day without you, my friend

And I'll tell you all about it when I See you again

We've come a long way from where we began

Oh, I'll tell you all about it when I See you again

When I See you again



C. Main Materials

1. Descriptive Text

Descriptive text is a text which describe about place, *person*, thing, animal

2. The Purpose of Descriptive Text (Social Function)

The purpose of descriptive text is to describe and reveal a particular *person*, place, or thing.

3. Generic Structure

- Identification: contains the identification of a matter that will be described.
- Description: contains the explanation / description of the thing / *person* to mention a few properties.

4. Language Features

- Specific participant has a certain object : Friendship.
- The use of adjectives : Small, strong, hard, etc.
- Using simple present tense : I see you in a better place
- Action Verbs : See, laugh, gone, etc.

D. Parts of Speech

1. Noun

A noun is a word used to name or identify any classes or things, people, places, or ideas

Examples: Friendship, Brotherhood, etc.

2. Adjective

An adjective is used to highlight qualities or attributes

Examples: Small, strong, hard, etc.

3. Verb

A verb is a word that denotes actions.

Examples: See, laugh, gone and the like.

4. Adverb

An adverb is a word that adds more information about place, time, circumstance, manner, cause, degree, etc.

Examples: last, now, never and the like.

Task 1

Classify these following words in the box into the columns of verbs, nouns, adjectives, and adverbs! Do it in pairs.

Last	Ride	Told	Big
Small	Strong	Now	Light
Laugh	Hard	Broken	First
See	Friendship	Picture	Again
Family	Brotherhood	Work	Never

Nouns	Verbs	Adverbs	Adjectives
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Task 2

Find the synonym of the underlined words based on the sentences below!

Synonym

1. My family always give me affection.
2. I have a little banana tree at my home.
3. It's nice to see you again.
4. This lesson is very difficult to be learned.
5. His car has a powerful speed.
6. She looks so beautiful.
7. His house is larger than mine.
8. I arrive at home on time.
9. My school starts the lesson at 06.30 am.
10. He got a good score in Mathematics.

Find the antonym of the underlined words based on the sentences below!**Antonym**

1. I have a black small cat, but Stevan has a brown big cat.
2. My sister's baby has a smooth skin, but my grandfather skin is rough.
3. Ariq got a good score in English, but I got a bad score in English.
4. My cat's fur is short, but Andini's cat's fur is long.
5. Tini has weak power, but Tono has strong power.
6. I rarely visit the new library at my school, but my best friend often visit it.
7. I hate learning Mathematics, but my friends love it.
8. I am the first child, but my girlfriend is the last child.
9. I never go to Singapore, but my parents often go to there.
10. My brother is short and tubby, but my sister is tall and slim.

Task 3**Match the words in column A with the suitable definitions in column B!****A**

1. Family
2. Home
3. Friendship
4. Never
5. Big
6. Love
7. Seem
8. Standing
9. Talk
10. Place

B

- a. Speak in order to give information
- b. It has similar meaning with affection
- c. It is synonymous with: will not + ever
- d. A place where a family lives together
- e. It has a similar meaning with "large"
- f. An area in a certain space
- g. It has similar meaning with "looks"
- h. The unity of friends
- i. It refers to a position
- j. A group consisting of parents and their children
- k. An institution for educating children
- l. It is synonymous with the word "sitting"
- m. The kind of musical instrument, having 6 strings

Answer key**Task 1**

Nouns	Verbs	Adverbs	Adjectives
1. Family	1. See	1. Last	1. Small
2. Brotherhood	2. Laugh	2. Now	2. Hard
3. Friendship	3. Told	3. Never	3. Big
4. Light	4. Ride	4. First	4. Broken
5. Picture	5. Work	5. Again	5. Strong

Task 2**Synonym**

1. Love = Affection
2. Small amount of = Little
3. Once more = Again
4. Hard = Difficult
5. Strong = Powerful
6. Seems = Looks
7. Bigger = Larger
8. Come = Arrive
9. Begins = Starts
10. Excellence = Good

Antonym

1. Small <> Big
2. Smooth <> Rough
3. Good <> Bad
4. Short <> Long
5. Weak <> Strong
6. Rarely <> Often
7. Hate <> Love
8. First <> Last
9. Never <> Often
10. Short <> Tall

Task 3

- | | | | |
|-------|-------|------|-------|
| 1 = j | 4 = c | 7. g | 10. f |
| 2 = d | 5 = e | 8. i | |
| 3 = h | 6 = b | 9. a | |

Appendix 6

LESSON PLAN
(Meeting 2 cyle 1)

School	: SMPN 1 Besuki
Subject	: English
Level/ Semester	: VIII/1
Language Skill	: Reading
Language Focus	: Vocabulary
Topic/ Sub Topic	: Price Tag
Time	: 2 X 40'

1. Main Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konsptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

11. Basic Competence

- 2.3 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional
- 4.5 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

III. Indicators

- 3.1 Showing cooperation and responsibility while doing the task given
- 3.2 Classifying verbs, nouns, adjectives, and adverbs taken from a song
“Price Tag”
- 3.3 Giving the meaning verbs, nouns, adjectives, and adverbs taken from
song “Price Tag”
- 3.4 Singing aloud the song (Rapping) together with the teacher
- 3.5 Finding the synonym and antonym based on the words provided
- 3.6 Matching the words in column A with the definitions provided in
column B

IV. Learning Objectives

- 4.1 The students are able to show their cooperation and responsibility
while doing the task given
- 4.2 The students are able to classify the verbs, nouns, adjectives, and
adverbs taken from a song “Price Tag”
- 4.3 The students are able to give the meaning of the verbs, nouns,
adjectives, and adverbs taken from a song “Price Tag”
- 4.4 The students are able to sing aloud the song (Rapping) together with
the teacher
- 4.5 The students are able to find the synonym and antonym based on the
words provided
- 4.6 The students are able to match the words in column A with the
definitions provided in column B

V. Materials

The materials are enclosed

VI. Teaching and Learning Strategy

Approach : Scientific Approach

Method : Observing, questioning, experimenting, associating,
communicating

Techniques : Singing aloud, doing and discussing the tasks

VII. Teaching Learning Activities

Activity	Teacher's Activity	Student's Activity	Time
Pre – activity	<ol style="list-style-type: none"> 1. Greeting the students 2. Asking the students to pray together 3. Checking the attendance list 4. Showing a part of the song from a video entitled “Price Tag” (Reff) 5. Giving some leading questions about the topic that will be learned <ol style="list-style-type: none"> 1. Can you guess what the title of the song is? 2. What can you say “Label Harga” in English? 3. You usually find it on the t-shirt, jacket, pants that will be bought. What is it? 4. What picture is it? (showing the picture of “Price Tag”) 6. Mentioning the objectives of the lesson 	<p>Responding the teachers</p> <p>Responding the teacher</p> <p>Paying attention</p> <p>Paying attention</p> <p>Paying attention and answer the questions loudly</p> <p>Paying attention</p>	<p>1 Minute</p> <p>1 Minute</p> <p>2 Minutes</p> <p>3 Minutes</p> <p>5 Minutes</p> <p>3 Minutes</p>
Main activity	<p>Main Activities</p> <p>Observing</p> <ol style="list-style-type: none"> 1. Distributing the lyrics of the song entitled “Price Tag” and ask them to read silently 2. Asking the students to pay attention to the song from a video entitled “Price Tag” (by showing subtitles) 	<p>Receiving and reading the lyrics given by the teacher silently</p> <p>Pay attention to the video given by the teacher</p>	<p>5 Minutes</p> <p>5 Minutes</p>

	<p>Questioning</p> <ol style="list-style-type: none"> Asking the students to ask some questions related on the video entitled “Price Tag” <p>Experimenting</p> <ol style="list-style-type: none"> Asking the students to sing aloud the Rap song together after giving them the example how to sing the Rap song <p>Associating</p> <ol style="list-style-type: none"> Classifying and giving the meanings of the words from the song “Price Tag” Asking the students to find out the synonyms and antonyms based on the words provide in the song “Price Tag” Asking the students to match the words in column A with the definitions available in column B related to the song “Price Tag” Asking the students to sing aloud the Rap song together with their partner <p>Communicating</p> <ol style="list-style-type: none"> Discussing the Task that the students have done with the class Giving the students feedback 	<p>Asking some questions about the video given by the teacher</p> <p>Singing aloud the Rap song together with the teacher</p> <p>Doing the task correctly</p> <p>Doing the task correctly</p> <p>Doing the task correctly</p> <p>Singing aloud the Rap song together with their partner</p> <p>Discussing the Task that they have done with the teacher</p> <p>Receiving the teacher’s feedback</p>	<p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p> <p>20 Minutes</p> <p>5 Minutes</p>
Post-Activity	<ol style="list-style-type: none"> Guiding the students to make conclusion Parting the students 	<p>Reviewing and drawing a conclusion based on the material taught</p> <p>Parting the teacher</p>	<p>4 Minutes</p> <p>1 Minute</p>

VIII. Media and Sources

- Media : - A descriptive text entitled “Price Tag”
 - A video about “Price Tag”
 - A laptop
 - MP3 (Rap song) entitled “ Price Tag”
 - A laptop
 - A mini active speaker

Sources : - Buku Paket “When English Rings Bells” kelas VIII

IX. Evaluation

a. Attitude

No	Attitude	Description	Score
1.	Responsibility	Always shows responsibility	4
		Often shows responsibility	3
		Sometimes shows responsibility	2
		Seldom shows responsibility	1
2.	Cooperation	Always shows cooperation	4
		Often shows cooperation	3
		Sometimes shows cooperation	2
		Seldom shows cooperation	1

b. Process Evaluation

It is conducted during the teaching learning process. The indicators to be assessed are:

- 1.) answering the teacher’s oral questions;
- 2.) asking questions;
- 3.) discussing the task with the partner;
- 4.) singing aloud the rap song together with the teacher;
- 5.) doing the exercises given by the teacher.

Observation checklist of the students' participation

No	The Students' Initials	Meeting 2					Categories	
		Indicators					A	P
		1	2	3	4	5		
1								
2								
3								

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

c. Scoring Rubric

Task 1. Classifying words (20 items)

1. Each correct answer will be scored = 2
2. Total score = $20 \times 2 = 40$

Task 2. Finding the synonym and antonym of the words

1. Each correct item will be scored = 2
2. Total score = $20 \times 2 = 40$

Task 3. Matching the words (20 items)

1. Each correct answer/ item will be scored = 2
2. Total score = $10 \times 2 = 20$

Jember, January 25th, 2018,

Teacher Trainee,

Bayu Eko Prasetyo

NIM: 130210401097

MATERIAL

A. Set Induction

- 1.) Can you guess what the title of the song is?
- 2.) What can you say “Label Harga” in English?
- 3.) You usually find it on the t-shirt, jacket, pants that will be bought. What is it?
- 4.) What picture is it? (showing the picture of “Price Tag”)



Source: <https://www.google.co.id/search?biw=360&bih=354&tbm>

B. Teaching Material

“Price Tag” (Jessie J feat. B.O.B)

Seems like everybody's got a price,
 I wonder how they sleep at night.
 When the sale comes first,
 And the truth comes second,
 Just stop for a minute and
 Smile
 Why is everybody so serious?
 Acting so damn mysterious?
 You got your shades on your eyes
 And your heels so high
 That you can't even have a good time.
 [Pre-chorus:]
 Everybody looks to their left (yeah)
 Everybody looks to their right (ha)
 Can you feel that (yeah)

We'll pay them with love tonight...

[Chorus:]

It's not about the money, money, money

We don't need your money, money, money

We just wanna make the world dance,

Forget about the Price Tag

Ain't about the (ha) Chan- Ching Chan.- Ching

Ain't about the (yeah) Ba-Bling Ba-Bling

Wanna make the world dance,

Forget about the Price Tag.

[Jessie J]

We need to take it back in time,

When music made us all UNITE!

And it wasn't low blows and video Hoes,

Am I the only one getting... tired?

Why is everybody so obsessed?

Money can't buy us happiness

Can we all slow down and enjoy right now

Guarantee we'll be feeling alright

[Pre-chorus]

[B.o.B]

Yeah yeah

Well, keep the price tag

And take the cash back

Just give me six strings, and a half stack

And you can, can keep the cars

Leave me the garage

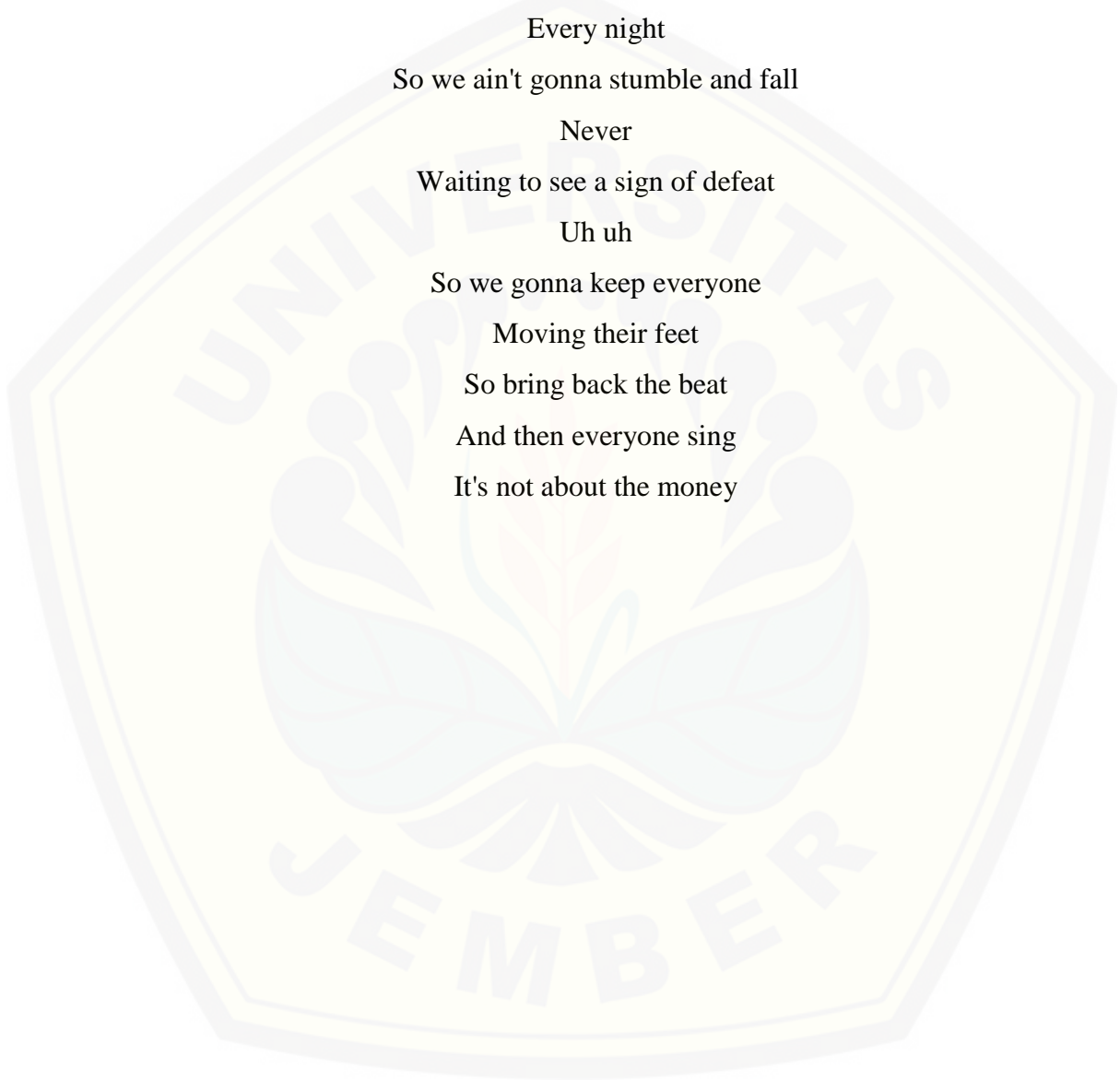
And all I, yes all I need

Are keys and guitars

And guess what, in 30 seconds

I'm leaving to Mars

Yeah we leaving across
These undefeatable odds
It's like this man
You can't put a price on a life
We do this for the love
So we fight and sacrifice
Every night
So we ain't gonna stumble and fall
Never
Waiting to see a sign of defeat
Uh uh
So we gonna keep everyone
Moving their feet
So bring back the beat
And then everyone sing
It's not about the money



C. Main Materials

1. Descriptive Text

Descriptive text is a text which describe about place, person, *thing*, animal etc.

2. The Purpose of Descriptive Text (Social Function)

The purpose of descriptive text is to describe and reveal a particular person, place, or *thing*.

3. Generic Structure

- Identification: contains the identification of matter / a will be described.
- Description: contains the explanation / description of the *thing* / person to mention a few properties.

4. Language Features

- Specific participant has a certain object : Money, everybody, etc.
- The use of adjective (an adjective) : Good, mysterious, etc.
- Using simple present tense : Everybody look to their left
- Action Verbs : Look, make, take,

D. Parts of Speech

1. Noun

A noun is a word used to name or identify any classes or things, people, places, or ideas

Examples: Money, everybody, world, etc.

2. Adjective

An adjective is used to highlight qualities or attributes

Examples: Mysterious, serious, good, etc.

3. Verb

A verb is a word that denotes actions.

Examples: Make, take, look, buy, and the like.

4. Adverb

An adverb is a word that adds more information about place, time, circumstance, manner, cause, degree, etc.

Examples: Every night, right now, tonight and the like.

Task 1

Classify these following words in the box into the columns of verbs, nouns, adjectives, and adverbs! Do it in pairs.

Mysterious	Serious	Second	Man
Tonight	Good	Look	Fight
Every night	Every body	Give	Slow
Buy	Price Tag	Tired	Cars
Now	First	Guitars	Keep

Nouns	Verbs	Adverbs	Adjectives
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Task 2

Find the synonym of the underlined words based on the sentences below!

Synonym

- How are you today? I am fine, and you?
- I see the beautiful sunrise today. It's very amazing.
- Mother laid her baby in the bed.
- I am just curious why that boy hit his friend.
- I just tried to avoid an accident.
- I put the key beneath the desk.
- Don't disturb me! I am weary today, I want to sleep for a while.
- I go to school everyday.
- The end of this film was really unpredictable.
- He is belongs to an elite family.

Find the antonym of the underlined words based on the sentences below!**Antonym**

1. I got a bad score in English test, but my friends got a good score.
2. I am very tired today, but my close friend is very fresh today.
3. I hate learning Mathematic, but they love it so much.
4. I never go to Komodo Island, but my friend often go to there.
5. I forget his name, but he remember my name.
6. I stop playing guitar, now I start to focus on singing only.
7. The rookie rider just finished at last position, but Valentino Rossi finished at first position in GP Qatar.
8. Iwan Fals has a low voice, but Judika has a high voice.
9. Doni always sits on the back row, but Gregah always sits on the front row.
10. Don't look down! Try to focus on the top of the mountain. Otherwise, you'll lose in this competition.

Task 3**Match the words in column A with the suitable definitions in column B!****A**

1. World
2. Price Tag
3. Guitar
4. Put
5. Car
6. Dance
7. Garage
8. Slow
9. Sing
10. Love

B

- a. It has similar meaning with "affection"
- b. The kind of vehicles, consisting of 2 tires
- c. Moving our body through music
- d. It is the antonym of "Fast"
- e. Make musical sound with the voice
- f. A label showing the price of an item for sale
- g. Move something in a particular position
- h. The earth, countries, and peoples
- i. The kind of vehicles, consisting of 4 tires
- j. A building for housing motor vehicles
- k. The kind of music instrument, having 6 strings
- l. It is synonymous with: will not + ever
- m. The kind of vehicles, consisting of 3 tires

Answer key**Task 1**

Nouns	Verbs	Adverbs	Adjectives
1. Every body	1. Buy	1. First	1. Serious
2. Cars	2. Look	2. Second	2. Mysterious
3. Guitars	3. Give	3. Every night	3. Good
4. Man	4. Keep	4. Tonight	4. Slow
5. Price Tag	5. Fight	5. Now	5. Tired

Task 2**Synonym**

1. Good = Fine
2. Look = See
3. Put = Laid
4. Wonder = Curious
5. Stop = Avoid
6. Down = Beneath
7. Tired = Weary
8. Come = Go
9. Mysterious = Unpredictable
10. High = Elite

Antonym

1. Bad <> Good
2. Tired <> Fresh
3. Hate <> Love
4. Never <> Often
5. Forget <> Remember
6. Stop <> Start
7. Last <> First
8. Low <> High
9. Back <> Front
10. Down <> Top

Task 3

- | | | | |
|-------|-------|-------|--------|
| 1 = h | 4 = g | 7 = j | 10 = a |
| 2 = f | 5 = i | 8 = d | |
| 3 = k | 6 = c | 9 = e | |

Appendix 7

OBSERVATION GUIDE FOR THE STUDENTS' PARTICIPATION IN CYCLE 1

No	The Students' Initials	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1	AF														
2	AR														
3	ABZ														
4	AM														
5	ARF														
6	ARY														
7	AF														
8	AFK														
9	AA														
10	AKN														
11	DD	-	-	-	-	-	-	-							
12	DDY														
13	EJR														
14	EPBL														
15	ED														
16	FK														
17	ID														
18	MH														
19	MAI														
20	MR														
21	MRM	-	-	-	-	-	-	-							
22	MRS														
23	MB														
24	RR														
25	R														
26	RN														
27	SH														
28	THR	-	-	-	-	-	-	-							
29	VAP														
30	ZA														
Total		Meeting 1							Meeting 2						

The Indicators:

- 1.) The students answer the teacher's oral questions
- 2.) The students ask question
- 3.) The students discuss the task with the partner
- 4.) The students sing aloud the rap song together with the teacher
- 5.) The students do the exercises given by the teacher

Note:

Active : at least 3 indicators performed
 Passive : less than 3 indicators performed

THE RESULT OF THE STUDENTS' PARTICIPATION IN CYCLE 1

The results of the students' participation in cycle 1 were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students' active participation in the vocabulary teaching and learning process

N = the number of the students (the research participants)

n = the number of the students who are categorized as active students

(Ali, 1993:186)

The percentage calculation of the students' participation in cycle 1 was presented as follows.

Meeting 1

Active

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{15}{27} \times 100\%$$

$$= 55.55\%$$

Passive

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{12}{27} \times 100\%$$

$$= 44.44\%$$

Meeting 2

Active

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{20}{30} \times 100\%$$

$$= 66.67\%$$

Passive

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{10}{30} \times 100\%$$

$$= 33.33\%$$

Appendix 8

VOCABULARY TEST (CYCLE I)

Subject : English

Class/ Semester : VIII/I

Language Focus : Vocabulary

Time : 40 Minutes

Name :

Class :

Number :

A. Choose the best answer by crossing a, b, c, or d on this paper test!

1. The words “My Friend, Brotherhood, Friendship, Cars, Guitars, etc” are categorized into...

- a. Nouns
- b. Verbs
- c. Adjectives
- d. Adverbs

2. And what’s small turn to a friendship.

What does the word “small” have the opposite meaning to?

- a. Short
- b. Hard
- c. Long
- d. Big

3. What is the meaning of “My Friend” in the sentence “It’s been a long day without you my friend”?

- a. Kakakku
- b. Adikku
- c. Sahabatku
- d. Sepupuku

4. Hard work forever pays.

The antonym of the underlined word is....

- a. Difficult
- b. Easy
- c. Smooth
- d. Good

5. What is the meaning of “Friendship” in the sentence “A friendship turns to a bond”?

- a. Permusuhan
- b. Persahabatan
- c. Persaudaraan
- d. Perdamaian

6. Look at things different, see the bigger picture.

The synonym of the underlined word is...

- a. Smaller
- b. Better
- c. Taller
- d. Larger

7. What is the meaning of “Brotherhood” in the sentence “And when the brotherhood come first”?

- a. Permusuhan
- b. Persahabatan
- c. Persaudaraan
- d. Perdamaian

8. And that bond will never be broken.

The synonym of the underlined word is....

- a. Strong
- b. Hard
- c. Fragile
- d. Powerful

9. What is the meaning of “Light” in the sentence “So let the light guide your way”?

- a. Lampu
- b. Api
- c. Cahaya
- d. Senter

10. And the vibe is feeling strong.

The antonym of the underlined word is...

- a. Powerful
- b. Hard
- c. Weak
- d. Smooth

11. What is the meaning of “Everybody” in the sentence “Everybody looks to their left”?

- a. Beberapa orang
- b. Semua orang
- c. Seseorang
- d. Sekelompok orang

12. The words “see, laugh, told, ride, buy, look, give, etc.” are categorized into...
- a. Nouns
 - b. Verbs
 - c. Adverbs
 - d. Adjectives
13. What is the meaning of “Car” in the sentence “And you can, can keep the cars”?
- a. Bus
 - b. Mobil
 - c. Taxi
 - d. Kereta api
14. What is the meaning of “see” in the sentence “When I See you again”?
- a. Melihat
 - b. Mengerti
 - c. Bertemu
 - d. Mendengar
15. What is the meaning of “Guitar” in the sentence “Yes all I need are keys and guitars”?
- a. Piano
 - b. Drum
 - c. Gitar
 - d. Seruling
16. What is the meaning of “Laugh” in the sentence “I know we loved to hit the road and laugh”?
- a. Menangis
 - b. Tertawa
 - c. Terpukau
 - d. Terdiam
17. What is the meaning of “Man” in the sentence “It’s like this man”?
- a. Seorang pria
 - b. Seorang perempuan
 - c. Lansia
 - d. Balita
18. What is the meaning of “ride” in the sentence “And now you gon’ be with me for the last ride”?
- a. Perjalanan
 - b. Pertemuan
 - c. Persaudaraan
 - d. Persahabatan
19. What is the meaning of “Price Tag” in the sentence “Forget the Price Tag”?
- a. Label harga
 - b. Daftar menu
 - c. Kwitansi
 - d. Uang

20. What is the meaning of “tell” in the sentence “And I’ll tell you all about it when I See you again?”

- a. Memberitahu
- b. Menghampiri
- c. Mendengarkan
- d. Mengunjungi

21. What is the meaning of “buy” in the sentence “Money can’t buy us happiness”?

- a. Membeli
- b. Merampas
- c. Menjual
- d. Mengganggu

22. What is the meaning of “look” in the sentence “Everybody looks to their left”?

- a. Menoleh
- b. Melihat
- c. Memegang
- d. Menarik

23. What is the meaning of “give” in the sentence “Just give me six strings, and a half stack”?

- a. Memberitahu
- b. Melihat
- c. Memberi/ berilah
- d. Meletakkan

24. What is the meaning of “keep” in the sentence “Well, keep the price tag”?

- a. Menyimpan
- b. Memberi
- c. Membeli
- d. Menjual

25. What is the meaning of “fight” in the sentence “So we fight and sacrifice”?

- a. Mengorbankan
- b. Memberi
- c. Memperjuangkan
- d. Membeli

26. The words “A long day, First, Never, Second, Tonight, etc” are categorized into...

- a. Nouns
- b. Verbs
- c. Adjectives
- d. Adverbs

27. What is the meaning of “A long day” in the sentence “It’s been a long day without you my friend”?

- a. Sekian lama
- b. Sepanjang hari
- c. Setiap hari
- d. Setiap minggu

28. What is the meaning of “Now” in the sentence “Now you gon’ be with me for the last ride”?

- a. Selanjutnya
- b. Besok
- c. Sekarang/ saat ini
- d. Minggu depan

29. What is the meaning of “Never” in the sentence “The love will never get lost”?

- a. Sering
- b. Jarang
- c. Tidak pernah
- d. Pernah

30. What is the meaning of “First” in the sentence “First you both go out your way and the vibe is feeling strong”?

- a. Pertama kali/ yang pertama
- b. Terakhir kali
- c. Yang kedua kali
- d. Selanjutnya

31. What is the meaning of “Second” in the sentence “And the truth comes second”?

- a. Selanjutnya
- b. Pertama kali
- c. Terakhir kali
- d. Sebelumnya

32. What is the meaning of “Again” in the sentence “When I See you again”?

- a. Tidak pernah
- b. Jarang
- c. Kembali/ lagi
- d. Pertama kali

33. What is the meaning of “Every night” in the sentence “So we fight and sacrifice every night”?

- a. Setiap hari
- b. Setiap jam
- c. Setiap malam
- d. Setiap minggu

34. What is the meaning of “Tonight” in the sentence “We’ll pay them with love tonight”?

- a. Besok
- b. Saat ini
- c. Malam ini
- d. Kemaren lusa

35. What is the meaning of “Now” in the sentence “Can we all slow down and enjoy right now”?

- a. Sekarang
- b. Besok
- c. Minggu depan
- d. Kemarin

36. The words “ Mysterious, Small, Hard, Broken, Good, etc” are categorized into...

- a. Nouns
- b. Adjectives
- c. Adverbs
- d. Verbs

37. Acting so damn mysterious.

The synonym of the underlined word is...

- a. Serious
- b. Arrogant
- c. Unpredictable
- d. Truly

38. That you can't even have a good time.

What does the word “good” have the opposite meaning to?

- a. Better
- b. Excellent
- c. Bad
- d. Very good

39. Can we all slow down and enjoy right now.

What does the word “slow” have the opposite meaning to?

- a. Hard
- b. Fast
- c. Medium
- d. Average

40. Am I the only one getting tired?

What does the word “tired” have the opposite meaning to?

- a. Fresh
- b. Exhausted
- c. Cool
- d. Sleepy

**THE DISTRIBUTION OF THE TEST ITEMS ON THE VOCABULARY
TEST**

(CYCLE 1)

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

ANSWER KEY

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

Appendix 9

**THE RESULT OF THE STUDENTS' VOCABULARY ACHIEVEMENT
TEST IN CYCLE 1**

No.	Names (Initials)	Scores	Achieved	Not Achieved
1.	AF	70		
2.	AR	85		
3.	ABZ	75		
4.	AM	85		
5.	ARF	80		
6.	ARY	75		
7.	AF	95		
8.	AFK	80		
9.	AA	77.5		
10.	AKN	87.5		
11.	DD	90		
12.	DDY	80		
13.	EJR	77.5		
14.	EPBL	50		
15.	ED	75		
16.	FK	50		
17.	ID	35		
18.	MH	70		
19.	MAI	75		
20.	MR	75		
21.	MRM	55		
22.	MRS	70		
23.	MB	75		
24.	RR	77.5		
25.	R	75		
26.	RN	85		
27.	SH	75		
28.	THR	70		
29.	VAP	75		
30.	ZA	85		
Total			26 Students	4 Students

Moreover, the result of the students' vocabulary achievement test in Cycle 1 were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = The percentage of the students who gets 70 or more in the vocabulary test.

n = The number of the students who gets 70 or more in the vocabulary test.

N = The total number of the students.

(Ali, 1993:186)

The calculation results of the vocabulary test in Cycle 1 was done to find the percentage of the students who gained score 70 in test by using this following formula.

$$\begin{aligned} E &= \frac{n}{N} \times 100\% \\ &= \frac{25}{30} \times 100\% \\ &= 86.67\% \end{aligned}$$

Appendix 10

LESSON PLAN 3

(Meeting 1 Cyle 2)

School	: SMPN 1 Besuki
Subject	: English
Level/ Semester	: VIII/1
Language Skill	: Reading
Language Focus	: Vocabulary
Topic/ Sub Topic	: Person/ Billionaire
Time	: 2 X 40'

1. Main Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konsptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

11. Basic Competence

- 2.3 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional
- 4.5 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

III. Indicators

- 3.1 Showing cooperation and responsibility while doing the task given
- 3.2 Classifying verbs, nouns, adjectives, and adverbs taken from a song “Billionaire”
- 3.3 Giving the meaning of the verbs, nouns, adjectives, and adverbs taken from a song “Billionaire”
- 3.4 Singing aloud the song (Rapping) together with the teacher
- 3.5 Finding the synonym and antonym based on the words provided
- 3.6 Matching the words in column A with the definitions provided in column B

IV. Learning Objectives

- 4.1 The students are able to show their cooperation and responsibility while doing the task given
- 4.2 The students are able to classify the verbs, nouns, adjectives, and adverbs taken from a song “Billionaire”
- 4.3 The students are able to give the meaning of the verbs, nouns, adjectives, and adverbs taken from a song “Billionaire”
- 4.4 The students are able to sing aloud the song (Rapping) together with the teacher
- 4.5 The students are able to find the synonym and antonym based on the words provided
- 4.6 The students are able to match the words in column A with the definitions provided in column B

V. Materials

The materials are enclosed

VI. Teaching and Learning Strategy

Approach : Scientific Approach

Method : Observing, questioning, experimenting, associating,

Techniques : Singing aloud, doing and discussing the task

VII. Teaching Learning Activities

Activity	Teacher's Activity	Student's Activity	Time
Pre – activity	<ol style="list-style-type: none"> 1. Greeting the students 2. Asking the students to pray together 3. Checking the attendance list 4. Showing a part of the song from a video entitled “Billionaire” (Reff) 5. Giving some leading questions about the topic that will be learned <ol style="list-style-type: none"> 1. Can you guess what the title of the song is? 2. Who is the singer of the song? 3. What can you say “Milyarder” in English? 4. Who is she? (showing a picture of Billionaire) 6. Mentioning the objectives of the lesson 	<p>Responding the teachers</p> <p>Responding the teacher</p> <p>Paying attention</p> <p>Paying attention</p> <p>Paying attention and answer the questions loudly</p> <p>Paying attention</p>	<p>1 Minute</p> <p>1 Minute</p> <p>2 Minutes</p> <p>3 Minutes</p> <p>5 Minutes</p> <p>3 Minutes</p>
Main activity	<p>Main Activities</p> <p>Observing</p> <ol style="list-style-type: none"> 1. Distributing the lyrics of the song entitled “Billionaire” and ask them to read silently 2. Asking the students to pay attention to the song from a video entitled “Billionaire” (by showing the subtitles) <p>Questioning</p> <ol style="list-style-type: none"> 1. Asking the students to ask some questions related to the video entitled “Billionaire” 	<p>Receiving and reading the lyrics given by the teacher silently</p> <p>Pay attention to the video given by the teacher</p> <p>Asking some questions about the video given by the teacher</p>	<p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p>

	<p>Experimenting</p> <p>1. Asking the students sing aloud the Rap song together after giving them the example how to sing the Rap song (by drilling the students phrase by phrase from one row to another row)</p>	Singing aloud the Rap song together with the teacher	5 Minutes
	<p>Associating</p> <p>1. Classifying and giving the meanings of the words from the song “Billionaire”</p>	Doing the task correctly	5 Minutes
	<p>2. Asking the students to find out the synonyms and antonyms based on the words provided in the song “Billionaire”</p>	Doing the task correctly	5 Minutes
	<p>3. Asking the students to match the words in column A with the definitions available in column B related to the song “Billionaire”</p>	Doing the task correctly	5 Minutes
	<p>4. Asking the students to sing aloud the Rap song together with their partner</p>	Singing aloud the Rap song together with their partner	5 Minutes
	<p>Communicating</p> <p>1. Discussing the tasks that the students have done with the class</p>	Discussing the Tasks that they have done with the teacher	20 Minutes
	<p>2. Giving the students feedback</p>	Receiving the teacher’s feedback	5 Minutes

Post-Activity	1. Guiding the students to make conclusion	Reviewing and drawing a conclusion based on the material taught	4 Minutes
	2. Parting the students	Parting the teacher	1 Minute

VIII. Media and Sources

Media : - A descriptive text entitled “Billionaire”

- A video about “Billionaire”
- A laptop
- MP3 (Rap song) entitled “Billionaire”
- A laptop
- A mini active speaker

Sources : - Buku Paket “When English Rings Bells” kelas VIII

IX. Evaluation

a. Attitude

No	Attitude	Description	Score
1.	Responsibility	Always shows responsibility	4
		Often shows responsibility	3
		Sometimes shows responsibility	2
		Seldom shows responsibility	1
2.	Cooperation	Always shows cooperation	4
		Often shows cooperation	3
		Sometimes shows cooperation	2
		Seldom shows cooperation	1

b. Process Evaluation

It is conducted during the teaching learning process. The indicators to be assessed are:

1. answering the teacher’s oral questions;
2. asking questions;
3. discussing the task with the partner;
4. singing aloud the rap song together with the teacher;
5. doing the exercises given by the teacher.

Observation checklist of the students' participation

No	The Students' Initials	Meeting 1					Categories	
		Indicators					A	P
		1	2	3	4	5		
1								
2								
3								

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

c. Product Evaluation

Scoring Rubric

Task 1. Classifying words (20 items)

1. Each correct answer will be scored = 2
2. Total score = $20 \times 2 = 40$

Task 2. Finding the synonym and antonym of the words

1. Each correct item will be scored = 2
2. Total score = $20 \times 2 = 40$

Task 3. Matching the words (20 items)

1. Each correct answer/ item will be scored = 2
2. Total score = $10 \times 2 = 20$

**Jember, January 27th, 2018,
Teacher Trainee,**

Bayu Eko Prasetyo

NIM: 130210401097

MATERIAL

A. Set Induction

1. Can you guess what the title of the song is?
2. Who is the singer of the song?
3. What can you say "Milyarder" in English?
4. Who are they? (showing a picture of Billionaire)



Source: <https://www.google.co.id/search?q=Billionairer&prmd>

B. Teaching Material

Billionaire

[Bruno Mars:]

I wanna be a Billionaire so fricking bad
 Buy all of the things I never had
 Uh, I wanna be on the cover of Forbes magazine
 Smiling next to Oprah and the Queen

[Chorus:]

Oh every time I close my eyes
 I see my name in shining lights
 A different city every night oh
 I swear the world better prepare
 For when I'm a Billionaire

[Travis "Travie" McCoy:]

Yeah I would have a show like Oprah
 I would be the host of, everyday Christmas
 Give Travie a wish list
 I'd probably pull an Angelina and Brad Pitt
 And adopt a bunch of babies that ain't never had sh-t
 Give away a few Mercedes like here lady have this
 And last but not least grant somebody their last wish
 It's been a couple months since I've single so

You can call me Travie Claus minus the Ho Ho
 Get it, hehe, I'd probably visit where Katrina hit
 And damn sure do a lot more than fema did
 Yeah can't forget about me stupid
 Everywhere I go I'm a have my own theme music

[Chorus:]

Oh every time I close my eyes
 I see my name in shining lights
 A different city every night oh
 I swear the world better prepare
 For when I'm a Billionaire
 Oh ooh oh ooh for when I'm a Billionaire
 Oh ooh oh ooh for when I'm a Billionaire

[Travis "Travie" Mccoy:]

I'll be playing basketball with the President
 Dunking on his delegates
 Then I'll compliment him on his political etiquette
 Toss a couple milli in the air just for the heck of it
 But keep the fives, twentys [?] completely separate
 And yeah I'll be in a whole new tax bracket
 We in recession but let me take a crack at it
 I'll probably take whatever's left and just split it up
 So everybody that I love can have a couple bucks
 And not a single tummy around me would know what hungry was
 Eating good sleeping soundly
 I know we all have a similar dream
 Go in your pocket pull out your wallet
 And put it in the air and sing

[Bruno Mars:]

I wanna be a Billionaire so fricking bad
 Buy all of the things I never had
 Uh, I wanna be on the cover of Forbes magazine
 Smiling next to Oprah and the Queen

[Chorus:]

I wanna be a Billionaire so frickin bad!

C. Main Materials

1. Descriptive Text

Descriptive text is a text which describe about place, *person*, thing, animal etc.

2. The Purpose of Descriptive Text (Social Function)

The purpose of descriptive text is to describe and reveal a particular *person*, place, or thing.

3. Generic Structure

- Identification: contains the identification of a matter that will be described.
- Description: contains the explanation / description of the thing / *person* to mention a few properties.

4. Language Features

- Specific participant has a certain object : Billionaire.
- The use of adjectives : Hungry, good, bad.
- Using simple present tense : Eery time I close my eyes.
- Action Verbs : Buy, put, sing, etc.

D. Parts of Speech

1. Noun

A noun is a word used to name or identify any classes or things, people, places, or ideas

Examples: Billionaire, Mercedes, Magazines, etc.

2. Adjective

An adjective is used to highlight qualities or attributes

Examples: Hungry, good, bad, etc.

3. Verb

A verb is a word that denotes actions.

Examples: Buy, put, sing, etc..

4. Adverb

An adverb is a word that adds more information about place, time, circumstance, manner, cause, degree, etc.

Examples: Every night, last, a couple months, etc.

Task 1

Classify these following words in the box into the columns of verbs, nouns, adjectives, and adverbs! Do it in pairs.

Billionaire	Hungry	Bad	Soundly
Buy	Every time	Love	Oprah & the Queen
Every night	Stupid	Eat	Play
Good	Put	Sing	Magazines
Last	Mercedes	Everyday	President

Nouns	Verbs	Adverbs	Adjectives
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Task 2

Find the synonym of the underlined words based on the sentences below!

Synonym

1. I visit the Library every Saturday morning.
2. Shinta wishes her mother will give her a bear doll.
3. I've got a terrible accident 7 years ago.
4. I can't go to your house today, maybe tomorrow.
5. Look at this car! It is very luxurious.
6. Ed-Sheeran has a nice voice.
7. Don't worry about your Pet! I will take care of themselves.
8. My family always give me affection.
9. Look at this town! It is very shining.
10. I have same hobby with you.

Find the antonym of the underlined words based on the sentences below!**Antonym**

1. I hate learning English, but he loves learning it.
2. Dini got a good score in Biology, but I got a bad score in Biology.
3. The rookie rider just finished at last position, but Valentino Rossi finished at first position in GP Italy.
4. He made a stupid decision, but his partner made a brilliant decision.
5. I forget his name, but he remember my name.
6. Your cat's eyes are similar with mine, but its fur is totally different.
7. On Monday up to Saturday, Sadimo's barbershop is opened, but on Sunday, it is closed.
8. He has a few Lamborgini, but Justin Bieber has many Lamborgini.
9. Click the sign minus (-) to turn down the volume, but if you want to make the volume louder, what you need to do is click the sign plus (+).
10. I never go to Raja Ampat island, but my friends often go there.

Task 3**Match the words in column A with the suitable definitions in column B!****A**

1. Billionaire
2. Magazines
3. President
4. Mercedes
5. Wallet
6. Similar
7. Shine
8. Sing
9. Probably
- 10 Pull

B

- a. It is synonymous with "Spark"
- b. Make musical sound with the voice
- c. It is the antonym of "Different"
- d. The kind of car's brand that consisting 4 tires
- e. It is the antonym of "Push"
- f. Moving our body through music
- g. Move something in a particular position
- h. The kind of vehicle, consisting 3 tires
- i. It is the synonymous with "Maybe"
- j. The elected head of a republican state
- k. A place to put money, credit cards, driver license and the like
- l. The kind of media publication
- m. A rich person that having much money at least 1 Billion

Answer key

Task 1

Nouns	Verbs	Adverbs	Adjectives
1. Billionaire	1. Buy	1. Every night	1. Good
2. Magazines	2. Sing	2. Last	2. Hungry
3. Oprah & the Queen	3. Play	3. Soundly	3. Bad
4. Mercedes	4. Eat	4. Every time	4. Love
5. President	5. Put	5. Everyday	5. Stupid

Task 2

Synonym

1. Visit = Go
2. Wish = Hope
3. Terrible = Bad
4. Maybe = Probably
5. Look = See
6. Nice = Good
7. Take care of = Keep
8. Affection = Love
9. Shinning = Sparkling
10. Same = Similar

Antonym

1. Hate <> Love
2. Good <> Bad
3. Last <> First
4. Stupid <> Brilliant
5. Forget <> Remember
6. Similar <> Different
7. Open <> Close
8. Few <> Many
9. Minus <> Plus
10. Never <> Often

Task 3

- | | | | |
|-------|-------|-------|--------|
| 1 = m | 4 = d | 7 = a | 10 = e |
| 2 = l | 5 = k | 8 = b | |
| 3 = j | 6 = c | 9 = i | |

Appendix 11

LESSON PLAN 4

(Meeting 2 Cycle 2)

School	: SMPN 1 Besuki
Subject	: English
Level/ Semester	: VIII/1
Language Skill	: Reading
Language Focus	: Vocabulary
Topic/ Sub Topic	: Thing/ Beauty and A Beat
Time	: 2 X 40'

1. Main Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

11. Basic Competence

- 2.3 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional
- 4.5 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

III. Indicators

- 3.1 Showing cooperation and responsibility while doing the task given
- 3.2 Classifying verbs, nouns, adjectives, and adverbs taken from a song “Beauty and A Beat”
- 3.3 Giving the meaning of the verbs, nouns, adjectives, and adverbs taken from a song “Beauty and A Beat”
- 3.4 Singing aloud the song (Rapping) together with the teacher
- 3.5 Finding the synonym and antonym based on the words provided
- 3.6 Matching the words in column A with the definitions provided in column B

IV. Learning Objectives

- 4.1 The students are able to show their cooperation and responsibility while doing the task given
- 4.2 The students are able to classify the verbs, nouns, adjectives, and adverbs taken from a song “Beauty and A Beat”
- 4.3 The students are able to give the meaning of the verbs, nouns, adjectives, and adverbs taken from a song “Beauty and A Beat”
- 4.4 The students are able to sing aloud the song (Rapping) together with the teacher
- 4.5 The students are able to find the synonym and antonym based on the words provided
- 4.6 The students are able to match the words in column A with the definitions provided in column B

V. Materials

The materials are enclosed

VI. Teaching and Learning Strategy

Approach : Scientific Approach

Method : Observing, questioning, experimenting, associating,

Techniques : Singing aloud, doing and discussing the task

VII. Teaching Learning Activities

Activity	Teacher's Activity	Student's Activity	Time
Pre – activity	<ol style="list-style-type: none"> 1. Greeting the students 2. Asking the students to pray together 3. Checking the attendance list 4. Showing a part of the song from a video entitled “Beauty and A Beat” (Reff) 5. Giving some leading questions about the topic that will be learned <ol style="list-style-type: none"> 1. Can you guess what the title of the song is? 2. Who is the singer of the song? 3. What can you say “Keindahan” and “Irama” in English? 4. Who is he? (showing a picute of Justin Bieber) 6. Mentioning the objectives of the lesson 	<p>Responding the teachers</p> <p>Responding the teacher</p> <p>Paying attention</p> <p>Paying attention</p> <p>Paying attention and answer the questions loudly</p> <p>Paying attention</p>	<p>1 Minute</p> <p>1 Minute</p> <p>2 Minutes</p> <p>3 Minutes</p> <p>5 Minutes</p> <p>3 Minutes</p>
Main activity	<p>Main Activities</p> <p>Observing</p> <ol style="list-style-type: none"> 1. Distributing the lyrics of the song entitled “Beauty and A Beat” and ask them to read silently 2. Asking the students to pay attention to the song from a video entitled “Beauty and A Beat” (by showing the subtitles) <p>Questioning</p> <ol style="list-style-type: none"> 1. Asking the students to ask some questions related to the video entitled “Beauty and A Beat” 	<p>Receiving and reading the lyrics given by the teacher silently</p> <p>Pay attention to the video given by the teacher</p> <p>Asking some questions about the video given by the teacher</p>	<p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p>

	<p>Experimenting</p> <ol style="list-style-type: none"> Asking the students to sing aloud the Rap song together after giving them the example how to sing the Rap song (by drilling the students phrase by phrase from one row to another row) <p>Associating</p> <ol style="list-style-type: none"> Classifying and giving the meanings of the words from the song “Beauty and A Beat” Asking the students to find out the synonyms and antonyms based on the words provided in the song “Beauty and A Beat” Asking the students to match the words in column A with the definitions available in column B related to the song “Beauty and A Beat” Asking the students to sing aloud the Rap song together with their partner <p>Communicating</p> <ol style="list-style-type: none"> Discussing the tasks that the students have done with the class Giving the students feedback 	<p>Singing aloud the Rap song together with the teacher</p> <p>Doing the task correctly</p> <p>Doing the task correctly</p> <p>Doing the task correctly</p> <p>Singing aloud the Rap song together with their partner</p> <p>Discussing the Tasks that they have done with the teacher</p> <p>Receiving the teacher’s feedback</p>	<p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p> <p>20 Minutes</p> <p>5 Minutes</p>
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Post-Activity	1. Guiding the students to make conclusion	Reviewing and drawing a conclusion based on the material taught	4 Minutes
	2. Parting the students	Parting the teacher	1 Minute

VIII. Media and Sources

Media : - A descriptive text entitled “Beauty and A Beat”

- A video about “Beauty and A Beat”
- A laptop
- MP3 (Rap song) entitled “Beauty and A Beat”
- A laptop
- A mini active speaker

Sources : - Buku Paket “When English Rings Bells” kelas VIII

IX. Evaluation

a. Attitude

No	Attitude	Description	Score
1.	Responsibility	Always shows responsibility	4
		Often shows responsibility	3
		Sometimes shows responsibility	2
		Seldom shows responsibility	1
2.	Cooperation	Always shows cooperation	4
		Often shows cooperation	3
		Sometimes shows cooperation	2
		Seldom shows cooperation	1

b. Process Evaluation

It is conducted during the teaching learning process. The indicators to be assessed are:

1. answering the teacher's oral questions;
2. asking questions;
3. discussing the task with the partner;
4. singing aloud the rap song together with the teacher;
5. doing the exercises given by the teacher.



Observation checklist of the students' participation

No	The Students' Initials	Meeting 1					Categories	
		Indicators					A	P
		1	2	3	4	5		
1								
2								
3								

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

c. Product Evaluation**Scoring Rubric**Task 1. Classifying words (20 items)

1. Each correct answer will be scored = 2
2. Total score = $20 \times 2 = 40$

Task 2. Finding the synonym and antonym of the words

1. Each correct item will be scored = 2
2. Total score = $20 \times 2 = 40$

Task 3. Matching the words (20 items)

1. Each correct answer/ item will be scored = 2
2. Total score = $10 \times 2 = 20$

Jember, January 29th, 2018,

Teacher Trainee,

Bayu Eko Prasetyo

NIM: 130210401097

MATERIAL

A. Set Induction

1. Can you guess what the title of the song is?
2. Who is the singer of the song?
3. What can you say “Keindahan” dan “Irama” in English?
4. Who is he? (showing a picture of Justin Bieber)



Source: <https://www.google.co.id/search?q=justin+bieber&prmd>

B. Teaching Material

Beauty and A Beat (Justin Bieber feat Nicki Minaj)

Yeah, Young Money, Nicki Minaj, Justin
Show you off, tonight I wanna show you off (eh, eh, eh)
What you got, a billion could've never bought (eh, eh, eh)

We gonna party like it's 3012 tonight
I wanna show you all the finer things in life
So just forget about the world, we're young tonight
I'm coming for ya, I'm coming for ya

Cause all I need
Is a beauty and a beat
Who can make my life complete
It's all about you,
When the music makes you move

Baby, do it like you do

Cause.....

[Beat Break]

Body rock, girl, I can feel your body rock (eh, eh, eh)

Take a bow, you're on the hottest ticket now, oh (eh, eh, eh)

We gonna party like it's 3012 tonight

I wanna show you all the finer things in life

So just forget about the world, we're young tonight

I'm coming for ya, I'm coming for ya

Cause all I need

Is a beauty and a beat

Who can make my life complete

It's all about you,

When the music makes you move

Baby, do it like you do

[Nicki Minaj]

In time, ink lines, bitches couldn't get on my incline

World tours, it's mine, ten little letters, on a big sign

Justin Bieber, you know I'mma hit 'em with the ether

Burn out, wiener, but I gotta keep an eye out of Selener

Beauty, beauty, and the beast

Beauty from the east, beautiful confessions of the priest

Beast, beauty from the streets, we don't get deceased

Every time a beauty on the beats

(Yeah, yeah, yeah, yeah, let's go, let's go)

Body rock, girl, I wanna feel your body rock

Cause all...(all I need is love)
Is a beauty and a beat
Who can make my life complete
It's all...(all I need is you) about you,
When the music makes you move
Baby, do it like you do
Cause.....



C. Main Materials

1. Descriptive Text

Descriptive text is a text which describe about place, person, *thing*, animal etc.

2. The Purpose of Descriptive Text (Social Function)

The purpose of descriptive text is to describe and reveal a particular *person*, place, or thing.

3. Generic Structure

- Identification: contains the identification of a matter that will be described.
- Description: contains the explanation / description of the *thing* / person to mention a few properties.

4. Language Features

- Specific participant has a certain object :Beauty, Ticked, party Justin Bieber, etc.
- The use of adjectives :Finer, little, complete beautiful, etc.
- Using simple present tense :I wanna show you all the finer things in life
- Action Verbs : Feel, show, etc.

D. Parts of Speech

1. Noun

A noun is a word used to name or identify any classes or things, people, places, or ideas

Examples: Beauty, Justin Bieber, etc.

2. Adjective

An adjective is used to highlight qualities or attributes

Examples: Finer, little, complete, etc.

3. Verb

A verb is a word that denotes actions.

Examples: Move, get, make, etc..

4. Adverb

An adverb is a word that adds more information about place, time, circumstance, manner, cause, degree, etc.

Examples: Now, In time, etc.

Task 1

Classify these following words in the box into the columns of verbs, nouns, adjectives, and adverbs! Do it in pairs.

Little	Tonight	Now	Hottest
Get	Move	Billion	3012 tonight
Party	Every time	Make	Complete
In time	Justin Bieber	Beauty	Show
Fine	Feel	Ticket	Beautiful

Nouns	Verbs	Adverbs	Adjectives
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Task 2

Find the synonym of the underlined words based on the sentences below!

Synonym

1. The teacher present the lesson by using LCD Proyector.
2. Look at that girl! She is very pretty.
3. I have a few poster of Coldplay in my room.
4. The full version of this film can be seen on youtube.
5. "Perfect" song by Ed- Sheeran containing a slow rhythm.
6. He creates her car more beautiful than before.
7. What is the popular music right now.
8. The girl has great affection for his mother.
9. Honey! Don't forget to study hard.
10. Lion is belongs to a wild animal.

Find the antonym of the underlined words based on the sentences below!**Antonym**

1. I have little money in my pocket, but she has much money in her pocket.
2. The friends of mine never go to Payangan beach, but I often go there.
3. I forget her name, but she still remember my name.
4. There are a young and an old people who live in this village.
5. Last week the weather was fine, but in this week the weather is terrible.
6. She was ugly when she was child, but now she is very beautiful.
7. I have a small white cat, but she has a big white cat.
8. The sun rises in the East and sets in the West.
9. Click sign "on" when you want to turn on the TV, but click sign "off" on the remote control when you want to turn off the TV.
10. I hate Mathematics, but they love it.

Task 3**Match the words in column A with the suitable definitions in column B!****A**

1. Justin Bieber
2. Beauty
3. Ticked
4. Party
5. Billion
6. Beast
7. Beat
8. Hottest
9. Baby
10. Show

B

- a. It is the synonymous with "Hide"
- b. He is the most popular singer from Kanada
- c. It is the synonymous with "Wild"
- d. An informal designation for beloved someone
- e. A person who has much money at least one billion
- f. Making a rhythmical sound through drum
- g. It has the similar meaning with "Popular"
- h. It is the antonym of "Hide"
- i. A social gathering of invited guests.
- j. We can call it "Keindahan" in Indonesian language
- k. It is synonymous with "Pretty"
- l. We can call it "Milyar" in Indonesian language
- m. A valuable paper for requirement to join the concert.

Answer key

Task 1

Nouns	Verbs	Adverbs	Adjectives
1. Beauty	1. Feel	1. Tonight	1. Little
2. Justin Bieber	2. Show	2. Every time	2. Hottest
3. Ticked	3. Move	3. Now	3. Fine
4. Party	4. Get	4. In time	4. Beautiful
5. Billion	5. Make	5. 3012 tonight	5. Complete

Task 2

Synonym

1. Present = Show
2. Pretty = Beautiful
3. Few = Little
4. Full = Complete
5. Rhythm = Beat
6. Create = Make
7. Popular = Hottest
8. Affection = Love
9. Honey = Baby
10. Wild = Beast

Antonym

1. Little <> Much
2. Never <> Often
3. Forget <> Remember
4. Young <> Old
5. Fine <> Terrible
6. Ugly <> Beautiful
7. Small <> Big
8. East <> West
9. On <> Off
10. Hate <> Love

Task 3

- | | | | |
|-------|-------|-------|--------|
| 1 = b | 4 = i | 7 = f | 10 = h |
| 2 = j | 5 = l | 8 = g | |
| 3 = m | 6 = c | 9 = d | |

Appendix 12

OBSERVATION GUIDE FOR THE STUDENTS' PARTICIPATION IN CYCLE 2

No	The Students' Initials	Meeting 3					Categories		Meeting 4					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1	AF														
2	AR														
3	ABZ														
4	AM														
5	ARF														
6	ARY														
7	AF														
8	AFK														
9	AA														
10	AKN														
11	DD														
12	DDY														
13	EJR														
14	EPBL														
15	ED														
16	FK														
17	ID														
18	MH														
19	MAI														
20	MR														
21	MRM														
22	MRS														
23	MB														
24	RR														
25	R														
26	RN														
27	SH														
28	THR														
29	VAP														
30	ZA														
Total		Meeting 3							Meeting 4						

The Indicators:

- 1.) The students answer the teacher's oral questions
- 2.) The students ask question
- 3.) The students discuss the task with the partner
- 4.) The students sing aloud the rap song together with the teacher
- 5.) The students do the exercises given by the teacher

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

THE RESULT OF THE STUDENTS' PARTICIPATION IN CYCLE 2

The results of the students' participation in cycle 2 were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students' active participation in the vocabulary teaching and learning process

N = the number of the students (the research participants)

n = the number of the students who are categorized as active students

(Ali, 1993:186)

The percentage calculation of the students's participation in cycle 2 was presented as follows.

Meeting 3

Active

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{25}{30} \times 100\%$$

$$= 83.33\%$$

Passive

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{5}{30} \times 100\%$$

$$= 16.67\%$$

Meeting 4

Active

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{29}{30} \times 100\%$$

$$= 96.67\%$$

Passive

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{1}{30} \times 100\%$$

$$= 3.33\%$$

Appendix 13

VOCABULARY TEST (CYCLE 2)

Subject : English
Class/ Semester : VIII/I
Language Focus : Vocabulary
Time : 40 Minutes

Name :

Class :

Number :

A. Choose the best answer by crossing a, b, c, or d on this paper test!

1. The words “Billionaire, Magazines, Wallet, Pocket, etc” are categorized into...

- a. Nouns
- b. Verbs
- c. Adjectives
- d. Adverbs

2. Eating good sleeping soundly.

What does the word “good” have the opposite meaning to?

- a. Fine
- b. Bad
- c. Smart
- d. Excellent

3. What is the meaning of “Billionaire” in the sentence “I wanna be a Billionaire so fricking bad”?

- a. Milyarder
- b. Presiden
- c. Pengusaha
- d. Jutawan

4. And not a single tummy around me would know what hungry was.

The synonym of the underlined word is....

- a. Starving
- b. Angry
- c. Thirsty
- d. Happy

5. What is the meaning of “Magazines” in the sentence “Uh, I wanna be on the cover of Forbes magazine”?

- a. Televisi
- b. Radio
- c. Majalah
- d. Laptop

6. I wanna be a Billionaire so fricking bad.

The synonym of the underlined word is...

- a. Good
- b. Better
- c. Excellent
- d. Nasty

7. What is the meaning of “Wallet” in the sentence “Go in your pocket pull out your wallet”?

- a. Kantong
- b. Dompot
- c. Saku
- d. Celana

8. So everybody that I love can have a couple bucks.

The synonym of the underlined word is....

- a. Hate
- b. Happy
- c. Affection
- d. Sad

9. What is the meaning of “Pocket” in the sentence “Go in your pocket pull out your wallet”?

- a. Saku
- b. Dompot
- c. Uang
- d. Baju

10. Yeah can't forget about me stupid.

The antonym of the underlined word is...

- a. Smart
- b. Fool
- c. Weak
- d. Strong

11. What is the meaning of “Bucks” in the sentence “So everybody that I love can have a couple bucks”?

- a. Rusa jantan
- b. Rusa betina
- c. Ayam jantan
- d. Ayam betina

12. The words “buy, sing, play, eat, make, etc,” are categorized into...

- a. Nouns
- b. Verbs
- c. Adverbs
- d. Adjectives

13. What is the meaning of “Beauty” in the sentence “Cause all I need is a beauty and a beat”?

- a. Kekuatan
- b. Cantik
- c. Keindahan
- d. Kelemahan

14. What is the meaning of “buy” in the sentence “Buy all of the things I never had”?

- a. Menjual
- b. Membeli
- c. Melihat
- d. Mendengarkan

15. What is the meaning of “Music” in the sentence “When the music makes you move”?

- a. Lagu
- b. Musik
- c. Nada
- d. Tempo

16. What is the meaning of “sing” in the sentence “And put it in the air and sing”?

- a. Bernyanyi
- b. Menari
- c. Akting
- d. Bermain

17. What is the meaning of “Ticket” in the sentence “Take a bow, you’re on the hottest ticket now”?

- a. Dompet
- b. Karcis
- c. Uang
- d. Panggung

18. What is the meaning of “playing” in the sentence “I’ll be playing basketball with the President”?

- a. Menari
- b. Berakting
- c. Bermain
- d. Bernyanyi

19. What is the meaning of “Party” in the sentence “We gonna party like it’s 3012 tonight”?

- a. Pesta
- b. Musik
- c. Pameran
- d. Perlombaan

20. What is the meaning of “eating” in the sentence “Eating good sleeping soundly”?
- a. Meminum
 - b. Memakan
 - c. Memasak
 - d. Membuat
21. What is the meaning of “put” in the sentence “And put it in the air and sing”?
- a. Mengambil
 - b. Meletakkan
 - c. Mendorong
 - d. Menarik
22. What is the meaning of “feel” in the sentence “Body rock, girl, I can feel your body rock”?
- a. Merasakan
 - b. Merayakan
 - c. Menunjukkan
 - d. Memainkan
23. What is the meaning of “show” in the sentence “Show you off, tonight I wanna show you off”?
- a. Memainkan
 - b. Menunjukkan
 - c. Merayakan
 - d. Meletakkan
24. What is the meaning of “move” in the sentence “When the music makes you move”?
- a. Bergerak
 - b. Bernyanyi
 - c. Berdiri
 - d. Bercanda tawa
25. What is the meaning of “make” in the sentence “When the music makes you move”?
- a. Membuat
 - b. Mejual
 - c. Memperoleh
 - d. Membeli
26. The words “Every night, Last, Every time, Tonight, etc” are categorized into...
- a. Nouns
 - b. Verbs
 - c. Adjectives
 - d. Adverbs
27. What is the meaning of “Every night” in the sentence “A different city every night oh”?
- a. Setiap waktu
 - b. Setiap hari
 - c. Setiap malam
 - d. Setiap minggu

28. What is the meaning of “Last” in the sentence “And last but not least grant somebody their last wish”?
- a. Pertama
 - b. Terakhir
 - c. Selanjutnya
 - d. Kedua
29. What is the meaning of “A couple month” in the sentence “It's been a couple months since I've single so”?
- a. Sebulan
 - b. Dua bulan
 - c. Berbulan- bulan
 - d. Setahun
30. What is the meaning of “Every time” in the sentence “Oh every time I close my eyes”?
- a. Setiap kali
 - b. Setiap hari
 - c. Setiap minggu
 - d. Setiap bulan
31. What is the meaning of “Everyday” in the sentence “I would be the host of, everyday Christmas”?
- a. Setiap kali
 - b. Setiap hari
 - c. Setiap minggu
 - d. Setiap bulan
32. What is the meaning of “Completely” in the sentence “ but keep the fives, twentys completely separate”?
- a. Dengan Seutuhnya/ sepenuhnya
 - b. Dengan lancar
 - c. Dengan nyaring
 - d. Dengan cepat
33. What is the meaning of “Tonight” in the sentence “Tonight I wanna show you off”?
- a. Malam ini
 - b. Hari ini
 - c. Minggu ini
 - d. Bulan ini
34. What is the meaning of “In time” in the sentence “In time, ink lines, bitches couldn't get on my incline”?
- a. Hari ini
 - b. Minggu ini
 - c. Malam ini
 - d. Saat ini/ tepat sebelum waktunya

35. What is the meaning of “Now” in the sentence “Take a bow, you’re on the hottest ticket now”?

- a. Sekarang
- b. Besok
- c. Minggu depan
- d. Kemarin

36. The words “ Hottest, Fine, Beautiful, Complete, etc” are categorized into...

- a. Nouns
- b. Adjectives
- c. Adverbs
- d. Verbs

37. Take a bow, you’re on the hottest ticket now.

The synonym of the underlined word is...

- a. Popular
- b. Smart
- c. Genius
- d. Honest

38. World tours, it’s mine, ten little letters, on a big sign.

What does the word “little” have the opposite meaning to?

- a. Much
- b. Few
- c. Less
- d. Many

39. Beauty from the east, beautiful confessions of the priest.

What does the word “beautiful” have the opposite meaning to?

- a. Ugly
- b. Gorgeous
- c. Charming
- d. Pretty

40. World tours, it’s mine, ten little letters, on a big sign..

What does the word “big” have the opposite meaning to?

- a. Large
- b. Huge
- c. Great
- d. Small

THE DISTRIBUTION OF THE TEST ITEMS ON THE VOCABULARY TEST

(CYCLE 1)

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

ANSWER KEY

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

Appendix 14

**THE RESULT OF THE STUDENTS' VOCABULARY ACHIEVEMENT
TEST IN CYCLE 2**

No.	Names (Initials)	Scores	Achieved	Not Achieved
1.	AF	85		
2.	AR	97.5		
3.	ABZ	87.5		
4.	AM	100		
5.	ARF	90		
6.	ARY	85		
7.	AF	100		
8.	AFK	82.5		
9.	AA	85		
10.	AKN	95		
11.	DD	100		
12.	DDY	90		
13.	EJR	87.5		
14.	EPBL	77.5		
15.	ED	85		
16.	FK	75		
17.	ID	70		
18.	MH	87.5		
19.	MAI	85		
20.	MR	87.5		
21.	MRM	67.5		
22.	MRS	85		
23.	MB	87.5		
24.	RR	90		
25.	R	85		
26.	RN	97.5		
27.	SH	80		
28.	THR	80		
29.	VAP	95	V	
30.	ZA	100		
Total			29 Students	1 Students

Moreover, the result of the students' vocabulary achievement test in Cycle 2 were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = The percentage of the students who gets 70 or more in the vocabulary test.

n = The number of the students who gets 70 or more in the vocabulary test.

N = The total number of the students.

(Ali, 1993:186)

The calculation results of the vocabulary test in Cycle 2 was done to find the percentage of the students who gained score 70 in test by using this following formula.

$$\begin{aligned} E &= \frac{n}{N} \times 100\% \\ &= \frac{29}{30} \times 100\% \\ &= 96.67\% \end{aligned}$$

DOCUMENTATION

