



**THE EFFECT OF USING ENGLISH SONGS ON  
LISTENING COMPREHENSION ACHIEVEMENT OF THE  
SECOND YEAR STUDENTS OF SMUN I RAMBIPUJI IN  
2003/2004 ACADEMIC YEAR**

**THESIS**

Presented as One of the Requirements to Obtain the S1 Degree at the  
English Education Program of the Language and Arts Education Department  
of Faculty of Teacher Training and Education  
Jember University

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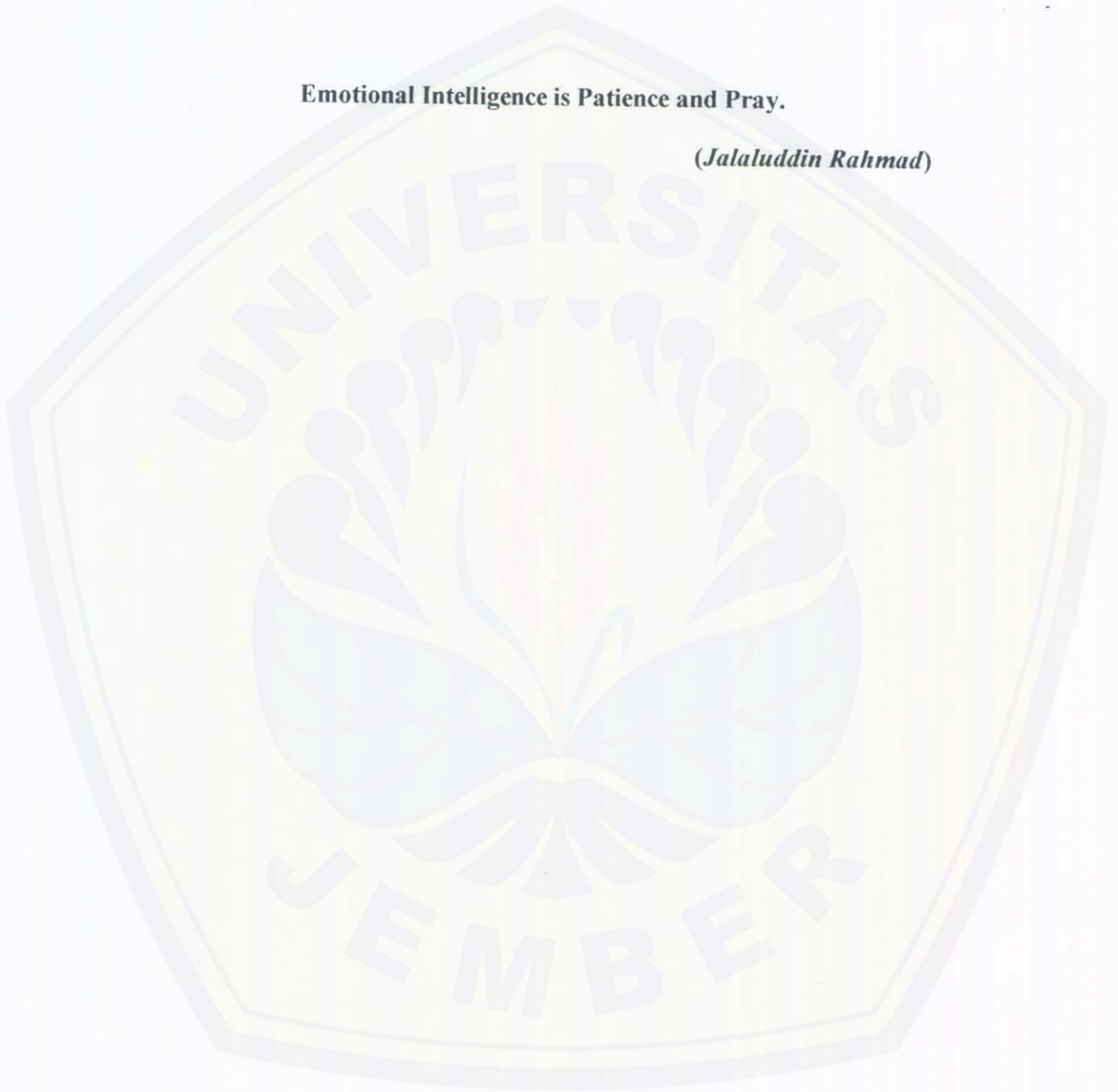
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**MOTTO**

**Truth is the Only Safe Ground to Stand Upon.**

**Emotional Intelligence is Patience and Pray.**

*(Jalaluddin Rahmad)*



## DEDICATION

### My sincere dedication is due to:

1. My beloved parents: *Nuqadar and Siti Rohani*. Thanks for your silent prayer, great love and affection you have given to me. There is not enough golden ink to paint your sacrifice for me. I'm truly proud of being your daughter. I do love you.
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CONSULTANT APPROVAL

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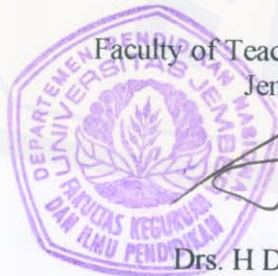
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The writer

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## ABSTRACT

Eni Susilowati, February 2004. The effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year.

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

Consultants: (1) The first consultant : Dra. Made A.Andayani T, M.Ed  
(2) The second consultant : Eka Wahyuningsih, S.Pd

Key words : English Songs, Listening Comprehension Achievement

This research was conducted to investigate whether there was a significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year. The hypothesis of the research was "There is a significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year". Post-test only control group design was used as the design of this research. The respondents of this research were the second year students of SMUN I Rambipuji in 2003/2004 academic year, consisting of 80 students, out of the total population which consists of 200 students. Regarding that the population was homogeneous, then, two of five classes were chosen as the respondents of the research by using cluster random sampling. They were determined as the experimental group and the control group randomly. The treatment given to the experimental group was teaching listening using English songs. Meanwhile, the control group was taught by using lecturing method. t-test formula was administered to analyze the primary data with the significant level of 5 %. The result showed that the statistical computation value of the t-test was higher than that of t-table ( $7.64 > 1.980$ ). It means that the alternative hypothesis was accepted. The alternative hypothesis was there was a significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year. Based on the result of the research, the English teachers are suggested to use English songs in teaching listening in order to conduct the teaching learning process more effectively.



## I. INTRODUCTION

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

### 1.1 Research Background.

In senior high school, English teaching aims to develop students' ability in using English in oral and written forms. In other words, they are expected to master four language skills: reading, writing, listening, and speaking. In order to gain these skills, the students should also master the language components, namely: pronunciation, vocabulary and grammar.

To develop the students' ability in using English, teachers have important role in the teaching and learning process by choosing the best method and materials. It is in accordance with Woolfolk's (1990:4) statement which says that teacher, as an instructional expert, should constantly make decisions about teaching materials and methods based on a number of factors, including the subject matter to be conveyed, the abilities and the needs of the students, and the overall goals to be reached. In short, a teacher should be creative in selecting materials and methods in order to gain a maximum result. In this research, the teacher should be creative in selecting the materials to teach the students listening comprehension.

Listening is put forward as one of the great emphasized skills besides reading, speaking and writing since most of the time is spent by listening to something. Students spend most of their time listening to their teacher, children to their parents. Rankin in Cox (1999:151) states that at school listening takes 45 percent of language activity, speaking about 30 percent followed by reading about 16 percent and the last is writing about 9 percent. So, it is clear that listening is very important in studying something.

However, in reality, most of the students including the students of senior high school are lack of listening practice. They can only practise it in class by listening to the teacher as a model, but when they are outside the class, they never practise listening to something in English. It will arise a problem: how will the students have more opportunities in practising their English, especially in listening skill if they are lack of practice? One of the solutions that might have good contribution of the case is by listening to English songs.

There are many famous English songs with which the Indonesian youth, especially the students of senior high school are familiar. Most of them tend to be able to sing the song. They never want to miss the newest video clip music of popular songs. Even, many of them have been familiar with the songs of modern singer such as Britney Spears, Eric Clapton, Mariah Carey, N'Sync, etc.

By listening to English songs, it is hoped that it will help the students in learning English. Mora (2000:151) says that music has the ability to change the hearer's mood because it stimulates his imagination. Songs are useful because while singing someone is imitating the singer's pronunciation so that their pronunciation will be improved. At the same time, the repetitive lyrics in the songs have a positive effect on the student's language acquisition, because they make the students able to hear the words so often. The more they hear the words, the better their pronunciation will be. Finally, it will make them easy to memorize them. Moreover, Mora (2000:151) also explains that music will allow students to repeat the words which will give them much time to process new auditory information using their working memories. Then, they will need to develop their mental grammar of the foreign language. It is essential to help the students to process meaning, usage and form.

In line with Mora, Griffie (1994:363) also states the worthiness of teaching English by using English songs. He states that songs are able to give sense of energy and anticipation which other activities do not always generate. It means that appropriate songs do not only give pleasure to the students but also help them to ease their worry or boredom of the lesson without leaving the main purpose of the teaching target. That is why, more time and attention to pop music in a

language curriculum would increase students' motivation because classroom activities will need their knowledge, music, and language.

From those statements above, it is clear that English songs can be used as the reinforcement of the English-speaking people including those who are still studying English. Besides, songs also have great tendency to attract people's attention, especially for the senior high school students so that it is hoped that by listening to English songs, they will have some benefits. Thus, English songs are clearly useful to be learned by the students who have been learning English. In this case, besides practising their listening skill, it will also help the students improve their vocabulary and learn the grammar which are involved in the songs.

Considering the issue above, the researcher conducted a thesis entitled "The Effect of Using English Songs on Listening Comprehension Achievement of the Second Year Students of SMUN I Rambipuji in 2003/2004 Academic Year" in order to know whether learning English using English songs will give contribution to the students' achievement in listening or not. SMUN I Rambipuji was chosen as the research area because it was known that the English teacher never uses English songs in teaching listening comprehension. In this research, the researcher only focused on vocabulary achievement (large reserve of vocabulary), conditional sentence type II and noun clause of listening comprehension. It is based on the basic course outline of English for Senior High School.

## **1.2 Research Problems**

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

### **1.2.1. General Problem**

Is there any significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/ 2004 academic year?

### 1.2.2. Specific Problems

The specific problems were formulated as follows:

1. Is there any significant effect of using English songs on vocabulary achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year?
2. Is there any significant effect of using English songs on the achievement of conditional sentence type II of the second year students of SMUN I Rambipuji in 2003/2004 academic year?
3. Is there any significant effect of using English songs on the achievement of noun clause of the second year students of SMUN I Rambipuji in 2003/2004 academic year?

### 1.3 Operational Definitions

The operational definition covers the following terms:

#### 1.3.1 The English Songs

The English songs in this research referred to songs in English. The songs that were used in this research were popular songs which could be enjoyed and listened through cassettes, television, radio, and internet. Popular English songs are songs which have been popular or well known recently by people (Saputri, 2003:5).

The songs that were used in this research were songs which were in line with the basic course outline of English for SMU entitled 'Hero' by Mariah Carey and 'Tears in Heaven' by Eric Clapton. The two songs cover two grammatical forms, they were noun clause and conditional sentence type II.

#### 1.3.2 Listening Comprehension Achievement

Listening comprehension achievement in this research meant the amount or level of being able to understand the spoken language with thoughtful attention that had been acquired by the students. It dealt with students' acquisition in vocabulary and sentence patterns which were involved in the English songs. It

was shown in the form of students' scores of listening test which covered the two aspect of language; vocabulary and grammar.

## 1.4 Research Objectives

There were two kinds of objectives in this research, they were general objective and specific objectives. The general objective was drawn from the general problem, while the specific objectives were derived from the specific problems.

### 1.4.1 General Objective

The general objective of this research was to know whether or not there was a significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/ 2004 academic year.

### 1.4.2 Specific Objectives

The specific objectives of this research were as follows:

1. To know whether or not *there was* any significant effect of using English songs on vocabulary achievement of the second year students of SMUN I Rambipuji in 2003/ 2004 academic year.
2. To know whether or not there was any significant effect of using English songs on the achievement of conditional sentence type II of the second year students of SMUN I Rambipuji in 2003/ 2004 academic year.
3. To know whether or not there was any significant effect of using English songs on the achievement of noun clause of the second year students of SMUN I Rambipuji in 2003/ 2004 academic year.



### 1.5 Research Significances

The results of this research were expected to give some significances to the following people:

1. The English Teacher

The results of this research were expected to be one of the considerations for the English teacher of SMUN I Rambipuji to guide and motivate the students in teaching listening through English songs.

2. The Students

The results of this research were expected to be able to arouse SMUN I Rambipuji students' motivation in learning English especially listening comprehension by listening to English songs.

3. The Other Researcher

The results of this research were also expected to be used as an input for the other researcher who wants to do a further research dealing with the teaching listening by applying English songs in different research design to enhance students' achievement in listening by using English songs, such as a classroom action research in improving the students' listening achievement by using English songs.



## II. REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the topic of the research. They are reasons for using English songs in English language teaching, teaching English using English songs that includes selecting appropriate songs and applying songs in language teaching. The others are listening comprehension achievement, the advantages of teaching listening comprehension through songs, vocabulary that includes large reserve of vocabulary (noun, verb, adjective, adverb). Then the next topic is grammar that includes conditional sentence type II and noun clause. The last is the effect of using English songs on listening comprehension achievement. The topics will be presented in turn.

### 2.1 Reasons for Using English Songs in English Language Teaching

According to Maley (1987:93-95) using songs in class can provide a number of advantages for teachers and the students. It can help both sides in term of memorization, intonation, patterns, speech rhythms and idiomatic expression. Furthermore, he also states ten reasons of choosing songs in language teaching. They are:

#### 1. Memorability

The phrases on songs seem to be repeated in the learners' ears without conscious. It makes those words become easy to be memorized and finally their amount of vocabulary will increase.

#### 2. Rhythmically

It is doubtless that song is highly rhythmical. Patterns of the sounds and stress are repeated in regular sequences and this facilitates students' language acquisition. It also improves their pronunciation since it has repeated lyrics in it.

#### 3. Performance

There are very few occasions when the written words can be spoken naturally especially in choral form. It means that by singing a song, students are able to

learn and perform something which is in written form. So, the performance meant here is the performance of the song which is in the written form.

4. Ambiguity

Song says something which is plain to all plus something which may be privy only to some. It has a 'public' and a 'personal' meaning. It means that every person has his or her own perception of the content. Some person may have different interpretation to some other person.

5. Non-Triviality.

One of the functions of song is to enhance our experiencing of existence. They offer significant input for learners.

6. Universality

Song as a form of language use is universal among human beings. The themes they dealt with are common to all cultures: love, death, nature, children, religious belief, etc. In other words, they cope with something that is familiar to our daily life.

7. Playfulness

One of the key factors in learning a foreign language is the ability and opportunity to play with it, to test its elasticity. The learner can observe an experience what others have dared to do with the language. It means that songs not only give the students a chance to learn the language in the song but also to play with it.

8. Reaction Language

Song gives access to a 'reactional' type of spoken language use. It is to make people react personally to another persons' verbal sensibility. It means that songs make people to react personally to another people.

9. Motivation

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

#### 10. Interaction.

Songs offer unparalleled opportunities for both teacher-student and student-student interaction. Because the words in the songs have more than one meaning, there will be interaction between teacher- students, students-students in discussing their different interpretation of songs.

Based on the statements above, it can be concluded that using songs in teaching learning process can create a conducive atmosphere, such as playfulness, interest, and motivation to both the teacher and the students.

In line with Maley, Mora (2000:152) also confirms that using a musical approach in teaching learning process will accomplish several goals. First, verbal practice associated to musical information seems to be memorable. It means that practising English supported by pleasurable music will make the students remember the language easily. Second, allowing the students to give a choral melodic repetition of the new language just taught lower their anxiety filter. It means that the students will have opportunities to practise it repetitively without any fear or stress in learning the language. Third, by strengthening their musical memory, the appropriate foreign sounds will be stored in the students' long term memory. It can be assumed that melodic or musical approach is an alternative way to enhance the students' awareness of sounds, rhythm, pauses and intonation. It can also be used as a way to enhance students' motivation and interest in learning English.

#### 2.2 Teaching English Using English Songs

Flowers (2001) defines songs as a relatively short piece of music written by a person and set to a text intended to be poetic. Meanwhile, Webster (1981:2172) defines song as poetical composition made of mutually dependent words and music which together produce a unique aesthetic response. In other words, **song** means a short piece of music which is made of mutually dependent words written by a person to produce a unique aesthetic response. Here, songs are used to bridge students' difficulty in learning English, especially in listening.

It is important to make students interested in learning a subject, especially when it is thought to be difficult to learn. Therefore, variation in teaching English is needed. Karim and Hasbullah (1986:6.25) state that the success of a teaching is influenced by motivation or support. One of the ways to develop motivation is through various methods of teaching. If the methods used can interest the students in the subject, they will be motivated to learn everything including English. In addition, they also state that variation is conducted not only in learning process, but also in improving students' experience in English. One of the variations is by using songs which is generally enjoyed by almost all people.

Furthermore, Karim and Hasbullah (1986:626) propose two steps of teaching language through songs. They are:

### 2.2.1 Selecting Appropriate Songs

Teacher as a decision maker should select the songs that are appropriate with the students' ability. It is because not all of the English songs can be used as media in teaching English. The teacher should consider their students' level. The songs chosen should not be too difficult or too easy for the students. Besides, they also have to consider whether the songs are appropriate with the theme and subtheme of the lesson or not. Karim and Hasbullah (1986:626) suggest some ways in selecting songs for the students:

1. Write or collect songs that can be applied in teaching technique. It can be done by considering the students' level or ability. It is an important thing to do because appropriate songs will influence the success in gaining the main purpose of teaching English.
2. Write vocabulary and language structure that must be known by the students. It will help them learn the language or the grammar by identifying the words order in the song.
3. Choose the song with easy rhythm and simple. The simple and easy rhythm will help the students learn and understand the song easily.
4. The song must be interesting for the students. Interesting songs will make them enjoy the lesson and motivate them in learning the language.

Ur (1997:65-66) also proposes that selecting the song for the students in linguistic content should not be too difficult. The word of the song should be distinctly heard, and the choice of songs will be based on compromise between the teacher's taste and those of her students.

It can be concluded that the teacher should know the appropriate songs for their students while selecting them. The words in the song should be the words in standard language which means that the language content in the songs are not too difficult to be understood by the students. In addition, the songs should be an attractive one, at least it is familiar to them and the teacher should enjoy the songs too in order to teach them well.

### **2.2.2 Applying Songs in Language Teaching**

Songs that can be applied in language teaching will depend on the kind of songs selected by the teacher. According to Karim and Hasbullah (1986:627) there are some steps in applying song in language teaching, they are:

1. Give the students the words and idioms in the song.
2. Ask them to pronounce the sentences in the song.
3. Sing the song to the whole class and ask the students to listen
4. Repeat the song while making the knock at the table to introduce the rhythm to the students.
5. Sing the song line by line and ask the students to imitate it. Do it again until they can sing well.
6. Ask the students to sing the song together without any guidance and ask the students to sing individually or in-group of four or three (depends on the amount of the students).
7. Discuss the content of the song by giving questions related to the song.

In teaching listening, there were some steps that can be done to apply popular English songs. They will be applied in this research. They are:

1. Explaining the theme of the song, the structure or grammar found in the song.
2. Playing the cassette (the whole song), and ask the students to listen to the song without giving them the text of the songs.

3. Giving and asking the students to complete the missing word in song completion test by playing the cassette line by line (not more than five times).

(Saputri, 2003:19)

Saputri's steps were chosen as the steps in applying this research is because it was simpler. Besides it was more appropriate with the research focus that was to explain the theme and the grammar that occurred in the songs. It also based on the time consideration.

### 2.3 Listening Comprehension Achievement

Listening is the process of comprehending the spoken words with full attention, appreciation and interpretation for getting information (Paulston and Bruder, 1976:127). Meanwhile, Webster (1996:789) defines listening as to hear with thoughtful attention or consider seriously. In other words, listening is a process of comprehending the spoken word with thoughtful attention in order to get certain information.

According to Hennings (1997:146) listening should be an active process with students reacting rather than passively receiving. This statement is also supported by Vandergrift (1999:168). He states that listening is anything but a passive activity. It is a complex active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above and interpret it within the immediate as well as the larger sociocultural context of utterance. It means that listening comprehension is an active skill which requires full attention, comprehension, appreciation and interpretation of listening to the spoken language to get certain information, message or meaning of communication from the speaker.

Achievement is the evident that something is obtained successfully (Winkel, 1984:162). While Savage and Mooney (1979:1) define achievement as the amount or level of learning that student has acquired. In other words, achievement is amount or level of learning that students have obtained successfully.

Based on the statements above, listening comprehension achievement in this research means the amount or level of learning that a student has acquired in listening by comprehending the spoken words with full attention, appreciation, and interpretation which is acquired and required with successful effort that is done by the students. The students' achievement in listening comprehension will be measured through listening test. It is done by looking at the result of listening comprehension test after the students have been taught by using popular English songs. The test will cover the aspect of vocabulary and grammar (Conditional Sentence Type II and Noun Clause).

#### **2.4 The Advantages of Teaching Listening Comprehension Through Songs**

It was not easy to teach English as a foreign language. The teacher should be able to create a conducive atmosphere in teaching them. Besides, they should be aware of what their students' needs and interest are in order to make them love the subject. Therefore, variation is needed to motivate and to arouse their interest in learning English. One of the variations that can be used in classroom is by using popular English songs.

Almost all people love songs. Even people who do not like and enjoy singing sometimes in a moment they sing without conscious will. Songs are able to give relaxation and pleasure value to their listener. Songs that are used in language teaching also give worth value in teaching learning activity. According to Kristianto (2000:13) there are many activities we can do with song. When we are listening to English songs we can improve our listening skill by hearing the music (lyrics), our speaking skill by practising the song and our writing skill by writing the song. Besides, we know and learn about the structure or grammar that are involved in the songs.

In line with Kristianto, Ur (1997:64-65) also states that songs are taught for a variety purposes. They are:

1. For the sake of vocabulary and structures they contain. It can be achieved by understanding the meaning of the words and comprehending the sentence pattern.



2. To get the students to produce oral English by singing them. In other words, songs are able to encourage the students to be more communicative by saying the language in the song.
3. Song is an aspect of English language culture. It means that the songs' theme represent the culture or habit of certain state.
4. Song for fun. It means that the songs are used to make the students happy and enjoy the lesson. In other words, it is used as a media to entertain them in learning.

In brief, songs are suitable for pleasurable listening because songs are not only used for the sake of the language they contain but also as a source of pleasure.

## 2.5 Vocabulary

William (1970:66) divides vocabulary into two classes. The first belongs to large vocabulary and the second belongs to small vocabulary. The large vocabulary includes nouns, verbs, adjectives, and adverbs. Meanwhile, small vocabulary includes preposition, pronouns, conjunctions, articles, and interjection. In this research, the researcher only takes large reserve vocabulary because it was often used in spoken and written form. Besides, it is considered familiar to the students since they have already learnt about it.

### a. Nouns

According to Hornby (1987:574) noun is a word which can function as the subject of a verb or the object of a preposition. While, Allsop (1990:10) defines noun as words to identify (put names to) people, things and qualities in the world around us. Hatch and Brown (1995:219) classify noun into seven classes:

1. Proper nouns.

Examples: He lives in Ohio with his family.

Betsy is a good singer.

2. Common nouns.

Examples: The woman who sits near the window is my sister.

Do you know the man standing under the tree?

3. Abstract nouns.

Examples: Hope is the only one he has.

I need someone's love.

4. Concrete nouns.

Examples: I need a chair to sit.

Could you help me to clean the table?

5. Count nouns.

Examples: Whose books are they?

Those birds are singing.

6. Mass nouns.

Examples: Andy will make an applesauce.

This month, the farmers are going to plant the rice.

7. Group nouns.

Examples: The government will make the rules next month.

I am going to the bank tomorrow.

**b. Verbs**

Verbs are words which refer to actions (go, talk, move), or to states (be, seem, appear) (Allsop, 1990:125). While Guffey (1996:789) defines verb as a word that expresses action or a state of being thing. Furthermore, she classifies them into two kinds of verbs (1996:102-103):

1. Action verbs that are divided into two large classes:

- Transitive verb is a verb that needs objects to complete their meaning.

Examples: The students demanded lower fees.

Marry asked him to the dance.

- Intransitive verb is a verb that do not need objects to complete their meaning.

Examples: Juanita competed in the winter Olympics.

Profits increased steadily last year.

2. Linking verbs

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

|       |                 |                  |
|-------|-----------------|------------------|
| Be    | Shall be        | Should be        |
| Being | Will be         | Would be         |
| Am    | Has been        | Can be           |
| Is    | Have been       | Could be         |
| Are   | Had been        | Should have been |
| Was   | Shall have been | Would have been  |
| Were  | Will have been  | Could have been  |

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

|         |        |        |
|---------|--------|--------|
| feels   | seems  | sounds |
| appears | smells | tastes |
| looks   |        |        |

Examples: Mario feels bad about leaving the company.

Your perfume smells good.

### c. Adjectives

Adjective is a word that describes a noun, e.g. green in green grass (Hornby, 1987:11). They are also defined as words which describe or tell us about the quality of a noun or pronoun (Allsop, 1990:68). According to Alter (1991:95) adjectives are put into six classes:

1. Qualitative, such as good, bad, stupid, clever, etc.

Examples: He is a good boy.

I did something stupid this morning.

2. Demonstrative, such as this, that, these, those

Examples: Is that your dictionary?

This is Mary's book.

3. Distributive, such as each, every, any, some

Examples: Each student should do the assignment.

I don't have any money.

4. Quantitative, such as many, much, plenty, three

Examples: I've got plenty of roses.

I don't have much time to do the work.

5. Possessive, such as my, yours, her, his, our, their.

Examples: This is my book.

Her books are in the locker.

6. Interrogative, such as whose, which, what

Examples: What are you doing?

Whose wallet is this?

**d. Adverbs**

An adverb is a word that adds information to adverb, adjective, phrase, or another verb, e.g. quickly (Hornby, 1987:6). Widarso and Mariani (1995:86-87) classify adverbs into eight groups:

1. Adverb of place, such as here, everywhere, in, out, etc.

Examples: Susan sits near the window.

He is in the house.

2. Adverb of manner, such as angrily, bravely, clearly, deeply, fast, etc.

Examples: She walks slowly.

She explains the lesson clearly.

3. Adverb of time, such as now, today, yesterday, tomorrow, etc.

Examples: I will come to your house today.

I have to finish this job now.

4. Adverb of degree, such as almost, completely, hard, enough, fairly, fully, etc.

Examples: It is a hard wok to do.

I don't have enough time to do that.

5. Adverb of frequency, such as always, usually, often, sometimes, etc.

Examples: Johnny never lies to me.

He always goes with Marry.

6. Adverb of certainty, such as apparently, certainly, clearly, surely, etc.

Examples: She clearly saw the accident.

He will certainly come tomorrow morning.

7. Adverb of interrogative, such as how, when, where, why.

Examples: When did they arrive?

How is everything in the office today?

8. Adverb of relative, such as when, where, why.

Examples: They come when she is sleeping

She is cooking when I come.

## 2.6 Grammar

Students sometimes have difficulties on taking over grammatical pattern in the textbook. To help them overcome their difficulty, the teacher can give them listening because listening is one of the ways that can be used as a means in learning grammar. It is done by identifying the word order and clauses of the spoken language. Paulston and Bruder (1976:130) suggest that by having some practice in listening comprehension, students are able to have exercise on the grammatical code, such as distinguishing between he's eaten (he has eaten) and he's eating (he is eating). It should be done in conjunction with the grammatical segment. In addition, Ur (1997:33) states that listening is not only an aid to master phonetic and vocabulary but also grammar. In this research, the researcher takes only conditional sentence type II and noun clause because they are stated in the 1999 English curriculum of Senior high school.

### 2.6.1 Conditional Sentence Type II

Conditional sentence is a complex sentence expressing a result which is expected from a condition. The condition is stated in a clause which generally begins with "if", and the result is expressed in the main clause. The result expected can be real or unreal (Anonym, 1994:196). While, Azar (1994:389) defines conditional sentence as a sentence that is contrary-to-fact with an 'if-clause' and a 'result clause'.

Conditional sentence type II is also often called as present conditional sentence. This sentence expresses something mentioned in the if-clause. It is often used to talk about situations that are contrary to fact, i.e., situations that are opposite of the real situation. Here, simple past tense is used to discuss a present situation in an 'if-clause'. "Would" and "could" are used in the result clause (main clause). In other words, IF-CLAUSE is in the form of simple past tense, while RESULT CLAUSE is in the form of past future tense. So, the pattern is as follows:

**If + S + V2 + S + should/ would/could + V1**

**Conditional sentences type II:** (a) If I *had* enough money, I *would buy* a car.  
*If clause* *Main clause*

(b) If I *had* enough money, I *could buy* a car.  
*If-clause* *Main clause*

**The real fact** : (a) I *don't have* enough money, so I will not buy a car.  
 (b) I *don't have* enough money, so I cannot buy a car.

In conditional sentence, *were* instead of *was* is usually used for all subjects in the 'if-clause'. For examples:

1. If the *weather were* nice, I'd go to the park.

The fact is the weather is not nice, so I will not go to the park

2. If *Kate were* here, she would help us.

The fact is Kate is not here, so she will not help us.

There is another way of expressing present conditional sentence that is without using *if* or it is called as conditional sentence without *if*. If the word "*if*" is omitted, the conditional clause comes before the main clause and the word order in the conditional clause is the same as the one in a question sentence. The word order in the main clause is not changed. So the form will be:

|               |                        |                   |
|---------------|------------------------|-------------------|
| <u>Were</u>   |                        | <u>Should</u>     |
| <u>Had</u>    | + S + V + Object + S + | <u>Could</u> + V1 |
| <u>Should</u> |                        | <u>Would</u>      |
| <u>Could</u>  |                        |                   |

## Examples:

1. Were she ill, she might not come today.  
The fact is she is not ill, so she may come today.
2. Had they a sense of humour, nobody would be bored.  
The fact is they don't have a sense of humour.
3. Should you call, what would you say to him?  
The fact is I shall not call him.
4. Were he a doctor, he could help you.  
The fact is he is not a doctor, so he can't help you.

The word **if** can be omitted from the conditional clause if the clause has *were* or *had* as a verb (see sentences 1 and 2) or *were*, *had*, *should*, or *could* as a structure word (see sentences 3 and 4). In conditional clause without *if*, "not" can be added after the subject, and a comma is commonly put after the conditional clause.

## Examples:

1. Were he not here, he wouldn't know about it.  
The fact is he is here, so he will know about it
2. Had he not enough money, he wouldn't buy a car.  
The fact is he has enough money, so he will buy a car.

### 2.6.2 Noun Clause

A noun clause is a clause that does the work of a noun or pronoun phrase in a sentence. A noun clause is a dependent clause, i.e. it cannot stand alone as a sentence but is a part of the sentence in which it occurs, and performs one function in the sentence (Anonym, 1994:303). While Azar (1992:346) defines noun clause as a dependent clause which cannot stand alone as a sentence. It must be connected to an independent clause (a main clause). Furthermore, she explains that noun clause is used as a subject or an object of a sentence. In other words, a noun clause is used in the same way as a noun. For example;

- a. **What he said** was interesting.
- b. I heard **what he said**.

**What he said** in (a) and (b) are noun clauses. In (a) it is used as the subject of the sentence. While in (b) it is used as the object of the verb **heard**. Azar (1994:146) also classifies noun clause into three kinds, they are:

### 1. Noun clause which begins with a question word

Examples:

#### Questions

Where does he live?

When did they leave?

Who is that boy?

Whose pen is this?

Who is in the office?

Whose pen is on the desk?

#### Noun Clause

a. I don't know **where he lives**.

b. Do you know **when they left**.

c. I don't know **who that boy is**.

d. I don't know **whose pen this is**.

e. I don't know **who is in the office**.

f. I don't know **whose pen is on the desk**.

In noun clauses a and b above, question word order is not used so the order is the same as the one in statement. So, does, did, and do are used in questions but not in noun clause. Meanwhile, a noun or pronoun that follows main verb **be** in a question come in front of **be** in a noun clause, as in (c) and (d). In addition, a prepositional phrase, e.g. **in the office** does not come in front of **be** in a noun clause, as in (e) and (f).

### 2. Noun clause which begins with *if* or *whether*

Examples:

#### Yes/ no questions

Is Eric at home?

Does the bus stop here?

#### Noun clause

a. I don't know **if Eric is at home**.

b. I don't know **whether Eric is at home**.

c. I don't know **if Eric is at home or not**.

d. Do you know **if the bus stops here?**

When a yes/ no question is changed to a noun clause, **if / whether**, which can be used interchangeably, is usually used to introduce the clause.



### 3. Noun clause which begins with *that*

A noun clause can be introduced by the word **that**. "that-clause" is frequently used as the objects of verbs which expresses mental activity (Azar, 1994:148).

Examples:

- a. I think **that Mr. Jones is a good teacher**.
- b. I hope **that you can come to the game**.

**Think that** and **hope that** are examples of mental activity. The word **that** is often omitted, especially in speaking. For examples:

- a. I think Mr. Jones is a good teacher.
- b. I think he is the best actor in USA.

### 2.7 The Effect of Using English Songs on Listening Comprehension Achievement

Listening is considered as an integral part of students' language learning. In fact, many students face difficulties in learning a new language, especially in listening. It is because of the different rule and phonological produced between English and Indonesia. Especially in distinguishing sounds, interpreting stress, intonation, understanding vocabulary, grammar, etc. Those things sometimes make the students stressed, discouraged, and bored. Therefore, it is needed to give pleasurable atmosphere in order to encourage them in learning the language. If the students enjoy the process of teaching and learning, they will learn easily.

Considering the situation above, the teacher should be able to create a certain method and technique that can motivate the students in listening class. One way that can be considered as a solution is by using popular English songs. Mora (2000:151) says that music has the ability to change the hearer's mood because it stimulates their imagination. Songs are useful because students will improve their pronunciation skills while they are singing. At the same time, the repetitive lyrics in the songs have a positive effect on the student's language acquisition. It will make them easy to memorize them. Moreover, she explains that music will allow students to repeat the words which will give them much time to process new

auditory information using their working memories. Then, they will need to develop their mental grammar of the foreign language. It is essential to help the students to process meaning, usage and form. Finally, not only their vocabulary but also their grammar will increase.

Based on the explanation above, it is clear that listening to English songs will help the students learn English. Moreover, this research is intended to know the effectiveness of teaching listening by using popular English songs as a media to get students' intention and interest for a better result. The use of popular English song does not only make them concentrate to the lesson but also help them understand the lesson easily. In other words, using English songs in teaching listening has a positive effect on improving students' listening comprehension achievement.

## 2.8 Hypothesis

Based on the research problems, the research hypothesis can be formulated as follows:

### 1. General Hypothesis

There is a significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/ 2004 academic year.

### 2. Specific Hypotheses

Based on the general hypothesis, three specific hypotheses were formulated as follows:

- a. There is a significant effect of using English songs on vocabulary achievement of the second year students of SMUN I Rambipuji in 2003/ 2004 academic year.
- b. There is a significant effect of using English songs on the achievement of conditional sentence type II of the second year students of SMUN I Rambipuji in 2003/ 2004 academic year.
- c. There is a significant effect of using English songs on the achievement of noun clause of the second year students of SMUN I Rambipuji in 2003/ 2004 academic year.



### III. RESEARCH METHODOLOGY

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

#### 3.1 Research Method

Designing a research design is the first thing a researcher has to do before conducting a research (Arikunto, 2002:44). The experimental research design was chosen for this research by applying post-test only control group design.

The design pattern was illustrated as follows:

|                    |   |    |
|--------------------|---|----|
| Experimental group | X | O1 |
| Control group      |   | O2 |

Note:

X: Treatment

O1: Post test for the experimental group

O2: post-test for the control group

(Arikunto, 2002:132)

The procedures of the design were as follows:

1. Administering pre-test to all of the population, that was, the five classes to know the homogeneity of the population.
2. Determining two groups of the five classes as the respondents. One was treated as the experimental group and the other as the control group. It was done randomly that was by using lottery after knowing the result of the pre test.
3. Giving treatment, by teaching listening using English songs to the experimental group while the control group was taught listening without using English songs.
4. Giving post-test to both of groups.

5. Analysing the result of the post-test of the two groups by using t-test formula to know whether English songs have positive effect on the students' listening comprehension achievement.

### **3.2 Area Determination Method**

In this research, the researcher used purposive method to determine the area. Purposive method is a method due to certain purpose and reason (Arikunto, 2002:15). SMUN I Rambipuji was chosen as the area of the research. It was done due to the fact that it was possible for the researcher to conduct the research there because the school has a good language laboratory that supported the success of the research. Besides, the permission to conduct the research was already obtained from the principal. Finally, it was known that the teacher in SMUN I Rambipuji never used English songs in teaching listening comprehension.

### **3.3 Respondent Determination Method**

The population of the research was the second year students of SMUN I Rambipuji in 2003/204 academic year which consisted of five classes with 38-40 students for each class. Arikunto (2002:112) states that a sampling research can be conducted if the number of the respondents is more than 100 persons. She also states that random sampling is a method of selecting samples in which every member of the population has exactly the same chance of being selected as a sample. Therefore, because the population was more than 100 person, random sampling was used in this research.

The respondents were chosen by using cluster random sampling that was by using lottery. Two out of five classes were determined as the experimental and control group. The two groups were considered as having the same ability. It was known from the result of the pre-test scores which were analysed by using ANOVA (Analysis of Variance).

### 3.4 Data Collection Method

It was necessary to collect the data needed to solve the research problem. There were two kinds of data in this research. They were primary and secondary data. The primary data were taken from listening test, while the secondary data were gained from interview and documentation.

#### 3.4.1 Test

According to McMillan (1992:114) test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. Meanwhile, Arikunto (2002:127) defines test as a set of questions or exercises or the other instruments used to measure skills, knowledge, intelligence, and the talent of an individual or group. In other words, test is used to measure the mastery of achievement of the skills that have been learnt before. Furthermore, Arikunto (2002:127-128) classifies test into seven classes based on the subject that are evaluated: (1) personality test; (2) aptitude test; (3) intelligence test; (4) attitude test; (5) projective test; (6) interest test; (7) achievement test.

The achievement test was chosen in this research because it was used to measure the students' listening comprehension achievement after being taught listening through popular English songs. The test applied in this research was a teacher-made test in the form of objective test. The test was presented by using a tape recorder. It means that a cassette was played to test the students' listening comprehension achievement. It was played three times.

Discussing about the test, it was important to concern about its validity and reliability. McMillan (1992:100) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from the test score. The emphasis is judging the extent to which a test is valid. Whereas, reliability is a consistency of scores or the extent to which measures are free from error. If a measure has high reliability, it has relatively little error, and if it has low reliability, there is a great amount of error. Error is measured by looking at how consistent a person's score will be from one occasion to the next (McMillan, 1992:104).

The test applied in this research was in the form of objective test which was in the form of multiple-choice test and completion test. They were chosen because it was easy to score and the scores were perfectly reliable (Hughes, 1989:35). The total number of the test was 40 items including vocabulary and grammar. There were 20 items of vocabulary, consisting of 5 items on nouns, 5 items on verbs, 5 items on adjectives, and 5 items on adverbs, and 20 items of grammar, consisting of 10 items on noun clause and 10 items on conditional sentence type II. The score of each item was 2.5. So, the total score of the test items was 100. The time allocation for doing the test was 90 minutes. There were two parts of the test in this research. Part 1 was grammar test that was done by identifying the order of the words then the students were required to choose the written word which corresponds to the spoken word. Part 2 was vocabulary test that was done by completing the missing words of a text.

#### **3.4.2 Interview**

Interview is a dialogue held by the interviewer to get information from the interviewee (Arikunto, 2002:132). Furthermore, she classifies interview into three kinds namely:

1. Structured interview; an interview that is done by the interviewer using a set of questions (systematically).
2. Unstructured interview; an interview that is done by the interviewer without using a set of questions (unsystematically).
3. Semi Structured interview; interview that is done by the interviewer in which the interviewer brings a guide (a set of question) that functions as the main line about the things that are going to be interviewed.

In order to get controllable data, the research applied the semi-structured interview. The interviewee was the English teacher of the second year students in SMUN I Rambipuji. The questions of the interview include what method was used to teach listening, what was the result of applying the methods, what media was used in teaching listening comprehension and what problems often arise in teaching listening comprehension.

### 3.4.3 Documentation

Documentation is written documents, such as books, magazine, document, rules, daily notes, etc (Arikunto, 2002:135). It means that documentation is a method to get the data in written forms. The documentary source in this research was the name of the respondents of the second year students of SMUN I Rambipuji and the personnel of the school.

### 3.5 Data Analysis Method

Post-test only control group design was applied in this research. To analyse the data obtained, the statistical analysis of t test was used. The pattern was as follows:

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

Where:

Ma : Mean of the experimental group

Mb : Mean of the control group

$\sum Xa$  : Total number of individual score deviation of experimental group

$\sum Xb$  : Total number of individual score deviation of control group

na : Total number of the experimental group

nb : Total number of the control group

(Hadi, 2001:443)

The result of the analysed data was consulted with t-table of 5% significant level to know whether the result of the data analysis (the value of t-test) was significant or not.



#### IV. RESEARCH RESULTS AND DISCUSSION

Based on the investigation conducted at SMUN I Rambipuji on 22 December 2003 until 24 January 2004, the secondary data and primary data had been collected. The secondary data was obtained from the result of interview and documentation, meanwhile the primary data was obtained from the results of vocabulary and grammar tests. Each of the issue is presented respectively in this chapter.

##### 4.1. Result of Secondary Data

The secondary data were obtained at SMUN I Rambipuji on 22 until 27 December 2003 by conducting interview and documentation.

##### 4.1.1 Result of Interview

Interview was conducted with the English teacher on 23 December 2003. According to the teacher the teaching technique he used in teaching listening comprehension was integrated technique. It was integratedly with reading skill. He taught listening by reading a certain passage loudly. And the result of this method did not run well because there was a problem that often arouse in teaching listening through reading aloud. The problem was the students will get bored easily. It happened because they cannot listen to and remember the words clearly. The effect was that it was difficult for the students to understand and to comprehend the words in the text or passage. To overcome the problem, he usually taught listening by reading a funny short story loudly. There was no other media he used unless the short story and a cassette. Since the laboratory was built in the first semester of 2003/2004 academic year, the teacher was rarely used the laboratory until the researcher conduct this research. He usually used a cassette that only contain an English conversation in teaching listening. It was entitled English for SMU and SMK produced by Pusat Pengembangan Bahasa Dirjen DIKDASMEN, Jakarta.



#### **4.1.2 Results of Documentation**

The data obtained from documentation were the list of the respondents, the school personnel, and the facilities of SMUN I Rambipuji.

##### **1. Respondent of The Research**

The research respondents were the second year students of SMUN I Rambipuji in 2003/2004 academic year. The total number of the population was 200 students which were divided into five classes. Based on the results of pre-test that was analyzed by using ANOVA, it was known that the population was homogeneous. Therefore, two classes were chosen randomly as the respondent of the research. They were III as the experimental group and II4 as the control group. The total number of the respondents was 80 students (The detailed information about the respondents of the research is enclosed on Appendix 3).

##### **2. List of The School Personnel of SMUN I Rambipuji**

The personnel of SMUN I Rambipuji were the headmaster, the librarian, the administration staff and the gardener. (The detailed information about the school personnel is enclosed on Appendix 4).

##### **3. Facilities of SMUN I Rambipuji**

The facilities of SMUN I Rambipuji consists of 15 classroom, 5 classrooms for the first grade, 5 classrooms for the second grade, and 5 classrooms for the third grade. Besides, the school also has a computer laboratory, language laboratory, library, and a mosque. (The detailed information about the facilities of SMUN I Rambipuji is enclosed on Appendix 5).

#### **4.1.3 The Result of Pre-test**

The pre-test was conducted to the five existing classes to know the homogeneity of the population. The result of the pre-test were analyzed statistically by applying ANOVA.

**Table 1. Result of ANOVA.**

| Source of Variation | SS       | Df  | MS      | F Computation | F Table |
|---------------------|----------|-----|---------|---------------|---------|
| Between Group (dfb) | 154.98   | 4   | 38.745  | 0.2038        | 2.41    |
| Within Group (dfw)  | 37066.87 | 195 | 190.09  |               |         |
| Total               | 37221.85 | 199 | 228.835 |               |         |

(The detailed information about the data analysis of Pre-test is enclosed on Appendix 13).

The result of ANOVA was consulted to the F table with 5 % degree of significance to prove whether the computation results were significant or not. Based on the computation above, the value of F computation was 0.2038 and the value of F table with the 5% significant level was 2.41. Having been compared, the value of F computation was lower than the value of F table ( $0.2038 < 2.41$ ). It can be concluded that the results of pre-test were not significant. In other words, it can be said that the population were homogeneous. Therefore, two classes were chosen randomly as the respondents of the research. Two classes were determined as the experimental group that was the students of III1 and the control group that was the students of II4.

#### 4.2 Results of Primary Data

The primary data were obtained from the results of listening comprehension achievement test which would show whether or not the experimental group got better listening comprehension compared with the control group after they were given different treatments. The treatment for the experimental group was teaching English using English songs and the treatment for the control group was teaching English using lecturing method. The results were gained from post-test that were done after the respondents had got the treatments. The post-test results were analyzed by using t-test and it was consulted to the t-table to test the hypothesis. The results of post-test are presented on Tables 2, 3 and 4.

#### 4.3. Data Analysis

In this research, the problems were formulated into the general problem and specific problems. To answer the problems, the t-test formula was applied to

know the significant difference between the experimental and the control group.

The data analysis was presented in the following tables:

**Table 2. The Tabulation of The Post-test Scores on Listening Comprehension Achievement of the Experimental Group and the Control Group.**

| No. | Experimental group |                  | Control group  |                  |
|-----|--------------------|------------------|----------------|------------------|
|     | X                  | X2               | Y              | Y2               |
| 1   | 75,00              | 5625,00          | 52,50          | 2756,25          |
| 2   | 72,50              | 5256,25          | 60,00          | 3600,00          |
| 3   | 82,50              | 6806,25          | 90,00          | 8100,00          |
| 4   | 82,50              | 6806,25          | 70,00          | 4900,00          |
| 5   | 95,00              | 9025,00          | 52,50          | 2756,25          |
| 6   | 80,00              | 6400,00          | 55,00          | 3025,00          |
| 7   | 85,00              | 7225,00          | 57,50          | 3306,25          |
| 8   | 85,00              | 7225,00          | 55,00          | 3025,00          |
| 9   | 90,00              | 8100,00          | 80,00          | 6400,00          |
| 10  | 90,00              | 8100,00          | 72,50          | 5256,25          |
| 11  | 80,00              | 6400,00          | 67,50          | 4556,25          |
| 12  | 87,50              | 7656,25          | 57,50          | 3306,25          |
| 13  | 85,00              | 7225,00          | 52,50          | 2756,25          |
| 14  | 95,00              | 9025,00          | 55,00          | 3025,00          |
| 15  | 77,50              | 6006,25          | 65,00          | 4225,00          |
| 16  | 77,50              | 6006,25          | 62,50          | 3906,25          |
| 17  | 70,00              | 4900,00          | 80,00          | 6400,00          |
| 18  | 65,00              | 4225,00          | 80,00          | 6400,00          |
| 19  | 65,00              | 4225,00          | 57,50          | 3306,25          |
| 20  | 70,00              | 4900,00          | 80,00          | 6400,00          |
| 21  | 90,00              | 8100,00          | 65,00          | 4225,00          |
| 22  | 87,50              | 7656,25          | 67,50          | 4556,25          |
| 23  | 92,50              | 8556,25          | 50,00          | 2500,00          |
| 24  | 95,00              | 9025,00          | 60,00          | 3600,00          |
| 25  | 72,50              | 5256,25          | 60,00          | 3600,00          |
| 26  | 57,50              | 3306,25          | 65,00          | 4225,00          |
| 27  | 77,50              | 6006,25          | 62,50          | 3906,25          |
| 28  | 92,50              | 8556,25          | 72,50          | 5256,25          |
| 29  | 87,50              | 7656,25          | 52,50          | 2756,25          |
| 30  | 92,50              | 8556,25          | 57,50          | 3306,25          |
| 31  | 87,50              | 7656,25          | 52,50          | 2756,25          |
| 32  | 82,50              | 6806,25          | 80,00          | 6400,00          |
| 33  | 87,50              | 7656,25          | 80,00          | 6400,00          |
| 34  | 90,00              | 8100,00          | 65,00          | 4225,00          |
| 35  | 57,50              | 3306,25          | 65,00          | 4225,00          |
| 36  | 92,50              | 8556,25          | 67,50          | 4556,25          |
| 37  | 92,50              | 8556,25          | 70,00          | 4900,00          |
| 38  | 85,00              | 7225,00          | 65,00          | 4225,00          |
| 39  | 85,00              | 7225,00          | 67,50          | 4556,25          |
| 40  | 82,50              | 6806,25          | 80,00          | 6400,00          |
|     | <b>3297,50</b>     | <b>275706,25</b> | <b>2607,50</b> | <b>173981,25</b> |

From the data above, the computation of t-test on students' listening comprehension achievement scores are as follows: -

1. Calculating the mean score of the experimental group:

$$Ma = \frac{\sum Xa}{na} = \frac{3297,5}{40} = 82,4$$

2. Calculating the mean score of control group:

$$Mb = \frac{\sum Xb}{nb} = \frac{2607,5}{40} = 65,2$$

3. Calculating the individual score deviation square of Mx:

$$\begin{aligned} \sum xa^2 &= \sum Xa^2 - \frac{(\sum Xa)^2}{na} \\ &= 275706,25 - \frac{(3297,5)^2}{40} \\ &= 3868,59 \end{aligned}$$

4. Calculating the individual score deviation square of My:

$$\begin{aligned} \sum xb^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{nb} \\ &= 173981,25 - \frac{(2607,5)^2}{40} \\ &= 4004,84 \end{aligned}$$

5. Calculating the t-test of listening comprehension achievement:

$$\begin{aligned}
 t\text{-test} &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\
 &= \frac{82.4 - 65.2}{\sqrt{\left(\frac{3868.59 + 4004.84}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}} \\
 &= \frac{17.2}{2.25} \\
 &= 7.64
 \end{aligned}$$

6. Calculating the degree of freedom

$$\begin{aligned}
 Df &= (na + nb) - 2 \\
 &= (40 + 40) - 2 \\
 &= 78
 \end{aligned}$$

The critical value of t-test at 5% significant level with Df (78) is 1.980

**Table 3. The Tabulation of The Students' Listening Comprehension Achievement of The Experimental Group of Each Indicator.**

| No         | Vocabulary    |                |               |                |               |                |               |                | Cond.Sent.Type II |                 | Noun Clause   |                 |
|------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|-------------------|-----------------|---------------|-----------------|
|            | Noun          |                | Verb          |                | Adjective     |                | Adverb        |                | E                 | E <sup>2</sup>  | F             | F <sup>2</sup>  |
|            | A             | A <sup>2</sup> | B             | B <sup>2</sup> | C             | C <sup>2</sup> | D             | D <sup>2</sup> |                   |                 |               |                 |
| 1          | 7.50          | 56.25          | 7.50          | 56.25          | 7.50          | 56.25          | 7.50          | 56.25          | 25.00             | 625.00          | 20.00         | 400.00          |
| 2          | 7.50          | 56.25          | 5.00          | 25.00          | 5.00          | 25.00          | 10.00         | 100.00         | 22.50             | 506.25          | 22.50         | 506.25          |
| 3          | 7.50          | 56.25          | 10.00         | 100.00         | 7.50          | 56.25          | 12.50         | 156.25         | 25.00             | 625.00          | 20.00         | 400.00          |
| 4          | 5.00          | 25.00          | 10.00         | 100.00         | 10.00         | 100.00         | 12.50         | 156.25         | 22.50             | 506.25          | 22.50         | 506.25          |
| 5          | 10.00         | 100.00         | 12.50         | 156.25         | 12.50         | 156.25         | 12.50         | 156.25         | 22.50             | 506.25          | 25.00         | 625.00          |
| 6          | 7.50          | 56.25          | 10.00         | 100.00         | 7.50          | 56.25          | 10.00         | 100.00         | 22.50             | 506.25          | 22.50         | 506.25          |
| 7          | 7.50          | 56.25          | 10.00         | 100.00         | 7.50          | 56.25          | 10.00         | 100.00         | 25.00             | 625.00          | 25.00         | 625.00          |
| 8          | 10.00         | 100.00         | 10.00         | 100.00         | 7.50          | 56.25          | 12.50         | 156.25         | 25.00             | 625.00          | 20.00         | 400.00          |
| 9          | 12.50         | 156.25         | 10.00         | 100.00         | 10.00         | 100.00         | 10.00         | 100.00         | 22.50             | 506.25          | 25.00         | 625.00          |
| 10         | 7.50          | 56.25          | 12.50         | 156.25         | 12.50         | 156.25         | 10.00         | 100.00         | 22.50             | 506.25          | 25.00         | 625.00          |
| 11         | 10.00         | 100.00         | 7.50          | 56.25          | 7.50          | 56.25          | 10.00         | 100.00         | 25.00             | 625.00          | 20.00         | 400.00          |
| 12         | 10.00         | 100.00         | 12.50         | 156.25         | 10.00         | 100.00         | 10.00         | 100.00         | 22.50             | 506.25          | 22.50         | 506.25          |
| 13         | 10.00         | 100.00         | 10.00         | 100.00         | 7.50          | 56.25          | 12.50         | 156.25         | 25.00             | 625.00          | 20.00         | 400.00          |
| 14         | 12.50         | 156.25         | 10.00         | 100.00         | 12.50         | 156.25         | 10.00         | 100.00         | 22.50             | 506.25          | 25.00         | 625.00          |
| 15         | 5.00          | 25.00          | 10.00         | 100.00         | 5.00          | 25.00          | 12.50         | 156.25         | 25.00             | 625.00          | 20.00         | 400.00          |
| 16         | 2.50          | 6.25           | 10.00         | 100.00         | 5.00          | 25.00          | 12.50         | 156.25         | 22.50             | 506.25          | 25.00         | 625.00          |
| 17         | 7.50          | 56.25          | 5.00          | 25.00          | 5.00          | 25.00          | 5.00          | 25.00          | 25.00             | 625.00          | 22.50         | 506.25          |
| 18         | 7.50          | 56.25          | 5.00          | 25.00          | 5.00          | 25.00          | 5.00          | 25.00          | 22.50             | 506.25          | 20.00         | 400.00          |
| 19         | 7.50          | 56.25          | 2.50          | 6.25           | 7.50          | 56.25          | 7.50          | 56.25          | 20.00             | 400.00          | 20.00         | 400.00          |
| 20         | 5.00          | 25.00          | 5.00          | 25.00          | 7.50          | 56.25          | 10.00         | 100.00         | 20.00             | 400.00          | 22.50         | 506.25          |
| 21         | 10.00         | 100.00         | 12.50         | 156.25         | 12.50         | 156.25         | 10.00         | 100.00         | 22.50             | 506.25          | 22.50         | 506.25          |
| 22         | 12.50         | 156.25         | 7.50          | 56.25          | 10.00         | 100.00         | 12.50         | 156.25         | 22.50             | 506.25          | 22.50         | 506.25          |
| 23         | 10.00         | 100.00         | 12.50         | 156.25         | 10.00         | 100.00         | 12.50         | 156.25         | 25.00             | 625.00          | 22.50         | 506.25          |
| 24         | 10.00         | 100.00         | 12.50         | 156.25         | 12.50         | 156.25         | 12.50         | 156.25         | 22.50             | 506.25          | 25.00         | 625.00          |
| 25         | 5.00          | 25.00          | 7.50          | 56.25          | 7.50          | 56.25          | 7.50          | 56.25          | 22.50             | 506.25          | 22.50         | 506.25          |
| 26         | 5.00          | 25.00          | 2.50          | 6.25           | 5.00          | 25.00          | 7.50          | 56.25          | 17.50             | 306.25          | 20.00         | 400.00          |
| 27         | 7.50          | 56.25          | 5.00          | 25.00          | 7.50          | 56.25          | 10.00         | 100.00         | 25.00             | 625.00          | 22.50         | 506.25          |
| 28         | 12.50         | 156.25         | 10.00         | 100.00         | 12.50         | 156.25         | 10.00         | 100.00         | 22.50             | 506.25          | 25.00         | 625.00          |
| 29         | 10.00         | 100.00         | 10.00         | 100.00         | 7.50          | 56.25          | 12.50         | 156.25         | 22.50             | 506.25          | 25.00         | 625.00          |
| 30         | 12.50         | 156.25         | 10.00         | 100.00         | 10.00         | 100.00         | 10.00         | 100.00         | 25.00             | 625.00          | 25.00         | 625.00          |
| 31         | 12.50         | 156.25         | 10.00         | 100.00         | 7.50          | 56.25          | 12.50         | 156.25         | 25.00             | 625.00          | 20.00         | 400.00          |
| 32         | 7.50          | 56.25          | 10.00         | 100.00         | 7.50          | 56.25          | 12.50         | 156.25         | 25.00             | 625.00          | 20.00         | 400.00          |
| 33         | 10.00         | 100.00         | 10.00         | 100.00         | 10.00         | 100.00         | 12.50         | 156.25         | 22.50             | 506.25          | 22.50         | 506.25          |
| 34         | 12.50         | 156.25         | 10.00         | 100.00         | 7.50          | 56.25          | 12.50         | 156.25         | 25.00             | 625.00          | 22.50         | 506.25          |
| 35         | 2.50          | 6.25           | 5.00          | 25.00          | 2.50          | 6.25           | 7.50          | 56.25          | 20.00             | 400.00          | 20.00         | 400.00          |
| 36         | 12.50         | 156.25         | 10.00         | 100.00         | 10.00         | 100.00         | 12.50         | 156.25         | 25.00             | 625.00          | 22.50         | 506.25          |
| 37         | 10.00         | 100.00         | 10.00         | 100.00         | 12.50         | 156.25         | 12.50         | 156.25         | 22.50             | 506.25          | 25.00         | 625.00          |
| 38         | 10.00         | 100.00         | 7.50          | 56.25          | 7.50          | 56.25          | 12.50         | 156.25         | 25.00             | 625.00          | 22.50         | 506.25          |
| 39         | 10.00         | 100.00         | 7.50          | 56.25          | 7.50          | 56.25          | 12.50         | 156.25         | 25.00             | 625.00          | 22.50         | 506.25          |
| 40         | 10.00         | 100.00         | 7.50          | 56.25          | 5.00          | 25.00          | 12.50         | 156.25         | 25.00             | 625.00          | 22.50         | 506.25          |
| <b>Sum</b> | <b>352.50</b> | <b>3406.25</b> | <b>352.50</b> | <b>3393.75</b> | <b>332.50</b> | <b>3031.25</b> | <b>427.50</b> | <b>4756.25</b> | <b>932.50</b>     | <b>21868.75</b> | <b>897.50</b> | <b>20281.25</b> |

**Table 4. The Tabulation of The Students' Listening Comprehension Achievement of The Control Group of Each Indicator.**

| No         | Vocabulary    |                |               |                |               |                |               |                | Cond.Sent.Type II |                 | Noun Clause   |                 |
|------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|-------------------|-----------------|---------------|-----------------|
|            | Noun          |                | Verb          |                | Adjective     |                | Adverb        |                | E                 | E <sup>2</sup>  | F             | F <sup>2</sup>  |
|            | A             | A <sup>2</sup> | B             | B <sup>2</sup> | C             | C <sup>2</sup> | D             | D <sup>2</sup> |                   |                 |               |                 |
| 1          | 0.00          | 0.00           | 2.50          | 6.25           | 5.00          | 25.00          | 5.00          | 25.00          | 17.50             | 306.25          | 22.50         | 506.25          |
| 2          | 2.50          | 6.25           | 5.00          | 25.00          | 2.50          | 6.25           | 5.00          | 25.00          | 22.50             | 506.25          | 22.50         | 506.25          |
| 3          | 12.50         | 156.25         | 12.50         | 156.25         | 10.00         | 100.00         | 10.00         | 100.00         | 22.50             | 506.25          | 22.50         | 506.25          |
| 4          | 5.00          | 25.00          | 5.00          | 25.00          | 2.50          | 6.25           | 10.00         | 100.00         | 22.50             | 506.25          | 22.50         | 506.25          |
| 5          | 0.00          | 0.00           | 2.50          | 6.25           | 2.50          | 6.25           | 7.50          | 56.25          | 20.00             | 400.00          | 20.00         | 400.00          |
| 6          | 2.50          | 6.25           | 5.00          | 25.00          | 2.50          | 6.25           | 12.50         | 156.25         | 12.50             | 156.25          | 20.00         | 400.00          |
| 7          | 2.50          | 6.25           | 2.50          | 6.25           | 5.00          | 25.00          | 5.00          | 25.00          | 22.50             | 506.25          | 20.00         | 400.00          |
| 8          | 0.00          | 0.00           | 2.50          | 6.25           | 5.00          | 25.00          | 5.00          | 25.00          | 20.00             | 400.00          | 20.00         | 400.00          |
| 9          | 7.50          | 56.25          | 10.00         | 100.00         | 7.50          | 56.25          | 7.50          | 56.25          | 25.00             | 625.00          | 22.50         | 506.25          |
| 10         | 10.00         | 100.00         | 2.50          | 6.25           | 10.00         | 100.00         | 7.50          | 56.25          | 22.50             | 506.25          | 22.50         | 506.25          |
| 11         | 7.50          | 56.25          | 5.00          | 25.00          | 7.50          | 56.25          | 7.50          | 56.25          | 20.00             | 400.00          | 20.00         | 400.00          |
| 12         | 0.00          | 0.00           | 2.50          | 6.25           | 2.50          | 6.25           | 7.50          | 56.25          | 22.50             | 506.25          | 20.00         | 400.00          |
| 13         | 0.00          | 0.00           | 2.50          | 6.25           | 2.50          | 6.25           | 5.00          | 25.00          | 20.00             | 400.00          | 22.50         | 506.25          |
| 14         | 5.00          | 25.00          | 2.50          | 6.25           | 2.50          | 6.25           | 5.00          | 25.00          | 17.50             | 306.25          | 22.50         | 506.25          |
| 15         | 0.00          | 0.00           | 7.50          | 56.25          | 7.50          | 56.25          | 10.00         | 100.00         | 22.50             | 506.25          | 22.50         | 506.25          |
| 16         | 0.00          | 0.00           | 2.50          | 6.25           | 7.50          | 56.25          | 10.00         | 100.00         | 25.00             | 625.00          | 17.50         | 306.25          |
| 17         | 5.00          | 25.00          | 10.00         | 100.00         | 12.50         | 156.25         | 7.50          | 56.25          | 20.00             | 400.00          | 17.50         | 306.25          |
| 18         | 10.00         | 100.00         | 7.50          | 56.25          | 7.50          | 56.25          | 7.50          | 56.25          | 22.50             | 506.25          | 25.00         | 625.00          |
| 19         | 2.50          | 6.25           | 0.00          | 0.00           | 5.00          | 25.00          | 7.50          | 56.25          | 17.50             | 306.25          | 25.00         | 625.00          |
| 20         | 10.00         | 100.00         | 10.00         | 100.00         | 7.50          | 56.25          | 7.50          | 56.25          | 22.50             | 506.25          | 25.00         | 625.00          |
| 21         | 5.00          | 25.00          | 5.00          | 25.00          | 2.50          | 6.25           | 7.50          | 56.25          | 22.50             | 506.25          | 22.50         | 506.25          |
| 22         | 2.50          | 6.25           | 7.50          | 56.25          | 7.50          | 56.25          | 5.00          | 25.00          | 22.50             | 506.25          | 22.50         | 506.25          |
| 23         | 0.00          | 0.00           | 7.50          | 56.25          | 5.00          | 25.00          | 7.50          | 56.25          | 12.50             | 156.25          | 22.50         | 506.25          |
| 24         | 0.00          | 0.00           | 2.50          | 6.25           | 2.50          | 6.25           | 10.00         | 100.00         | 22.50             | 506.25          | 17.50         | 306.25          |
| 25         | 5.00          | 25.00          | 2.50          | 6.25           | 2.50          | 6.25           | 7.50          | 56.25          | 22.50             | 506.25          | 22.50         | 506.25          |
| 26         | 5.00          | 25.00          | 5.00          | 25.00          | 2.50          | 6.25           | 10.00         | 100.00         | 22.50             | 506.25          | 20.00         | 400.00          |
| 27         | 2.50          | 6.25           | 2.50          | 6.25           | 2.50          | 6.25           | 7.50          | 56.25          | 25.00             | 625.00          | 20.00         | 400.00          |
| 28         | 10.00         | 100.00         | 7.50          | 56.25          | 10.00         | 100.00         | 5.00          | 25.00          | 20.00             | 400.00          | 22.50         | 506.25          |
| 29         | 10.00         | 100.00         | 0.00          | 0.00           | 5.00          | 25.00          | 7.50          | 56.25          | 7.50              | 56.25           | 20.00         | 400.00          |
| 30         | 2.50          | 6.25           | 2.50          | 6.25           | 5.00          | 25.00          | 5.00          | 25.00          | 17.50             | 306.25          | 22.50         | 506.25          |
| 31         | 2.50          | 6.25           | 5.00          | 25.00          | 5.00          | 25.00          | 7.50          | 56.25          | 15.00             | 225.00          | 25.00         | 625.00          |
| 32         | 10.00         | 100.00         | 10.00         | 100.00         | 10.00         | 100.00         | 5.00          | 25.00          | 25.00             | 625.00          | 17.50         | 306.25          |
| 33         | 12.50         | 156.25         | 5.00          | 25.00          | 12.50         | 156.25         | 5.00          | 25.00          | 20.00             | 400.00          | 20.00         | 400.00          |
| 34         | 5.00          | 25.00          | 0.00          | 0.00           | 7.50          | 56.25          | 5.00          | 25.00          | 25.00             | 625.00          | 22.50         | 506.25          |
| 35         | 5.00          | 25.00          | 5.00          | 25.00          | 5.00          | 25.00          | 7.50          | 56.25          | 22.50             | 506.25          | 20.00         | 400.00          |
| 36         | 5.00          | 25.00          | 12.50         | 156.25         | 7.50          | 56.25          | 5.00          | 25.00          | 20.00             | 400.00          | 17.50         | 306.25          |
| 37         | 5.00          | 25.00          | 10.00         | 100.00         | 5.00          | 25.00          | 5.00          | 25.00          | 22.50             | 506.25          | 22.50         | 506.25          |
| 38         | 5.00          | 25.00          | 7.50          | 56.25          | 7.50          | 56.25          | 10.00         | 100.00         | 12.50             | 156.25          | 22.50         | 506.25          |
| 39         | 5.00          | 25.00          | 7.50          | 56.25          | 5.00          | 25.00          | 7.50          | 56.25          | 20.00             | 400.00          | 22.50         | 506.25          |
| 40         | 10.00         | 100.00         | 7.50          | 56.25          | 7.50          | 56.25          | 7.50          | 56.25          | 22.50             | 506.25          | 25.00         | 625.00          |
| <b>Sum</b> | <b>190.00</b> | <b>1475.00</b> | <b>212.50</b> | <b>1568.75</b> | <b>232.50</b> | <b>1681.25</b> | <b>287.50</b> | <b>2218.75</b> | <b>817.50</b>     | <b>17306.25</b> | <b>860.00</b> | <b>18675.00</b> |

From the data above, the computation of t-test on students' listening comprehension achievement scores of each indicator are as follows:

**A. Calculating the t-test of vocabulary of Noun:**

1. Calculating the mean score of the experimental group:

$$Ma = \frac{\sum Xa}{na} = \frac{352.50}{40} = 8.81$$

2. Calculating the mean score of control group:

$$Mb = \frac{\sum Xb}{nb} = \frac{190}{40} = 4.75$$

3. Calculating the individual score deviation square of Mx:

$$\begin{aligned} \sum xa^2 &= \sum Xa^2 - \frac{(\sum Xa)^2}{na} \\ &= 3406.25 - \frac{(352.50)^2}{40} \\ &= 299.84 \end{aligned}$$

4. Calculating the individual score deviation square of My:

$$\begin{aligned} \sum xb^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{nb} \\ &= 1475 - \frac{(190)^2}{40} \\ &= 572.5 \end{aligned}$$

5. Calculating the t-test of vocabulary of noun:

$$\begin{aligned} \text{t-test} &= \frac{Ma - Mb}{\sqrt{\left( \frac{\sum xa^2 + \sum xb^2}{na + nb - 2} \right) \left( \frac{1}{na} + \frac{1}{nb} \right)}} \\ &= \frac{8.81 - 4.75}{\sqrt{\left( \frac{299.84 + 572.5}{40 + 40 - 2} \right) \left( \frac{1}{40} + \frac{1}{40} \right)}} \\ &= 5.43 \end{aligned}$$



**B. Calculating the t-test of vocabulary of Verb:**

1. Calculating the mean score of the experimental group:

$$Ma = \frac{\sum Xa}{na} = \frac{352.50}{40} = 8.81$$

2. Calculating the mean score of control group:

$$Mb = \frac{\sum Xb}{nb} = \frac{212.50}{40} = 5.31$$

3. Calculating the individual score deviation square of Mx:

$$\begin{aligned} \sum xa^2 &= \sum Xa^2 - \frac{(\sum Xa)^2}{na} \\ &= 3393.75 - \frac{(352.50)^2}{40} \\ &= 287.34 \end{aligned}$$

4. Calculating the individual score deviation square of My:

$$\begin{aligned} \sum xb^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{nb} \\ &= 1568.75 - \frac{(212.50)^2}{40} \\ &= 439.84 \end{aligned}$$

5. Calculating the t-test of vocabulary of verb:

$$\begin{aligned} t\text{-test} &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{8.81 - 5.31}{\sqrt{\left(\frac{287.34 + 439.84}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}} \\ &= 5.15 \end{aligned}$$

**C. Calculating the t-test of vocabulary of Adjective:**

1. Calculating the mean score of the experimental group:

$$Ma = \frac{\sum Xa}{na} = \frac{332.50}{40} = 8.31$$

2. Calculating the mean score of control group:

$$Mb = \frac{\sum Xb}{nb} = \frac{232.50}{40} = 5.81$$

3. Calculating the individual score deviation square of Mx:

$$\begin{aligned} \sum xa^2 &= \sum Xa^2 - \frac{(\sum Xa)^2}{na} \\ &= 3031.25 - \frac{(332.50)^2}{40} \\ &= 267.34 \end{aligned}$$

4. Calculating the individual score deviation square of My:

$$\begin{aligned} \sum xb^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{nb} \\ &= 1681.25 - \frac{(232.50)^2}{40} \\ &= 329.84 \end{aligned}$$

5. Calculating the t-test of vocabulary of adjective:

$$\begin{aligned} t\text{-test} &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right) \left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{8.31 - 5.81}{\sqrt{\left(\frac{267.34 + 329.84}{40 + 40 - 2}\right) \left(\frac{1}{40} + \frac{1}{40}\right)}} \\ &= 4.03 \end{aligned}$$

**D. Calculating the t-test of vocabulary of Adverb:**

1. Calculating the mean score of the experimental group:

$$Ma = \frac{\sum Xa}{na} = \frac{427.50}{40} = 10.69$$

2. Calculating the mean score of control group:

$$Mb = \frac{\sum Xb}{nb} = \frac{287.50}{40} = 7.19$$

3. Calculating the individual score deviation square of Mx:

$$\begin{aligned} \sum xa^2 &= \sum Xa^2 - \frac{(\sum Xa)^2}{na} \\ &= 4756.25 - \frac{(427.50)^2}{40} \\ &= 187.34 \end{aligned}$$

4. Calculating the individual score deviation square of My:

$$\begin{aligned} \sum xb^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{nb} \\ &= 2218.75 - \frac{(287.50)^2}{40} \\ &= 152.34 \end{aligned}$$

5. Calculating the t-test of vocabulary of adverb:

$$\begin{aligned} t\text{-test} &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right) \left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{10.69 - 7.19}{\sqrt{\left(\frac{187.34 + 152.34}{40 + 40 - 2}\right) \left(\frac{1}{40} + \frac{1}{40}\right)}} \\ &= 7.45 \end{aligned}$$

**E. Calculating the t-test of Conditional Sentence Type II:**

1. Calculating the mean score of the experimental group:

$$Ma = \frac{\sum Xa}{na} = \frac{932.50}{40} = 23.31$$

2. Calculating the mean score of control group:

$$Mb = \frac{\sum Xb}{nb} = \frac{817.50}{40} = 20.44$$

3. Calculating the individual score deviation square of Mx:

$$\begin{aligned} \sum xa^2 &= \sum Xa^2 - \frac{(\sum Xa)^2}{na} \\ &= 21868.75 - \frac{(932.50)^2}{40} \\ &= 129.84 \end{aligned}$$

4. Calculating the individual score deviation square of My:

$$\begin{aligned} \sum xb^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{nb} \\ &= 17306.25 - \frac{(817.50)^2}{40} \\ &= 598.59 \end{aligned}$$

5. Calculating the t-test of conditional sentence type II:

$$\begin{aligned} \text{t-test} &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right) \left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{23.31 - 20.44}{\sqrt{\left(\frac{129.84 + 598.59}{40 + 40 - 2}\right) \left(\frac{1}{40} + \frac{1}{40}\right)}} \\ &= 4.22 \end{aligned}$$

**F. Calculating the t-test of Noun Clause:**

1. Calculating the mean score of the experimental group:

$$Ma = \frac{\sum Xa}{na} = \frac{897.50}{40} = 22.44$$

2. Calculating the mean score of control group:

$$Mb = \frac{\sum Xb}{nb} = \frac{860}{40} = 21.5$$

3. Calculating the individual score deviation square of Mx:

$$\begin{aligned} \sum xa^2 &= \sum Xa^2 - \frac{(\sum Xa)^2}{na} \\ &= 20281.25 - \frac{(897.50)^2}{40} \\ &= 143.59 \end{aligned}$$

4. Calculating the individual score deviation square of My:

$$\begin{aligned} \sum xb^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{nb} \\ &= 18675 - \frac{(860)^2}{40} \\ &= 185 \end{aligned}$$

5. Calculating the t-test of noun clause:

$$\begin{aligned} t\text{-test} &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{22.44 - 21.5}{\sqrt{\left(\frac{143.59 + 185}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}} \\ &= 2.04 \end{aligned}$$

#### 4.4 Hypothesis Verification

Based on the research hypothesis, the hypothesis verification was discussed in the following term.

##### 4.4.1 General Hypothesis

Based on the computation results of the post-test scores using the t-test formula, it shows that the value of t-test is 7.64 while the critical value of t-test with the 5% significant level and the 78 degree of freedom is 1.980. It indicates that the statistical value of t-test is higher than that of the t-test critic ( $7.64 > 1.980$ ). It means that the alternative hypothesis which is formulated "There is a significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year" is accepted. It means that teaching listening comprehension using English songs influences the students' listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year.

##### 4.4.2 Specific Hypotheses.

The computation results of t-test formula of students' listening comprehension achievement of each indicator shows that the value of t-test of vocabulary achievement that covers noun, verb, adjective, and adverb are 5.43, 5.15, 4.03, and 7.45 while the critical value of t-test with 5% significant level and 78 degree of freedom was 1.980. It indicates that the statistical value of t-test is higher than that of the t-test critic ( $5.43 > 1.980$ ,  $5.15 > 1.980$ ,  $4.03 > 1.980$ ,  $7.45 > 1.980$ ). Meanwhile, the value of t-test of conditional sentence type II is 4.22 and the value of t-test of noun clause is 2.04, while the critical value of t-test with 5% significant level and 78 degree of freedom is 1.980. It means that the statistical value of t-test on the achievement of conditional sentence type II and noun clause is higher than that of the t-test critic ( $4.22 > 1.980$ ,  $2.04 > 1.980$ ). it means that alternative hypotheses of the specific hypotheses which are formulated as follows:

- a. There is a significant effect of using English songs on vocabulary achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year.
- b. There is a significant effect of using English songs on the achievement of conditional sentence type II of the second year students of SMUN I Rambipuji in 2003/2004 academic year.
- c. There is a significant effect of using English songs on the achievement of noun clause of the second year students of SMUN I Rambipuji in 2003/2004 academic year are accepted.

It means that the use of English songs in teaching listening comprehension influences the students' achievement on vocabulary, conditional sentence type II, and noun clause.

That was based on the results of the value of t-critic that is less than the value of t-test on the scores of listening comprehension achievement of each indicators. Therefore, it can be stated that teaching listening comprehension using English songs gives effect on students' listening comprehension achievement.

#### **4.4 Discussion**

Based on the data analysis and the hypothesis verification, it is found that there was a significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year. The significant effect in this research is shown in vocabulary (large reserve) and grammar (conditional sentence type II and noun clause).

Based on that finding the results was relevant with Mora's (200:151) idea who states that songs are useful because the repetitive lyrics in the songs have a positive effect on the student's language acquisition. It will make them easy to memorize the words in the songs easily. The students that are taught listening by using English songs got better understanding of vocabulary than that the students that are taught without using English songs. They are able to memorize the words in the songs easily because of its repeated lyrics. Besides, music or songs will

allow students to repeat the words which will give them much time to process new auditory information using their working memories. Then, they will need to develop their mental grammar of the foreign language. It is essential to help the students to process meaning, usage and form. In other words, songs give significant effect to the students not only on their vocabulary but also grammar. According to the results of the research, English songs affect the students' achievement. A relaxed atmosphere created by a song in learning English gave a positive effect to the students in learning and memorizing the words in the song easily. It is in line with Cross (1992:122) that singing creates a happy and relaxed environment.

From those ideas, it can be understood that using English songs is one of a good techniques in motivating the students in learning listening comprehension. The students can learn the language element of the songs and practise the language skills by singing them. Finally, teaching listening by using English songs is one of the ways to help the students to get better understanding in vocabulary and grammar.





## V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. There was one general conclusion and three specific conclusions. In addition, there were three suggestion suggested. They will be presented respectively.

### 5.1 Conclusions

#### 5.1.1 General Conclusion:

The general conclusion of the research was there was a significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year.

#### 5.1.2 Specific Conclusions:

The specific conclusions of the research were:

- a. there was a significant effect of using English songs on vocabulary achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year.
- b. there was a significant effect of using English songs on the achievement of conditional sentence type II of the second year students of SMUN I Rambipuji in 2003/2004 academic year.
- c. there was a significant effect of using English songs on the achievement of noun clause of the second year students of SMUN I Rambipuji in 2003/2004 academic year.

### 5.2 Suggestions

Based on the conclusions there were three suggestions suggested, there were:

#### a. For the English Teacher

In order to attract students' interest and motivation in learning English especially in listening comprehension, it is important for the teacher especially the English teacher in SMUN I Rambipuji to create a creative way or situation of

teaching learning process. One of the ways is by using a media, for example English songs in teaching listening. It is better for the teacher to use English songs more frequently, since English songs can help the students get better listening comprehension.

**b. For the Students**

It is necessary for the students to practise their listening not only inside the classroom but also out of the class such as listening to English songs in radio or television. It is done to help them listen to the music and learn the element of the song such as vocabulary, pronunciation, and grammar.

**c. For the Future Researcher**

This research results may be used as one of consideration to the other researcher in order to conduct further research dealing with the similar topic by applying different research design to enhance students' achievement in listening comprehension by using English Songs.

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| Title  | Problem   | Variable             | Indicator   | Data Resources  | Research Method  | Hypothesis  |
|--|---|----------------------|---|---|--|---|
| <p>The Effect of Using English Songs on Listening Comprehension Achievement of the Second Year Students of SMUN I Rambipuji in 2003/2004 Academic Year</p> | <p><u>General:</u><br/>Is there any significant effect of using English songs on students' listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year</p> <p><u>Specific:</u></p> <ol style="list-style-type: none"> <li>Is there any significant effect of using English songs on vocabulary achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year?</li> <li>Is there any significant effect of using English songs on the achievement of conditional sentence type II of the second year students of SMUN I Rambipuji in 2003/2004 academic year?</li> <li>Is there any significant effect of using English songs on the achievement of noun clause of the second year students of SMUN I Rambipuji in 2003/2004 academic year?</li> </ol> | <p>English Songs</p> | <p>- Popular songs</p> <p>- vocabulary (large reserve vocabulary)</p> <p>- grammar:</p> <ol style="list-style-type: none"> <li>Conditional sentence type II</li> <li>Noun clause</li> </ol> | <ol style="list-style-type: none"> <li><b>Respondents:</b><br/>The second year students of SMUN I Rambipuji in the 2003/2004 academic year</li> <li><b>Informant:</b><br/>~English teacher</li> <li><b>Documents</b></li> </ol> | <p><b>Research Design:</b><br/>Post-test only control group</p> <p><b>Area Determination Method:</b><br/>Purposive method</p> <p><b>Respondent Determination Method:</b><br/>Cluster random sampling</p> <p><b>Data Collection Method:</b><br/>~ Test<br/>~ Interview<br/>~ Documentation</p> <p><b>Data Analysis Method:</b><br/><math display="block">f = \frac{Ma - Mb}{\sqrt{\left\{ \frac{\sum Xa^2 + \sum Xb^2}{na + nb - 2} \left\{ \frac{1}{na} + \frac{1}{nb} \right\} \right.}}</math></p> <p>Ma : Mean of the experimental group<br/>Mb : Mean of the control group<br/>ΣXa: Total number of individual score deviation of experimental group<br/>ΣXb: Total number of individual score deviation of control group<br/>na : Total number of the experimental group<br/>nb : Total number of the control group<br/>(Hadi, 2001: 443)</p> | <p>There is a significant effect of using English songs on listening comprehension achievement of the second year students of SMUN I Rambipuji in 2003/2004 academic year</p> |

### The Interview Guide.

| No. | The Questions   | Data Resources      |
|-----|---|---------------------|
| 1.  | What kind of teaching technique do you use in teaching listening comprehension? | The English teacher |
| 2.  | How is the result of the technique you use in teaching listening comprehension? |                     |
| 3.  | What problems do you find in teaching listening comprehension?                  |                     |
| 4.  | How do you overcome the problems of teaching listening comprehension?           |                     |
| 5.  | What kinds of media do you use in teaching listening comprehension?             |                     |

### The Documentation Guide.

| No | The Data  | Data Resources   |
|----|---|------------------|
| 1. | The name of the respondents                                   | School Documents |
| 2. | The personnel of SMUN I Rambipuji in 2003/2004 academic year. |                  |
| 3. | The facilities of SMUN I Rambipuji.                           |                  |

**The List of The Research Respondents**

| No | Experimental Group | Control Group      |
|----|--------------------|--------------------|
| 1  | Abdillah Januar H  | Ainur Pratiwi C    |
| 2  | Achmad Chairul W   | Akhmad Bukhori     |
| 3  | Achmad Hartanto    | Alfiah             |
| 4  | Agustina Hestari   | Ana Agustina       |
| 5  | Andy Septian T.    | Anilia agustin R   |
| 6  | Ardika Dwi R.      | Cindi Tyas P       |
| 7  | Ari Siswanto       | Denni Wahyu P      |
| 8  | Arif Teguh P.      | Diah Ika M         |
| 9  | Debiy Siswanto     | Dwi Kristina Y     |
| 10 | Denata Chandra B   | Eka Sulistyowati   |
| 11 | Dwi Indah M.       | Febriana           |
| 12 | Eli Ermawati       | Febrina Nurhayati  |
| 13 | Eli Indrawati      | Febry Hartanto     |
| 14 | Fitria Kurniawati  | Fitrah Insyani     |
| 15 | Giat Bagusta I     | Hendra Dwi S       |
| 16 | Haris Muhasibi     | Ika Lucky D        |
| 17 | Hartatik           | Ilham Heri N       |
| 18 | Idzaq Dwi F.       | Larisa Dwininta    |
| 19 | Ika Farida         | Lusi Ambarwati     |
| 20 | Ira Ratna P        | M. Arif Bastomi N  |
| 21 | Iwan setiawan      | Mei Yulianto       |
| 22 | Lilik Handayani    | Misbahul Ulum      |
| 23 | Lisa Adah          | M. Badrus S        |
| 24 | M. Sodik Ashari    | Musrifah           |
| 25 | Noval Dwi K.       | Nipis Dadung U     |
| 26 | Nuri Hasanah       | Prisma Kurnianto W |
| 27 | Nurul Aina         | Qurotul Aini       |
| 28 | Nurul Komaria      | Ratih Dwi N        |



|    |                  |                   |
|----|------------------|-------------------|
| 29 | Ricky Maulana    | Ratih Eka R       |
| 30 | Nur Haeni        | Rinda Puspitasari |
| 31 | Ruli Fitria Y    | Ro'tatun M        |
| 32 | Setyo Budi       | Sandy Y           |
| 33 | Sigit Wahyu H    | Selvi Dian A      |
| 34 | Siti Fatima      | Teguh Harianto    |
| 35 | Suryadi Setyawan | Titin Isnawati    |
| 36 | Umi Ulfiah       | Tri Laksono       |
| 37 | Viki Dwi K       | Yeni Rahmawati    |
| 38 | Wenda Zakaria A  | Yulianto Irawan   |
| 39 | Wenti Fitiyani   | Yudy Budianto     |
| 40 | Yonathan Bagus   | Yowan Satria      |

**List of School Personnel of SMUN I Rambipuji**

| No  | Name                    | Profession          |
|-----|-------------------------|---------------------|
| 1.  | Drs. Tohari             | The Headmaster      |
| 2.  | Drs. Setyo Budiharto    | Matematics teacher  |
| 3.  | Dra. Sri Sularsih       | Biology teacher     |
| 4.  | Drs. Nanang Wiyono      | Geography teacher   |
| 5.  | Drs. Hudlan Haris       | PPKn teacher        |
| 6.  | Drs. Imam Samuji, M.So  | Religion teacher    |
| 7.  | Drs. Yudi Witono        | Counseling teacher  |
| 8.  | Dra. Endah Widyowati    | Counseling teacher  |
| 9.  | Dra. Endah Sebagai, M.S | Counseling teacher  |
| 10. | Komsiyah,S.Pd           | Indonesia teacher   |
| 11. | M. Salim, S.Pd          | English teacher     |
| 12. | Drs. Harjito            | Sports teacher      |
| 13. | Sri Retno Er, S.Pd      | English teacher     |
| 14. | Subakir,S.Pd            | History teacher     |
| 15. | Ponimin,S.Pd            | Chemestry teacher   |
| 16. | Hari Sulistyorini       | Arts teacher        |
| 17. | Mat Fatekan,S.Pd        | Economic teacher    |
| 18. | Dra. Ismiyati           | Economic teacher    |
| 19. | Farida Mariami, SPd     | English teacher     |
| 20. | Sugiyanto Hadi, SPd     | Matematics teacher  |
| 21. | Muchtar Kelana, SPd     | Physics teacher     |
| 22. | Hari utami, SPd         | Economic teacher    |
| 23. | Kwartin Hidayati, SPd   | Matematics teacher  |
| 24. | Farida Tri A, SPd       | Mathematics teacher |
| 25. | Miftahul Jannah, SPd    | Physics teacher     |
| 26. | Budi Santoso, SPd       | Indonesian teacher  |
| 27. | Ivan Univar, SPd        | Indonesian teacher  |
| 28. | Drs. Sugiyanto          | Sociology teacher   |

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|     |                       |                      |
|-----|-----------------------|----------------------|
| 29. | Budi Suharianto, SPd  | PPKN teacher         |
| 30. | Nur Rosyidah, SPd     | Biology teacher      |
| 31. | Wiwin Yuni A, SPd     | Chemestry teacher    |
| 32. | Nunik Niagara, SPd    | Physics teacher      |
| 33. | Bahudin, S.Ag         | Religion teacher     |
| 34. | Astutik, SPd          | Indonesian teacher   |
| 35. | Sri Purwaningsih, SPd | Biology teacher      |
| 36. | Heru Wicaksono, SPd   | Computer teacher     |
| 37. | Dra. Indah W          | Administration staff |
| 38. | Drs. Wardhanu         | Administration staff |
| 39. | Sugeng S              | Gardener             |
| 40. | Mamat K               | Gardener             |

## Facilities of SMUN I Rambipuji

| No  | The Name of Facilities           | The Number of Items |
|-----|----------------------------------|---------------------|
| 1   | Classroom                        | 15                  |
| 2.  | Headmaster's room                | 1                   |
| 3.  | The teacher's room               | 1                   |
| 4.  | The Staff room                   | 1                   |
| 5.  | The guidance and conselling room | 1                   |
| 6.  | Language laboratory              | 1                   |
| 7.  | Physics and Biology laboratory   | 1                   |
| 8.  | Computer laboratory              | 1                   |
| 9.  | Library                          | 1                   |
| 10. | OSIS room                        | 1                   |
| 11. | The store room                   | 1                   |
| 12. | Mosque                           | 1                   |
| 13. | Parking area                     | 2                   |
| 14. | Student's toilet                 | 5                   |
| 15. | Teacher's toilet                 | 2                   |
| 16. | The guest room                   | 1                   |

**Pre-Test**

**Subject : English**  
**Language Skill : Listening**  
**Time : 90 Minutes**

**Listen to the recording; fill in the missing words as you listen!**

**1. A Private Conversation**

Last week I went to the (1)..... I had a very good (2)..... The play was very interesting. I did not (3) ..... it. A young man and a young woman were sitting behind me. They were talking very (4)..... I got very angry. I could not hear the actors. I turned round. I (5) .....at the man and the woman angrily. They did not pay any (6)..... In the end, I could not bare it. I turned (7) ..... again. 'I can't (8) ..... a word!' I said angrily.

'It's (9) .....of your business,' the young man said rudely. 'This is a (10) ..... conversation!'

**2. Breakfast or Lunch?**

It was Sunday. I never get up (1) ..... on Sundays. I sometimes stay in bed until lunch time. Last Sunday, I (2) ..... very late. I looked out of the window. It was (3) ..... outside. 'What a day!' I (4) ..... 'It's raining again'. Just then, the telephone rang. It was my (5) ..... Lucy. 'I've just arrived by train,' she said. 'I'm (6) ..... to see you.'

'But I'm still having (7).....,' I said.

'What are you doing?' she asked.

'I'm having breakfast,' I (8).....

'Dear me,' she said. 'Do you (9) ..... get up so late? It's one (10).....!'

## Lesson Plan I

|                           |  |
|---------------------------|--|
| <b>Subject</b>            | <b>: English</b>   |
| <b>Level/ Semester</b>    | <b>: II/ 2 for SMU</b>   |
| <b>Theme/ Sub theme</b>   | <b>: Communication and Information<br/>Technology</b>              |
| <b>Language Skill</b>     | <b>: Listening</b>   |
| <b>Language Component</b> | <b>: Vocabulary and Grammar (Conditional<br/>Sentence Type II)</b> |
| <b>Time</b>               | <b>: 90 minutes</b>  |

### I. General Instructional Objective.

By mastering about 500 new vocabularies in the level about 2000 words with appropriate theme and sub theme chosen, the students are able to have the language skill of listening and the language component of vocabulary and grammar.

### II. Specific Instructional Objectives.

- a. Students are able to find the meaning of certain words in the song correctly.
- b. Students are able to identify the pattern of sentences in the song correctly.
- c. Students are able to complete the sentences with appropriate words in the song correctly.
- d. Students are able to do the exercises correctly.

### III. Material

- i. Popular song entitled "Tears in Heaven" by Eric Clapton.
- ii. Song completion test entitled "Tears in Heaven" by Eric Clapton.

### V. Teaching Learning Process.

Approach: Meaningfulness/ communicative approach.

Activities:

| Time | Experimental Group   | Control Group   | Time |
|------|--|---|------|
| 2'   | 1. Opening:  | 1. Opening:   | 2'   |
| 3'   | - Greeting   | - Greeting  | 3'   |
|      | - Giving leading questions to arouse students' interest.                             | - Giving leading questions to arouse students' interest.                                  |      |
| 15'  | 2. Main activities:  | 2. Main activities:   | 30'  |
| 8''  | - Giving the song, explaining, and expanding them.                                   | - Giving and explaining the material about conditional sentence type II                   | 13'  |
| 25'  | - Asking the students to listen to the vocabulary and grammar in the song carefully. | - Asking the students to listen to the vocabulary in the text given orally by the teacher | 15'  |
| 30'  | - Giving song completion test and asking the students to complete the missing words. | - Asking the students to answer the exercises given orally by the teacher.                | 20'  |
|      | - Discussing the exercises.  | - Discussing the exercises.   |      |
| 5'   | 3. Closure:  | 3. Closure:   | 5'   |
| 2'   | - Concluding the material by listening to the song once more.                        | - Concluding the material by listening to the teacher.                                    | 2'   |
|      | - Saying farewell to the students.   | - Saying farewell to the students.  |      |

**V. Evaluation:**

- Procedure : Written test
- Kind : Objective test

Song Script

Tears in Heaven

By Eric Clapton

Would you know my (1) *name*  
If I (2) *saw* you in heaven?  
Would you be the same  
If I saw you in (3) *heaven*?  
I must be (4) *strong*  
And (5) *carry on*,  
Cause I know I don't belong  
(6) *Here* in heaven

Would you (7) *hold* my hand  
If I saw you in heaven?  
Would you help me (8) *stand*  
If I saw you in heaven?  
I'll find my way  
(9) *Through* night and day  
Cause I know I just can't (10) *stay*  
Here in heaven.

Time can bring you down  
Time can (11) *bend* your knees  
Time can break (12) *your* heart  
Have you (13) *begging* please,  
Please

(14) *Beyond* the door  
There's peace I'm sure  
And I know (15) *there'll* be no more  
Tears in heaven



**Listening Test**  
**Exercises 1.**

I. Listen to the song and fill in the missing words as you listen!

**Tears in Heaven**

By Eric Clapton

Would you know my (1).....  
If I (2).....you in heaven?  
Would you be the same  
If I saw you in (3).....?  
I must be (4).....  
And (5).....,  
Cause I know I don't belong  
(6)..... in heaven

Would you (7).....my hand  
If I saw you in heaven?  
Would you help me (8).....  
If I saw you in heaven?  
I'll find my way  
(9)..... night and day  
Cause I know I just can't (10).....  
Here in heaven.

Time can bring you down  
Time can (11).....your knees  
Time can break (12)..... heart  
Have you (13) ..... please,  
Begging please

(14)..... the door  
There's peace I'm sure  
And I know (15)..... be no more  
Tears in heaven

## Exercises 2.

### II. Listen to your teacher and choose the best answer!

#### Find the real fact of the sentence!

1. (Spoken) He would answer the question if he knew it.  
(Written) a. He doesn't know the answer, so he would not answer it  
b. He doesn't know the answer, so he will not answer it  
c. He doesn't know the answer, so he will answer it
2. (Spoken) Were she ill, She might be not come today.  
(Written) a. She may come today because she is not ill.  
b. She may come today because she is ill.  
c. She may not come today because she is not ill.
3. (Spoken) Had they sense of humor, nobody would be bored.  
(Written) a. They do not have sense of humor  
b. They have sense of humor  
c. They did not have sense of humor
4. (Spoken) Sally would answer the phone if she were in her office  
(Written) a. Sally is not in her office, so she would not answer the phone.  
b. Sally is not in her office, so she will not answer the phone.  
c. Sally is not in her office, so she will answer the phone.
5. (Spoken) If he studied well, he would pass the test.  
(Written) a. He doesn't study well, so he would not pass the test.  
b. He doesn't study well, so he will not pass the test.  
c. He doesn't study well, so he will pass the test.
6. (Spoken) If I had enough money, I would buy a car.  
(Written) a. I do not have enough money, so I would not buy a car.  
b. I do not have enough money, so I would buy a car.  
c. I do not have enough money, so I will not buy a car.
7. (Spoken) Jack would shave today, if he had a sharp razor.  
(Written) a. Jack do not have a sharp razor.  
b. Jack does not have a sharp razor.  
c. Jack has a sharp razor.
8. (Spoken) The glass would break if I dropped it.  
(Written) a. The glass will not break because I did not drop it.  
b. The glass would not break because I do not drop it.  
c. The glass will not break because I do not drop it.

9. (Spoken) If he prepared his lesson, he would pass the test.  
(Written) a. He doesn't prepare his lesson, he will not pass the test.  
b. He doesn't prepare his lesson, he will pass the test.  
c. He prepares his lesson, he will not pass the test.
10. (Spoken) If I had a car, I would drive to Puncak.  
(Written) a. I do not have a car, I would not drive to Puncak.  
b. I do not have a car, I will not drive to Puncak.  
c. I have a car, I will not drive to Puncak.



## Exercises 3.

### III. Listen to your teacher, fill in the missing words as you listen!

#### A.

#### Telex

Telex is a (1)..... exchanges service that (2).....subscribers to communicate (3)..... with one another by means of teleprinters temporarily connected by lines and switching equipment. Telex, which started on a national basis in Europe in the early 1930s, became an international service by the mid 1930's. It expanded (4)....., mainly after World War II, and is (5)..... available in almost every country in the world.

#### B.

1. If .....alive, I .....to work for my tuition fee.
2. If I ..... the money, I ..... it for you.
3. .... the car in better condition, we ..... a long trip now.
4. If .....traffic lights at this intersection, there ..... *be* so many accidents.
5. .... I enough money, I ..... a car.

## Answer Key

### Exercise 1.

- |           |            |             |
|-----------|------------|-------------|
| 1. Name   | 6. Here    | 11. Bend    |
| 2. Saw    | 7. Hold    | 12. Your    |
| 3. heaven | 8. Stand   | 13. Begging |
| 4. strong | 9. Through | 14. Beyond  |
| 5. carry  | 10. Stay   | 15. There   |

### Exercise 2.

- |      |       |
|------|-------|
| 1. b | 6. c  |
| 2. a | 7. b  |
| 3. a | 8. c  |
| 4. b | 9. a  |
| 5. b | 10. b |

### Exercise 3.

#### A.

#### Telex

Telex is a (1) *telegraph* exchanges service that (2) *enables* subscribers to communicate (3) *directly* with one another by means of teleprinters temporarily connected by lines and switching equipment. Telex, which started on a national basis in Europe in the early 1930s, became an international service by the mid 1930's. It expanded (4) *rapidly*, mainly after World War II, and is (5) *now* available in almost every country in the world.

#### B.

1. If *my parents were* alive, I *would not have* to work for my tuition fee.
2. If I *had* the money, I *would buy* it for you.
3. *Were* the car in better condition, we *would make* a long trip now.
4. If *there were* traffic lights at this intersection, there *wouldn't be* so many accidents.
5. *Had* I enough money, I *would buy* a car.

### Lesson Plan II

|                           |   |
|---------------------------|---|
| <b>Subject</b>            | <b>: English</b>                                      |
| <b>Level/ Semester</b>    | <b>: II/ 2 for SMU</b>                                |
| <b>Theme/ Sub theme</b>   | <b>: Communication and Information<br/>Technology</b> |
| <b>Language Skill</b>     | <b>: Listening</b>                                    |
| <b>Language Component</b> | <b>: Vocabulary and Grammar (Noun<br/>Clause)</b>     |
| <b>Time</b>               | <b>: 90 minutes</b>                                   |

#### I. General Instructional Objective.

By mastering about 500 new vocabularies in the level about 2000 words with appropriate theme and sub theme chosen, the students are able to have the language skill of listening and the language component of vocabulary and grammar.

#### II. Specific Instructional Objectives.

1. Students are able to find the meaning of certain words in the song correctly.
2. Students are able to identify the pattern of sentences in the song correctly.
3. Students are able to complete the sentences with appropriate words in the song correctly.
4. Students are able to do the exercises given correctly.

#### III. Material

- i. Popular song entitled "Hero" by Mariah Carey.
- ii. Song completion test entitled "Hero" by Mariah Carey.

#### IV. Teaching Learning Process.

Approach: Meaningfulness/ communicative approach.

Activities:

| Time | Experimental Group   | Control Group   | Time |
|------|--|---|------|
| 2'   | 1. Opening:<br>- Greeting  | 1. Opening:<br>- Greeting   | 2'   |
| 3'   | - Giving leading questions to arouse students' interest.                             | - Giving leading questions to arouse students' interest.                                  | 3'   |
| 15'  | 2. Main activities:<br>- Giving the song, explaining, and expanding them.            | 2. Main activities:<br>- Giving and explaining the material about noun clause             | 30'  |
| 8'   | - Asking the students to listen to the vocabulary and grammar in the song carefully. | - Asking the students to listen to the vocabulary in the text given orally by the teacher | 13'  |
| 25'  | - Giving song completion test and asking the students to complete the missing words. | - Asking the students to answer the exercises given orally by the teacher.                | 15'  |
| 30'  | - Discussing the exercises.  | - Discussing the exercises.   | 20'  |
| 5'   | 3. Closure:<br>- Concluding the material by listening to the song once more.         | 3. Closure:<br>- Concluding the material by listening to the teacher.                     | 5'   |
| 2'   | - Saying farewell to the students.   | - Saying farewell to the students.  | 2'   |

### V. Evaluation:

- Procedure : Written test
- Kind : Objective test

Songs script

- HERO

By Mariah Carey

There's a hero  
If you look inside your (1) *heart*  
You don't have to be (2) *afraid*  
Of what you are  
There's an (3) *answer*  
If you (4) *search* into your soul  
And the sorrow that you know  
Will (5) *melt* away

Reff: And then a hero (6) *comes* along  
With the (7) *strength* to carry on  
And you (8) *cast* your fears (9) *aside*  
And you know you can survive  
So (10) *when* you feel like hope is gone  
Look inside you and be (11) *strong*  
And you'll finally see the (12) *truth*  
That a hero lies in you

It's a long road  
When you (13) *face* the world alone  
No one reaches (14) *out* a hand  
For you to hold  
You can find (15) *love*  
If you search within yourself  
And the (16) *emptiness* you felt  
Will (17) *disappear*  
(Back to reff)

Oh.....  
Lord knows  
(18) *dreams* are hard to follow  
But don't let anyone  
Tear them (19) *away*  
Hold on  
There will be (20) *tomorrow*  
In time  
You'll find the way

(Back to reff)



Listening Test

Exercise 1.

I. Listen to the song and fill in the missing words as you listen!

**HERO**

By Mariah Carey

There's a hero  
If you look inside your (1).....  
You don't have to be (2).....  
Of what you are  
There's an (3).....  
If you (4).....into your soul  
And the sorrow that you know  
Will (5).....away

Reff: And then a hero (6).....along  
With the (7).....to carry on  
And you (8).....your fears (9).....  
And you know you can survive  
So (10).....you feel like hope is gone  
Look inside you and be (11).....  
And you'll finally see the (12).....  
That a hero lies in you

It's a long road  
When you (13).....the world alone  
No one reaches (14).....a hand  
For you to hold  
You can find (15).....  
If you search within yourself  
And the (16).....you felt  
Will (17).....

(Back to reff)

Oh.....  
Lord knows  
(18).....are hard to follow  
But don't let anyone  
Tear them (19).....  
Hold on  
There will be (20).....  
In time  
You'll find the way

(Back to reff)

## Exercise 2.

### II. Listen to your teacher and choose the best answer!

**Chose the answer that corresponds the sentence you are listened!**

1. (Spoken) It is a fact that the earth revolves around the sun.  
(Written) a. It is a fact that the earth revolves around the sun.  
b. It is fact that the earth revolves around the sun.  
c. It is a fact that the earth revolve around the sun.
2. (Spoken) Pam can't decide whether she would go or stay at home.  
(Written) a. Pam can decide whether she would go or stay at home.  
b. Pam can't decide whether she will go or stay at home.  
c. Pam can't decide whether she would go or stay at home.
3. (Spoken) Mr. Garfield told us where we could find it.  
(Written) a. Mr. Garfield told us where we can find it.  
b. Mr. Garfield tells us where we could find it.  
c. Mr. Garfield told us where we could find it.
4. (Spoken) Someone told me that he has worked hard.  
(Written) a. Someone told me that he has work hard.  
b. Someone told me that he has worked hard.  
c. Someone tells me that he has worked hard.
5. (Spoken) I saw a lot of people where the accident happened.  
(Written) a. I saw a lot of people where the accident happened.  
b. I saw a lot of people where the accident happen.  
c. I saw lot of people where the accident happen.
6. (Spoken) It is important that each student fills out a registration form.  
(Written) a. It is important that each student fill out a registration form.  
b. It is important that each student fills out a registration form.  
c. It is important that each student fills out registration form.
7. (Spoken) Miss Rina suggested that all students have to submit it.  
(Written) a. Miss Rina suggest that all students have to submit it.  
b. Miss Rina suggests that all students have to submit it.  
c. Miss Rina suggested that all students have to submit it.
8. (Spoken) Nadim told me that he might be late.  
(Written) a. Nadim told me that he may be late.  
b. Nadim told me that he might be late.  
c. Nadim tells me that he might be late.

9. (Spoken) Do you know if the bus stops here?  
(Written) a. Do you know if the bus stop here?  
b. Do you know if the bus stops there?  
c. Do you know if the bus stops here?
10. (Spoken) The employer demand Yuli to come to work on time.  
(Written) a. The employer demands Yuli to come to work on time.  
b. The employer demand Yuli to come to work in time.  
c. The employer demand Yuli to come to work on time.



**Exercise 3.**

**III. Listen to your teacher, fill in the missing words as you listen!**

A.

Technology(1).....problems as well as (2).....to humankind. Since Henry Ford began mass-producing them (3)..... 1908, (4)..... have provided us with a (5).....and convenient means of transportation. However, they have also (6)..... us traffic jams and air pollution. A technological development that is (7)..... our lives as (8)..... as the automobiles is the personal computer. Since the 1980s, personal computers have become common in homes, schools, and (9)....., and (10).....as automobiles have brought unexpected problems, so have personal computers.

B.

1. He .....me that he .....you.
2. He .....me that he .....you.
3. She .....to know what I.....
4. Father .....Tono what he .....at the zoo.
5. You ..... me when you .....here.

## Answer Key

### Exercise 1.

- |           |             |            |               |
|-----------|-------------|------------|---------------|
| 1. Heart  | 6. Comes    | 11. Strong | 16. Emptiness |
| 2. Afraid | 7. Strength | 12. Truth  | 17. Disappear |
| 3. Answer | 8. Cast     | 13. Face   | 18. Dreams    |
| 4. Search | 9. Aside    | 14. Out    | 19. Away      |
| 5. Melt   | 10. When    | 15. Love   | 20. Tomorrow  |

### Exercise 2.

- |      |       |
|------|-------|
| 1. a | 6. b  |
| 2. c | 7. c  |
| 3. c | 8. b  |
| 4. b | 9. c  |
| 5. a | 10. c |

### Exercise 3.

#### A

Technology (1) *brings* problems as well as (2) *benefits* to human kind. Since Henry Ford began mass-producing them (3) *in* 1908, (4) *automobiles* have provided us with a (5) *cheap* and convenient means of transportation. However, they have also (6) *brought* us traffic jams and air pollution. A technological development that is (7) *changing* our lives as (8) *much* as the automobiles is the personal computer. Since the 1980s, personal computers have become common in homes, schools, and (9) *businesses*, and (10) *just* as automobiles have brought unexpected problems, so have personal computers.

#### B.

1. He *tells* me that he *will meet* you.
2. He *told* me that he *would meet* you.
3. She *wanted to know* what *I had written*.
4. Father *asked* Tono what he *had seen* at the zoo.
5. You *didn't tell* me when you *arrived* here.

Post-Test

|                 |                 |
|-----------------|-----------------|
| Subject         | : English       |
| Class/ Semester | : II/ I for SMU |
| Language Skill  | : Listening     |
| Time            | : 90 minutes    |

Part I

Listen to the recording and choose the best answer!

a. Conditional Sentence.

Choose the letter a, b, or c that is the real fact of the sentence you are listened from the recording!

- (Spoken) If I had taught this class, I would give the test.  
(Written) a. I don't teach the class, so I would give the test.  
b. I don't teach the class, so I will give the test.  
c. I don't teach the class, so I will not give the test.
- (Spoken) If I had enough apple, I would bake an apple pie.  
(Written) a. I don't have enough apple, I will bake an apple pie.  
b. I don't have enough apple, I will not bake an apple pie.  
c. I have enough apple, I will bake an apple pie.
- (Spoken) Would you hold my hand if I saw you in heaven?  
(Written) a. I don't see you in heaven, so you wouldn't hold my hand.  
b. I don't see you in heaven, so you will not hold my hand.  
c. I don't see you in heaven, so you will hold my hand.
- (Spoken) Had he not enough money, he would not buy a car.  
(Written) a. He has enough money, he would not buy a car.  
b. He has enough money, he will buy a car.  
c. He has enough money, he will not buy a car.
- (Spoken) I would become a teacher if I took an English education.  
(Written) a. I do not take an English education.  
b. I am taking an English education.  
c. I take an English education.
- (Spoken) If the weather were nice, I would go to the park.  
(Written) a. The weather is not nice, I would go to the park.  
b. The weather is not nice, I will go to the park.  
b. The weather is not nice, I will not go to the park.

7. (Spoken) I would make a tomato salad for the picnic if the tomatoes in my garden were ripe.  
(Written) a. The tomatoes in my garden are not ripe.  
b. The tomatoes in my garden is not ripe.  
c. The tomatoes in my garden were not ripe.
8. (Spoken) If my parents were alive, I would not have to work..  
(Written) a. My parents were alive, I will not have to work.  
b. My parents aren't alive, I will not have to work.  
c. My parents aren't alive, I will have to work.
9. (Spoken) I would work hard if I were accepted.  
(Written) a. I would not work hard because I am not accepted.  
b. I will not work hard because I am not accepted.  
c. I will work hard because I am not accepted.
10. (Spoken) I would take the job if the salary suited me.  
(Written) a. The salary doesn't suit me, so I will take the job.  
b. The salary doesn't suit me, so I would take the job.  
c. The salary doesn't suit me, so I will not take the job.

**b. Noun Clause**

**Choose the letter a, b, or c that corresponds the sentences you are listened from the recording!**

11. (Spoken) Samantha said that she had helped you.  
(Written) a. Samantha said that she had help you.  
b. Samantha said that she had helped you.  
c. Samantha said that she had helps you.
12. (Spoken) If I had taught this class, I would give the test.  
(Written) a. I don't teach the class, so I would give the test.  
b. I don't teach the class, so I will give the test.  
c. I don't teach the class, so I will not give the test
13. (Spoken) The fact that Ann was late didn't surprise them.  
(Written) a. The fact that Ann was late didn't surprise them.  
b. The fact that Ann was late didn't surprised them.  
c. The fact that Ann wasn't late didn't surprise them.
14. (Spoken) They suggest that all citizens should pay the taxes.  
(Written) a. They suggested that all citizens should pay the tax.  
b. They suggests that all citizen should pay the taxes.  
c. They suggest that all citizens should pay the taxes.

15. (Spoken) Do you know when they arrive?  
(Written) a. Do you know when they arrive?  
b. Do you know when they arrived?  
c. Do you know when they arrives?
16. (Spoken) I am afraid that his dog will bite me.  
(Written) a. I am afraid that his dog will bites me.  
b. I am afraid that his dog will bit me.  
c. I am afraid that his dog will bite me.
17. (Spoken) I wonder if she needs help.  
(Written) a. I wonder if she need help.  
b. I wonder if she needs help.  
c. I wonder if she need helps.
18. (Spoken) I don't know who those men are.  
(Written) a. I don't know who these men are.  
b. I don't know who those men are.  
c. I don't know who those man are.
19. (Spoken) It is true that plants need water in order to grow.  
(Written) a. It is true that plants need water in order to grow.  
b. It is true that plant needing water in order to grow.  
c. It is true that plant need water in order to grown.
20. (Spoken) I wonder if it will rain tomorrow.  
(Written) a. I wonder if it will rained tomorrow.  
b. I wonder if it will rain tomorrow.  
c. I wonder if it rain tomorrow.



## Part II.

### A. Listen to the recording; fill in the missing words as you listen!

#### One Man in a Boat

Fishing is my favorite sport. I often (1).....for hours without catching anything. But this does not (2)..... me. Some (3)..... are unlucky. Instead of catching fish, they catch old boots and (4)..... I am even less lucky. I never (5)..... anything- not even old (6)..... After spend whole mornings on the river, I (7)..... go home with an (8)..... bag. "You must give up fishing!" my friends say. "It's a waste of time". But they don't (9)..... one important thing. I'm not really interested in fishing. I am only interested in sitting in a (10)..... and doing nothing at all!

### B. Listen to the recording; fill in the missing words as you listen!

#### Mad or Not?

Aero planes are (1)..... driving me mad. I (2)..... near an airport and passing planes can be heard night and day. The airport was built during the war, but for (3)..... reason it could not be used then. (4)....., however, it came into use. Over a hundred people must have been driven away from their homes by the noise. I am one of the (5).....people left. (6).....I think this house will be knocked down by passing (7)..... I have been offered a large sum of money to go away, but I am determined (8)..... here. Everybody says I must be (9)..... and they are (10)..... right.

**Pre-Test Answer Key**

**1. A Private Conversation**

Last week I went to the (1) *theatre*. I had a very good (2) *seat*. The play was very interesting. I did not (3) *enjoy* it. A young man and a young woman were sitting behind me. They were talking very (4) *loudly*. I got very angry. I could not hear the actors. I turned round. I (5) *looked* at the man and the woman angrily. They did not pay any (6) *attention*. In the end, I could not bare it. I turned (7) *round* again. 'I can't (8) *hear* a word!' I said angrily.

'It's (9) *none* of your business,' the young man said rudely. 'This is a (10) *private* conversation!'

**2. Breakfast or Lunch?**

It was Sunday. I never get up (1) *early* on Sundays. I sometimes stay in bed until lunch time. Last Sunday, I (2) *got up* very late. I looked out of the window. It was (3) *dark* outside. 'What a day!' I (4) *thought* 'It's raining again'. Just then, the telephone rang. It was my (5) *aunt* Lucy. 'I've just arrived by train,' she said. 'I'm (6) *coming* to see you.'

'But I'm still having (7) *break fast*,' I said.

'What are you doing?' she asked.

'I'm having breakfast,' I (8) *repeated*.

'Dear me,' she said. 'Do you (9) *always* get up so late? It's one (10) *o'clock*!'

## Post-Test Answer Key

## I. Multiple Choice.

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

## II. A

## One Man in a Boat

Fishing is my favorite sport. I often (1) *fish* for hours without catching anything. But this does not (2) *worry* me. Some (3) *fishermen* are unlucky. Instead of catching fish, they catch old boots and (4) *rubbish*. I am even less lucky. I never (5) *catch* anything- not even old (6) *boots*. After spend whole mornings on the river, I (7) *always* go home with an (8) *empty* bag. "You must give up fishing!" my friends say. "It's a waste of time". But they don't (9) *realize* one important thing. I'm not really interested in fishing. I am only interested in sitting in (10) *a boat* and doing nothing at all!

## B.

## Mad or Not?

Aero planes are (1) *slowly* driving me mad. I (2) *live* near an airport and passing planes can be heard night and day. The airport was built during the war, but for (3) *some* reason it could not be used then. (4) *Last year*, however, it came into use. Over a hundred people must have been driven away from their homes by the noise. I am one of the (5) *few* people left. (6) *Sometimes* I think this house will be knocked down by passing (7) *plane*. I have been offered a large sum of money to go away, but I am determined (8) *to stay* here. Everybody says I must be (9) *mad* and they are (10) *probably* right.

**Item Distribution.**

**I. Multiple Choice Test**

| No. | Material                     | Items' No                              | Total |
|-----|------------------------------|--|-------|
| 1.  | Conditional Sentence Type II | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10          | 10    |
| 2.  | Noun Clause                  | 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 | 10    |

**II. Completion Test.**

| No | Material  | Items' No      | Total |
|----|-----------|----------------|-------|
| 1. | Noun      | A: 3, 4, 6, 10 | 5     |
|    |           | B: 8           |       |
| 2. | Verb      | A: 1, 5, 9     | 5     |
|    |           | B: 2, 7        |       |
| 3. | Adjective | A: 2, 8        | 5     |
|    |           | B: 3, 5, 9     |       |
| 4. | Adverb    | A: 7           | 5     |
|    |           | B: 1, 4, 6, 10 |       |

Table 1. The Computation of Pre-test Using Anova

| No | II.1 |                | II.2 |                | II.3 |                | II.4 |                | II.5 |                |
|----|------|----------------|------|----------------|------|----------------|------|----------------|------|----------------|
|    | X1   | X <sup>2</sup> | X2   | X <sup>2</sup> | X3   | X <sup>2</sup> | X4   | X <sup>2</sup> | X5   | X <sup>2</sup> |
| 1  | 55   | 3025           | 70   | 4900           | 25   | 625            | 60   | 3600           | 70   | 4900           |
| 2  | 60   | 3600           | 55   | 3025           | 55   | 3025           | 50   | 2500           | 50   | 2500           |
| 3  | 40   | 1600           | 50   | 2500           | 55   | 3025           | 50   | 2500           | 50   | 2500           |
| 4  | 65   | 4225           | 70   | 4900           | 70   | 4900           | 60   | 3600           | 55   | 3025           |
| 5  | 40   | 1600           | 75   | 5625           | 65   | 4225           | 65   | 4225           | 55   | 3025           |
| 6  | 85   | 7225           | 60   | 3600           | 80   | 6400           | 50   | 2500           | 65   | 4225           |
| 7  | 90   | 8100           | 70   | 4900           | 70   | 4900           | 55   | 3025           | 65   | 4225           |
| 8  | 50   | 2500           | 70   | 4900           | 80   | 6400           | 75   | 5625           | 75   | 5625           |
| 9  | 80   | 6400           | 60   | 3600           | 25   | 625            | 80   | 6400           | 75   | 5625           |
| 10 | 90   | 8100           | 55   | 3025           | 30   | 900            | 65   | 4225           | 80   | 6400           |
| 11 | 65   | 4225           | 55   | 3025           | 75   | 5625           | 70   | 4900           | 50   | 2500           |
| 12 | 55   | 3025           | 60   | 3600           | 80   | 6400           | 75   | 5625           | 40   | 1600           |
| 13 | 60   | 3600           | 55   | 3025           | 65   | 4225           | 80   | 6400           | 45   | 2025           |
| 14 | 60   | 3600           | 60   | 3600           | 65   | 4225           | 70   | 4900           | 45   | 2025           |
| 15 | 45   | 2025           | 50   | 2500           | 55   | 3025           | 60   | 3600           | 50   | 2500           |
| 16 | 55   | 3025           | 80   | 6400           | 45   | 2025           | 70   | 4900           | 50   | 2500           |
| 17 | 55   | 3025           | 55   | 3025           | 55   | 3025           | 90   | 8100           | 65   | 4225           |
| 18 | 45   | 2025           | 80   | 6400           | 60   | 3600           | 30   | 900            | 90   | 8100           |
| 19 | 50   | 2500           | 85   | 7225           | 50   | 2500           | 55   | 3025           | 75   | 5625           |
| 20 | 70   | 4900           | 85   | 7225           | 45   | 2025           | 45   | 2025           | 80   | 6400           |
| 21 | 70   | 4900           | 75   | 5625           | 65   | 4225           | 55   | 3025           | 65   | 4225           |
| 22 | 55   | 3025           | 55   | 3025           | 45   | 2025           | 80   | 6400           | 65   | 4225           |
| 23 | 80   | 6400           | 55   | 3025           | 65   | 4225           | 75   | 5625           | 60   | 3600           |
| 24 | 75   | 5625           | 45   | 2025           | 50   | 2500           | 55   | 3025           | 50   | 2500           |
| 25 | 40   | 1600           | 50   | 2500           | 65   | 4225           | 35   | 1225           | 70   | 4900           |
| 26 | 55   | 3025           | 55   | 3025           | 75   | 5625           | 65   | 4225           | 70   | 4900           |
| 27 | 40   | 1600           | 65   | 4225           | 60   | 3600           | 55   | 3025           | 55   | 3025           |
| 28 | 60   | 3600           | 45   | 2025           | 60   | 3600           | 65   | 4225           | 55   | 3025           |
| 29 | 60   | 3600           | 75   | 5625           | 70   | 4900           | 75   | 5625           | 75   | 5625           |
| 30 | 65   | 4225           | 60   | 3600           | 50   | 2500           | 90   | 8100           | 80   | 6400           |
| 31 | 90   | 8100           | 65   | 4225           | 80   | 6400           | 35   | 1225           | 80   | 6400           |
| 32 | 55   | 3025           | 55   | 3025           | 65   | 4225           | 55   | 3025           | 65   | 4225           |
| 33 | 70   | 4900           | 80   | 6400           | 50   | 2500           | 55   | 3025           | 60   | 3600           |
| 34 | 80   | 6400           | 50   | 2500           | 70   | 4900           | 70   | 4900           | 90   | 8100           |
| 35 | 60   | 3600           | 60   | 3600           | 55   | 3025           | 45   | 2025           | 80   | 6400           |
| 36 | 55   | 3025           | 45   | 2025           | 75   | 5625           | 90   | 8100           | 45   | 2025           |
| 37 | 65   | 4225           | 40   | 1600           | 75   | 5625           | 50   | 2500           | 35   | 1225           |
| 38 | 70   | 4900           | 60   | 3600           | 75   | 5625           | 60   | 3600           | 65   | 4225           |
| 39 | 55   | 3025           | 60   | 3600           | 60   | 3600           | 55   | 3025           | 60   | 3600           |
| 40 | 85   | 7225           | 75   | 5625           | 50   | 2500           | 65   | 4225           | 55   | 3025           |
|    | 2500 | 164350         | 2470 | 157900         | 2410 | 153150         | 2485 | 162725         | 2510 | 164800         |

**Table 1. The Computation of Pre-test Using Anova**

$$\begin{aligned}
 1. \quad SST &= \sum xn^2 + \frac{(\sum xn)^2}{N} \\
 &= 802925 - \frac{(12375)^2}{200} \\
 &= 37221.85
 \end{aligned}$$

$$\begin{aligned}
 2. \quad SSB &= \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \frac{(\sum x_3)^2}{n_3} + \frac{(\sum x_4)^2}{n_4} + \frac{(\sum x_5)^2}{n_5} - \frac{(\sum x)^2}{N} \\
 &= \frac{6250000}{40} + \frac{6100900}{40} + \frac{5808100}{40} + \frac{6175225}{40} + \frac{6300100}{40} - 765703.15 \\
 &= 154.98
 \end{aligned}$$

$$\begin{aligned}
 3. \quad SSW &= SST - SSB \\
 &= 37221.85 - 154.98 \\
 &= 37066,87
 \end{aligned}$$

$$\begin{aligned}
 4. \quad a. \quad Dfb &= K - 1 \\
 &= 4
 \end{aligned}$$

$$\begin{aligned}
 b. \quad Dfw &= N - K \\
 &= 195
 \end{aligned}$$

$$\begin{aligned}
 5. \quad MSB &= \frac{SSB}{Dfb} \\
 &= \frac{154.98}{4} \\
 &= 38.745
 \end{aligned}$$

$$\begin{aligned}
 MSW &= \frac{SSW}{Dfw} \\
 &= \frac{37066.87}{195} \\
 &= 190.09
 \end{aligned}$$

$$\begin{aligned} 6. f_o &= \frac{MSB}{MSW} \\ &= \frac{38.75}{190.09} \\ &= 0.2038 \end{aligned}$$

$f_o$  (Dfb),(Dfw) at the 5 % significant level.

$$F_o (4), (195) = 2.41$$

$$F_o < f_{\text{table}}, 0.2038 < 2.41$$

Where :

- SST : Sum of squares total group
- SSB : Sum of squares between group
- SSW : Sum of squares within group
- Dft : Total degree of freedom
- Dfb : Total degree of freedom between group
- Dfw : Total degree of freedom within group
- MSB : Mean squares between group
- MSW : Mean square within group

TABEL NILAI - NILAI t DENGAN

TARAF SIGNIFIKANSI 5% DAN 1%.

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

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



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

| f. b.<br>untuk KR<br>Pembagi | f. b. untuk Kuadrat Kerata Pembilang |       |       |       |       |       |       |       |
|------------------------------|--------------------------------------|-------|-------|-------|-------|-------|-------|-------|
|                              | 1                                    | 2     | 3     | 4     | 5     | 6     | 7     | 8     |
| 1                            | 161                                  | 200   | 215   | 225   | 230   | 234   | 237   | 238   |
|                              | 4052                                 | 4999  | 5403  | 5625  | 5764  | 5859  | 5928  | 5981  |
| 2                            | 18,51                                | 19,00 | 19,16 | 19,25 | 19,30 | 19,33 | 19,36 | 19,37 |
|                              | 98,49                                | 99,00 | 99,17 | 99,25 | 99,30 | 99,33 | 99,34 | 99,36 |
| 3                            | 10,13                                | 9,55  | 9,28  | 9,12  | 9,01  | 8,94  | 8,88  | 8,84  |
|                              | 34,12                                | 30,82 | 29,46 | 28,71 | 28,24 | 27,91 | 27,67 | 27,49 |
| 4                            | 7,71                                 | 6,94  | 6,59  | 6,39  | 6,26  | 6,16  | 6,09  | 6,04  |
|                              | 21,20                                | 18,00 | 16,69 | 15,98 | 15,52 | 15,21 | 14,98 | 14,84 |
| 5                            | 6,61                                 | 5,79  | 5,41  | 5,19  | 5,05  | 4,95  | 4,88  | 4,82  |
|                              | 16,26                                | 13,27 | 12,06 | 11,39 | 10,97 | 10,67 | 10,45 | 10,27 |
| 6                            | 5,99                                 | 5,14  | 4,76  | 4,53  | 4,39  | 4,28  | 4,21  | 4,15  |
|                              | 13,74                                | 10,92 | 9,78  | 9,15  | 8,75  | 8,47  | 8,26  | 8,10  |
| 7                            | 5,59                                 | 4,74  | 4,35  | 4,12  | 3,97  | 3,87  | 3,79  | 3,73  |
|                              | 12,25                                | 9,55  | 8,45  | 7,85  | 7,46  | 7,19  | 7,00  | 6,84  |
| 8                            | 5,32                                 | 4,46  | 4,07  | 3,84  | 3,69  | 3,58  | 3,50  | 3,44  |
|                              | 11,26                                | 8,65  | 7,59  | 7,01  | 6,63  | 6,37  | 6,19  | 6,03  |
| 9                            | 5,12                                 | 4,26  | 3,86  | 3,63  | 3,48  | 3,37  | 3,29  | 3,23  |
|                              | 10,56                                | 8,02  | 6,99  | 6,42  | 6,06  | 5,80  | 5,62  | 5,47  |
| 10                           | 4,96                                 | 4,10  | 3,71  | 3,48  | 3,33  | 3,22  | 3,14  | 3,07  |
|                              | 10,04                                | 7,56  | 6,55  | 5,99  | 5,64  | 5,39  | 5,21  | 5,06  |
| 11                           | 4,84                                 | 3,98  | 3,59  | 3,36  | 3,20  | 3,09  | 3,01  | 2,95  |
|                              | 9,65                                 | 7,20  | 6,22  | 5,67  | 5,32  | 5,07  | 4,88  | 4,74  |
| 12                           | 4,75                                 | 3,88  | 3,49  | 3,26  | 3,11  | 3,00  | 2,92  | 2,85  |
|                              | 9,33                                 | 6,93  | 5,95  | 5,41  | 5,06  | 4,82  | 4,65  | 4,50  |
| 13                           | 4,67                                 | 3,80  | 3,41  | 3,18  | 3,02  | 2,92  | 2,84  | 2,77  |
|                              | 9,07                                 | 6,70  | 5,74  | 5,20  | 4,86  | 4,62  | 4,44  | 4,30  |
| 14                           | 4,60                                 | 3,74  | 3,34  | 3,11  | 2,96  | 2,85  | 2,77  | 2,70  |
|                              | 8,86                                 | 6,51  | 5,56  | 5,03  | 4,69  | 4,46  | 4,28  | 4,14  |
| 15                           | 4,54                                 | 3,68  | 3,29  | 3,06  | 2,90  | 2,79  | 2,70  | 2,64  |
|                              | 8,68                                 | 6,36  | 5,42  | 4,89  | 4,56  | 4,32  | 4,14  | 4,00  |

(berlanjut)

KR: Kuadrat rerata (K rerata)

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

TABEL F  
Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

| d.d.b. untuk KR Pemb. | d.b. untuk Kuadrat Retasi Pembilang |      |      |      |      |      |      |      |
|-----------------------|-------------------------------------|------|------|------|------|------|------|------|
|                       | 1                                   | 2    | 3    | 4    | 5    | 6    | 7    | 8    |
| 16                    | 4,49                                | 3,63 | 3,24 | 3,01 | 2,85 | 2,74 | 2,66 | 2,59 |
|                       | 8,53                                | 6,23 | 5,29 | 4,77 | 4,44 | 4,20 | 4,01 | 3,89 |
| 17                    | 4,45                                | 3,59 | 3,20 | 2,96 | 2,81 | 2,70 | 2,62 | 2,56 |
|                       | 8,40                                | 6,11 | 5,18 | 4,67 | 4,34 | 4,10 | 3,93 | 3,79 |
| 18                    | 4,41                                | 3,55 | 3,16 | 2,93 | 2,77 | 2,66 | 2,58 | 2,51 |
|                       | 8,28                                | 6,01 | 5,09 | 4,58 | 4,25 | 4,01 | 3,85 | 3,71 |
| 19                    | 4,38                                | 3,52 | 3,13 | 2,90 | 2,74 | 2,63 | 2,55 | 2,48 |
|                       | 8,18                                | 5,93 | 5,01 | 4,50 | 4,17 | 3,94 | 3,77 | 3,63 |
| 20                    | 4,35                                | 3,49 | 3,10 | 2,87 | 2,71 | 2,60 | 2,52 | 2,45 |
|                       | 8,10                                | 5,85 | 4,94 | 4,43 | 4,10 | 3,87 | 3,71 | 3,56 |
| 21                    | 4,32                                | 3,47 | 3,07 | 2,84 | 2,68 | 2,57 | 2,49 | 2,42 |
|                       | 8,02                                | 5,78 | 4,87 | 4,37 | 4,04 | 3,81 | 3,65 | 3,51 |
| 21                    | 4,32                                | 3,47 | 3,07 | 2,84 | 2,68 | 2,57 | 2,49 | 2,42 |
|                       | 8,02                                | 5,78 | 4,87 | 4,37 | 4,04 | 3,81 | 3,65 | 3,51 |
| 22                    | 4,30                                | 3,44 | 3,05 | 2,82 | 2,66 | 2,55 | 2,47 | 2,40 |
|                       | 7,94                                | 5,72 | 4,82 | 4,31 | 3,99 | 3,76 | 3,59 | 3,45 |
| 23                    | 4,28                                | 3,42 | 3,03 | 2,80 | 2,64 | 2,53 | 2,45 | 2,38 |
|                       | 7,88                                | 5,66 | 4,76 | 4,26 | 3,94 | 3,71 | 3,54 | 3,41 |
| 24                    | 4,26                                | 3,40 | 3,01 | 2,78 | 2,62 | 2,51 | 2,43 | 2,36 |
|                       | 7,82                                | 5,61 | 4,72 | 4,22 | 3,90 | 3,67 | 3,50 | 3,36 |
| 25                    | 4,24                                | 3,38 | 2,99 | 2,76 | 2,60 | 2,49 | 2,41 | 2,34 |
|                       | 7,77                                | 5,57 | 4,68 | 4,18 | 3,86 | 3,63 | 3,46 | 3,32 |
| 26                    | 4,22                                | 3,37 | 2,98 | 2,74 | 2,59 | 2,47 | 2,39 | 2,32 |
|                       | 7,72                                | 5,53 | 4,64 | 4,14 | 3,82 | 3,59 | 3,42 | 3,29 |
| 27                    | 4,21                                | 3,35 | 2,96 | 2,73 | 2,57 | 2,46 | 2,37 | 2,30 |
|                       | 7,68                                | 5,49 | 4,60 | 4,11 | 3,79 | 3,56 | 3,39 | 3,26 |
| 28                    | 4,20                                | 3,34 | 2,95 | 2,71 | 2,56 | 2,44 | 2,36 | 2,29 |
|                       | 7,64                                | 5,45 | 4,57 | 4,07 | 3,76 | 3,53 | 3,36 | 3,23 |
| 29                    | 4,18                                | 3,33 | 2,93 | 2,70 | 2,54 | 2,43 | 2,35 | 2,29 |
|                       | 7,60                                | 5,42 | 4,54 | 4,04 | 3,73 | 3,50 | 3,33 | 3,20 |
| 30                    | 4,17                                | 3,32 | 2,92 | 2,69 | 2,53 | 2,42 | 2,34 | 2,27 |
|                       | 7,56                                | 5,39 | 4,51 | 4,02 | 3,70 | 3,47 | 3,30 | 3,12 |

(beranjutan)

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

| d.b. untuk Pembagi | d.b. untuk Kuadrat Rerata Pembilang |       |       |       |       |       |       |       |  |  |
|--------------------|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|--|--|
|                    | 9                                   | 10    | 11    | 12    | 14    | 16    | 20    | 24    |  |  |
| 1                  | 244                                 | 242   | 243   | 244   | 245   | 246   | 248   | 249   |  |  |
| 2                  | 6022                                | 6056  | 5082  | 6106  | 6142  | 6169  | 6208  | 6234  |  |  |
| 3                  | 19,33                               | 19,39 | 19,40 | 19,41 | 19,42 | 19,43 | 19,44 | 19,45 |  |  |
| 4                  | 99,33                               | 99,40 | 99,41 | 99,42 | 99,43 | 99,44 | 99,45 | 99,46 |  |  |
| 5                  | 8,51                                | 8,78  | 8,76  | 8,74  | 8,71  | 8,69  | 8,66  | 8,64  |  |  |
| 6                  | 27,34                               | 27,23 | 27,13 | 27,05 | 26,92 | 26,83 | 26,69 | 26,60 |  |  |
| 7                  | 6,00                                | 5,96  | 5,93  | 5,91  | 5,87  | 5,84  | 5,80  | 5,77  |  |  |
| 8                  | 14,55                               | 14,54 | 14,45 | 14,37 | 14,24 | 14,15 | 14,02 | 13,93 |  |  |
| 9                  | 4,73                                | 4,74  | 4,70  | 4,68  | 4,64  | 4,60  | 4,56  | 4,53  |  |  |
| 10                 | 10,15                               | 10,05 | 9,96  | 9,89  | 9,77  | 9,68  | 9,55  | 9,47  |  |  |
| 11                 | 4,19                                | 4,06  | 4,03  | 4,00  | 3,96  | 3,92  | 3,87  | 3,84  |  |  |
| 12                 | 7,92                                | 7,87  | 7,79  | 7,72  | 7,60  | 7,52  | 7,39  | 7,31  |  |  |
| 13                 | 3,33                                | 3,63  | 3,60  | 3,57  | 3,52  | 3,49  | 3,44  | 3,41  |  |  |
| 14                 | 6,71                                | 6,62  | 6,54  | 6,47  | 6,35  | 6,27  | 6,15  | 6,07  |  |  |
| 15                 | 3,39                                | 3,34  | 3,31  | 3,28  | 3,23  | 3,20  | 3,15  | 3,12  |  |  |
| 16                 | 5,91                                | 5,82  | 5,74  | 5,67  | 5,56  | 5,48  | 5,36  | 5,28  |  |  |
| 17                 | 3,18                                | 3,13  | 3,10  | 3,07  | 3,02  | 2,98  | 2,93  | 2,90  |  |  |
| 18                 | 5,35                                | 5,26  | 5,18  | 5,11  | 5,00  | 4,92  | 4,80  | 4,73  |  |  |
| 19                 | 3,02                                | 2,97  | 2,94  | 2,91  | 2,86  | 2,82  | 2,77  | 2,74  |  |  |
| 20                 | 4,95                                | 4,85  | 4,78  | 4,71  | 4,60  | 4,52  | 4,41  | 4,33  |  |  |
| 21                 | 2,90                                | 2,86  | 2,82  | 2,79  | 2,74  | 2,70  | 2,65  | 2,61  |  |  |
| 22                 | 4,53                                | 4,54  | 4,46  | 4,40  | 4,29  | 4,21  | 4,10  | 4,02  |  |  |
| 23                 | 2,30                                | 2,76  | 2,72  | 2,69  | 2,64  | 2,60  | 2,54  | 2,50  |  |  |
| 24                 | 4,39                                | 4,30  | 4,22  | 4,15  | 4,05  | 3,98  | 3,86  | 3,78  |  |  |
| 25                 | 2,72                                | 2,67  | 2,63  | 2,60  | 2,55  | 2,51  | 2,46  | 2,42  |  |  |
| 26                 | 4,19                                | 4,10  | 4,02  | 3,95  | 3,85  | 3,78  | 3,67  | 3,59  |  |  |
| 27                 | 2,55                                | 2,60  | 2,56  | 2,53  | 2,48  | 2,44  | 2,39  | 2,35  |  |  |
| 28                 | 4,02                                | 3,94  | 3,86  | 3,80  | 3,70  | 3,62  | 3,51  | 3,43  |  |  |
| 29                 | 2,59                                | 2,55  | 2,51  | 2,48  | 2,43  | 2,39  | 2,33  | 2,29  |  |  |
| 30                 | 3,59                                | 3,80  | 3,73  | 3,67  | 3,56  | 3,48  | 3,36  | 3,29  |  |  |
| 31                 | 2,54                                | 2,49  | 2,45  | 2,42  | 2,37  | 2,33  | 2,28  | 2,24  |  |  |
| 32                 | 3,73                                | 3,69  | 3,61  | 3,55  | 3,45  | 3,37  | 3,25  | 3,18  |  |  |

(bersambung)

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

| d.b. untuk Pembagi | d.b. untuk Kuadrat Rerata Pembilang |      |      |      |      |      |  |
|--------------------|-------------------------------------|------|------|------|------|------|--|
|                    | 2                                   | 3    | 4    | 5    | 6    | 7    |  |
| 1                  | 3,94                                | 3,09 | 2,70 | 2,30 | 2,19 | 2,10 |  |
| 2                  | 6,90                                | 4,82 | 3,98 | 3,20 | 2,99 | 2,89 |  |
| 3                  | 3,92                                | 3,07 | 2,68 | 2,29 | 2,17 | 2,08 |  |
| 4                  | 6,84                                | 4,78 | 3,94 | 3,17 | 2,95 | 2,85 |  |
| 5                  | 3,91                                | 3,06 | 2,67 | 2,27 | 2,16 | 2,07 |  |
| 6                  | 6,81                                | 4,75 | 3,91 | 3,14 | 2,92 | 2,82 |  |
| 7                  | 3,89                                | 3,04 | 2,65 | 2,26 | 2,14 | 2,05 |  |
| 8                  | 6,76                                | 4,71 | 3,88 | 3,11 | 2,90 | 2,80 |  |
| 9                  | 3,86                                | 3,02 | 2,62 | 2,23 | 2,19 | 2,03 |  |
| 10                 | 6,70                                | 4,66 | 3,83 | 3,06 | 2,85 | 2,75 |  |
| 11                 | 3,85                                | 3,00 | 2,61 | 2,22 | 2,10 | 2,02 |  |
| 12                 | 6,66                                | 4,62 | 3,80 | 3,04 | 2,82 | 2,72 |  |
| 13                 | 3,84                                | 2,99 | 2,60 | 2,21 | 2,09 | 2,01 |  |
| 14                 | 6,64                                | 4,60 | 3,78 | 3,02 | 2,80 | 2,70 |  |

(bersambung)

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a



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 UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : **5723** /J25.1.5/PI 5/2003.

Jember, **19 DEC 2003**, 200...

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala  
 SMUN I Rambipuji  
 di -  
 Jember

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

Nama : Eni Susilowati

Nim : 910210401082

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

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

The Effect of using English Songs on Listening Comprehension Achievement of the Second Year Students of SMUN I Rambipuji in 2003/2004 Academic Year

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

Demikian atas perkenan dan kerjasamanya; kami mengucapkan terima kasih.

a.n. Dekan  
 Pembantu Dekan I,

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

PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SMU NEGERI 1 RAMBIPUJI-JEMBER  
Jalan Durian No.30 Telp. (0331) 711173 Pecoro-Rambipuji

---

SURAT KETERANGAN

Nomor : 670/046/436.318.20/2004.

Yang bertanda tangan di bawah ini, Kepala SMU Negeri 1 Rambipuji-Jember menerangkan bahwa :

Nama : Eni Susilowati  
NIM : 990210401082  
Jurusan/Program : Pendidikan Bahasa dan Seni/Pend.Bhs.Inggris.  
Fakultas/PT : Keguruan dan Ilmu Pendidikan/UNEJ.

Telah melaksanakan penelitian di SMU Negeri 1 Rambipuji Jember mulai tanggal 22 Desember 2003 s/d 24 Januari 2004. Hal tersebut dilakukan dalam rangka menyusun skripsi sebagai tugas akhir untuk memperoleh gelar sarjana pendidikan (S.Pd) dengan judul : The Effect of Using English Songs on Listening Comprehension Achievement of the Second Year Students of SMU Negeri 1 Rambipuji in 2003/2004 Academic Year.

Demikian surat keterangan ini kami berikan agar dapat dipergunakan sebagaimana mestinya.

Rambipuji, 10 Maret 2004  
Kepala Sekolah,  
  
DES. COHARI, MM  
NIP. 131 288 249

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

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : Emi Susilowati  
 NIM/Angkatan : 99-1082 / 1999.  
 Jurusan/Program Studi : PBSI / Pand. Bahasa Inggris.  
 Judul Skripsi : The Effect of Using English Songs on Listening Comprehension Achievement of The second Year Students of SMUPT I Pambopuji in 2003/2004 Academic Year.  
 Pembimbing I : Dra Mado Adi A, MEd.  
 Pembimbing II ★ : Eka Wahyuningsih, SPd.

**KEGIATAN KONSULTASI**

| No  | Hari/Tanggal     | Materi Konsultasi              | T.T. Pembimbing |
|-----|------------------|--------------------------------|-----------------|
| 1.  | Agustus 2003     | Matrik Penelitian              | JH              |
| 2.  | 1 Oktober 2003   | Bab 1.                         | JH              |
| 3.  | 18 Oktober 2003  | Bab 1, 2, 3.                   | JH              |
| 4.  | 10 November 2003 | Revisi bab 1, 2, 3.            | JH              |
| 5.  | 19 November 2003 | Bab 1, 2, 3 dan perangkai      | JH              |
| 6.  | 4 Desember 2003  | Revisi 1, 2, 3 dan instrument. | JH              |
| 7.  | 1 Pebruari 2004  | Bab 4, 5                       | JH              |
| 8.  | 10 Pebruari 2004 | Revisi bab 4, 5                | JH              |
| 9.  | 20 Pebruari 2004 | Bab 1, 2, 3, 4, 5              | JH              |
| 10. | 28 Pebruari 2004 | Revisi semua bab               | JH              |
| 11. | 6 Maret 2004     | Revisi semua bab dan perangkai | JH              |
| 12. |                  |                                |                 |
| 13. |                  |                                |                 |
| 14. |                  |                                |                 |
| 15. |                  |                                |                 |

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



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Eri Susilowati  
 NIM/Angkatan : 99-1082 / 1999  
 Jurusan/Program Studi : PBS / Pand. Bahasa Inggris  
 Judul Skripsi : The Effect of Using English Songs on Listening Comprehension Achievement of Listening Com  
 Pembimbing I ★ : Dra. Made Adi A, MEd.  
 Pembimbing II : Eko Wahyuningatih, SPd.

KEGIATAN KONSULTASI

| No  | Hari/Tanggal     | Materi Konsultasi              | T.T. Pembimbing |
|-----|------------------|--------------------------------|-----------------|
| 1.  | Agustus 2003     | Matrik penelitian              | Ke              |
| 2.  | September 2003   | Bab 1.                         | Ke              |
| 3.  | 18 October 2003  | Revisi bab 1.                  | Ke              |
| 4.  | 24 October 2003  | Bab 2, 3.                      | Ke              |
| 5.  | 10 November 2003 | Revisi bab 1, 2, 3.            | Ke              |
| 6.  | 16 November      | Bab 1, 2, 3 dan peranghar.     | Ke              |
| 7.  | 6 Desember 2003  | Revisi 1, 2, 3 dan instrument. | Ke              |
| 8.  | 1 Februari 2004  | Bab 4, 5                       | Ke              |
| 9.  | 10 Februari 2004 | Revisi 4, 5                    | Ke              |
| 10. | 20 Februari 2004 | Bab 1, 2, 3, 4, 5              | Ke              |
| 11. | 28 Februari 2004 | Revisi semua bab               | Ke              |
| 12. |                  |                                |                 |
| 13. |                  |                                |                 |
| 14. |                  |                                |                 |
| 15. |                  |                                |                 |

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