



**THE EFFECT OF TEACHING ENGLISH THROUGH SONGS ON THE
SECOND GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT SDN
BARATAN 01 JEMBER IN THE 2011/2012 ACADEMIC YEAR**

THESIS

Composed to Fulfill One of the Requirements to Obtain the S-1 Degree
at the English Education Program, Language & Arts Education Department,
Faculty of Teacher Training and Education
Jember University

By:

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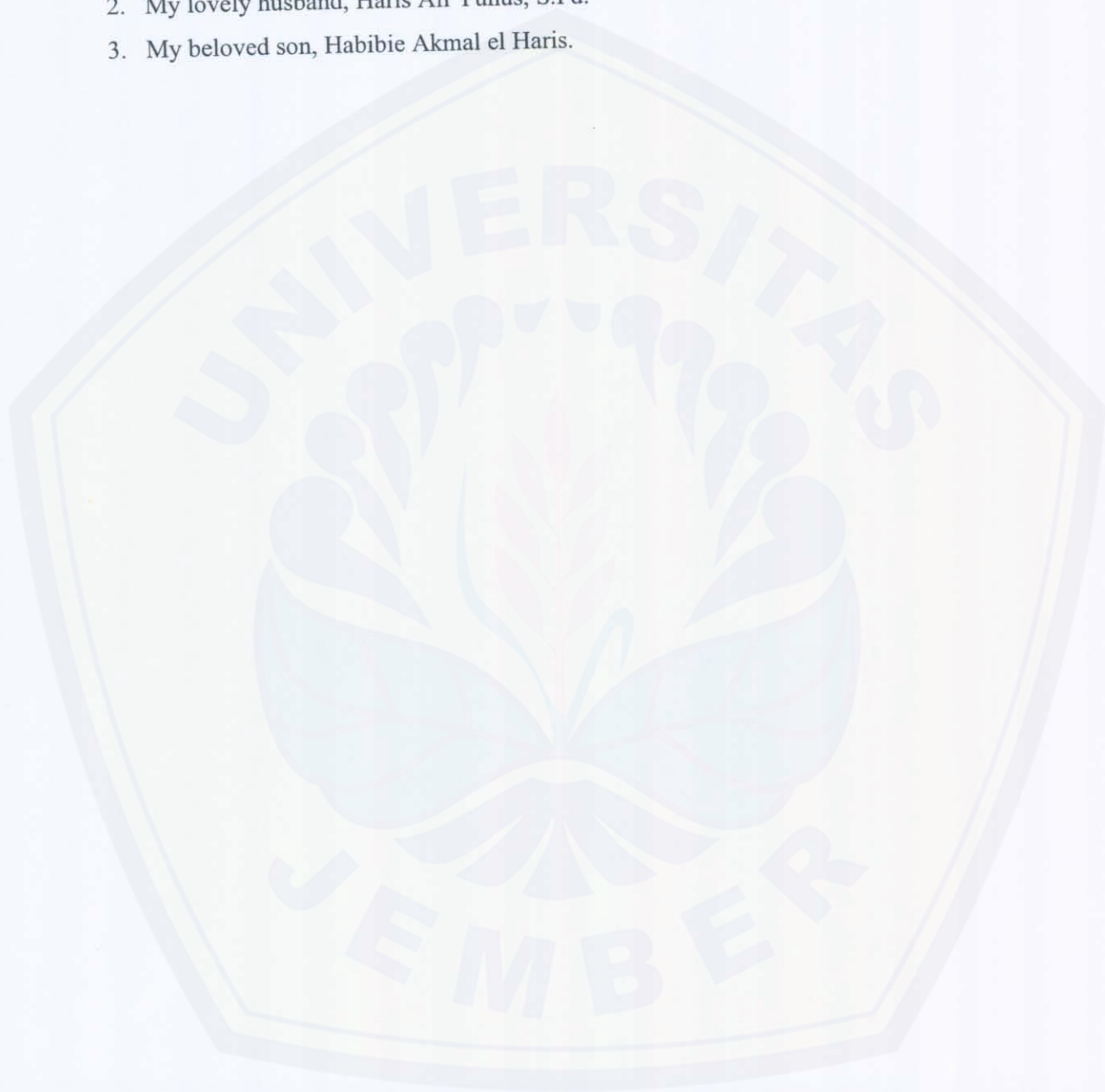
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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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2011**

Dedication

This thesis is honorably dedicated to:

1. My beloved parents, Maria Lusy Erna Wati and Balok Mukhiman.
2. My lovely husband, Haris Ali Yunus, S.Pd.
3. My beloved son, Habibie Akmal el Haris.



Motto

*Sing when you're glad,
Sing when you're sad.
Sing when you're busy,
Sing when you're lonely.
Sing also to communicate,
As you can sing to learn a language.*

(Musli Ari'ani, 2011)



CONSULTANTS' APPROVAL

THE EFFECT OF TEACHING ENGLISH THROUGH SONGS ON THE SECOND GRADE
STUDENTS' VOCABULARY ACHIEVEMENT AT SDN BARATAN 01 THE 2011/2012
ACADEMIC YEAR

THESIS

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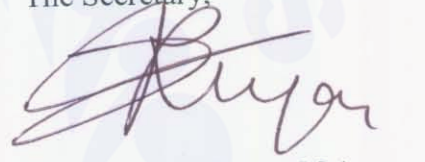
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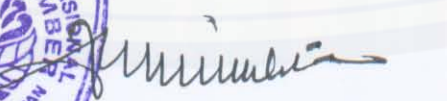
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4. The Dean of Faculty of Teacher Training and Education, Jember University.
5. The Chairperson of Language and Arts Department.
6. The Chairperson of English Language Program.
7. The Principal and Vice Principal of at SDN Baratan 01 Jember, the English teacher and the second grade students of at SDN Baratan 01 Jember who helped me obtain the data.

Finally I expect this thesis will be useful not only for me but also for the readers. Nevertheless, the constructive comments and criticisms are expected to improve this thesis.

Jember, October 15th, 2011

The writer

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SUMMARY

The Effect of Teaching English through Songs on The Second Grade Students' Vocabulary Achievement at SDN Baratan 01 Jember in the 2011/2012 Academic Year; Marita Elok Megawati, 060210401049; 2011 English Education Program of Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

Vocabulary is the basic thing in learning a language. It helps the students to communicate well and to master the four language skills namely listening, speaking, reading and writing. Dealing with English, vocabulary is the first step to learn English especially at Elementary Schools, because without knowing a lot of vocabularies in English, the students might experience difficulties in mastering English. This research, focused on teaching vocabulary through songs especially for young learners because they love to listen to musics and enjoy singing. English songs are one of the media that can motivate the learners in language learning because they can get something while they are singing songs.

This research was conducted to investigate the effect of Teaching English through Songs on the Second Grade Students' Vocabulary Achievement at SDN Baratan 01 Jember in the 2011/2012 Academic Year. The population of this research was the second grade students of SDN Baratan 01 Jember in the 2011/2012 academic year. The research respondents were determined at random through a lottery, after the homogeneity of the population was found. The total number of the respondents was 66 students, consisted of 32 students of 2A as the experimental group taught through Songs, while the control group consisted of 34 students of 2B taught by modeling technique.

It was found that Teaching English through Songs in experimental group was positively affected the students' vocabulary achievement. The research results proved

that there was a significant effect of teaching English through songs on the second grade students' vocabulary achievement at SDN Baratan 01 Jember in the 2011/2012 academic year. It was showed by the result of the data analysis that was the value of T-test was higher than T-table.

Based on the research result the researcher suggests the English teacher of SDN Baratan 01 Jember to use songs as the media to help students motivate in learning English vocabulary in the classroom. The researcher also suggests the English teacher to use songs to improve the students' vocabulary achievement. The researcher also expects that the result of the research can give valuable information to other researchers as the input or a reference to conduct a further research dealing with teaching English through songs by using another or the same research design.



CHAPTER I. INTRODUCTION

This chapter presents some aspects underpinning the topics of the research. It includes background of the research, problem of the research, objectives of the research, the significance of the research, operational definitions of the research and the research scope.

1.1 Background of The Research

Language cannot be separated from human's life, because it is used as what Tarigan (1990:2) notes as a means of communication. By using language, people can communicate with others and do many things such as sharing their feelings, information, knowledge and anything they want. They can even use a language to build interactions with others to maintain relationship, and to acquire information, knowledge and technology.

There are six international languages, namely English, Chinese, Germane, Japanese, Arabic and France. Of these international languages, English becomes the most widely used in all over the world since knowledge is mostly written in English. Crystal (1995:108) states that English is spoken in approximately a third of the world's population. Therefore, learning English becomes a very important thing in Indonesian schools.

In Indonesia, English plays an important role to the develop the teaching learning process at schools. The language has been taught from elementary schools to university levels. Even some kindergartens in big cities have introduced it. They try to introduce English as soon as possible to their students so that in the future the students can adapt to the global era.

Teaching to children of Elementary School is not an easy job. The students sometimes face some problems in acquiring English as their foreign language. Consequently, the teachers should be creative and be a good model in teaching English for their students. The objective of teaching English at Elementary schools is

to prepare children to have comparative values in the globalization era and introduce English at early ages.

There are four language skills in English namely listening, speaking, reading, and writing. Besides, English has three components; they are grammar, pronunciation and vocabulary. As the basic components of the four language skills vocabulary has to be mastered by learners. Sukarno (2000:1) explains that vocabulary is not included into the four skills but it becomes the heart of the four skills. This signifies that vocabulary is the main point to learn English. In response to the importance of vocabulary, Fardhani (1994:1) says that vocabulary is an important area of language, simply because words are tools of thought. Without having adequate vocabulary the students might get difficulty to learn English. Based on the 2006 School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan* or KTSP), the objective of teaching English in Elementary School is to enable the students to communicate in English both in spoken and written forms. At Elementary Schools, vocabulary is the first step to learn English, because without knowing a lot of vocabularies in English the children might experience difficulties in mastering English. Thus, vocabulary should be the first priority in English language teaching (ELT). This is because vocabulary is central of language teaching and learning. This means that by mastering vocabulary with grammar, the learners might produce so many sentences easily either in spoken or written one. They can also communicate with other people fluently and express their opinion or ideas conveniently.

Teaching English to the students of the Elementary School is to teach vocabulary since they learn English for the first time. The students are introduced to familiar things. Meanwhile, the curriculum of Elementary Education also contains a number of vocabularies to learn besides expressions and simple sentences about things around the children, numbers, hobbies, school activities, uniforms, animals and their daily activities. Those materials are attached on their syllabus or course objectives.

Teaching vocabulary in the Elementary school is not an easy way. Teaching young learners is different from teaching adult learners. Scott and Ytreberg (1994: 3) say that adults' world and children's world are not the same. This is because teaching young learners requires extra power to follow the children's characteristics during teaching treatments. The teacher should give basic vocabulary to make them understand English.

According to Supeniati (2008), the characteristics of young learners are: Children respond the language well through concrete things (visual things) rather than abstract things, they need physical movements and real activities to stimulate their thinking, and they will be enthusiastic if they are taught using fun activities or being involved in activities, they love to play, and learn best when they are enjoying themselves, they learn well through something that is close to their culture, and they like to work together.

Teaching a foreign language to young learners should be interesting and fun in order to make young learners like what they learn and increase their motivation in learning English. To motivate the students' positive mood in learning English especially vocabulary, the teacher should be able to select teaching learning methods. There are several ways in teaching vocabulary to young learners to create an interesting learning such as by using songs, playing games, telling stories, drawing picture, and so on.

This research focused on teaching vocabulary through songs for young learners because they love to listen to musics and enjoy singing. English songs are one of the media that can motivate the learners in language learning, particularly young learners because they can get something while they are singing a song. Karim and Hasbullah (1986:6.25) state that singing English songs can also motivate the students in learning the target language (TL). By presenting English songs, the students might remember the English words used in English songs.

Before teaching the children, the teacher should have preparation with what teaching media or tools they will use. The teacher may choose the English songs that relate to the materials or the topic being discussed.

Therefore, an experimental research entitled "*The Effect Of Teaching English Through Songs On The Second Grade Students' Vocabulary Achievement At SDN Baratan 01 Jember In The 2011/2012 Academic Year*" was conducted.

1.2 Problem of The Research

Based on the above background of the research, the problem of the research was "Is there any significant effect of teaching English through songs on the second grade students' vocabulary achievement at SDN Baratan 01 Jember in the 2011/2012 academic year?"

1.3 Objective of The Research

The objective of this research was to know whether there was significant effect of teaching English through songs on the second grade students' vocabulary achievement at SDN Baratan 01 Jember in the 2011/2012 academic year.

1.4 The Significance of The Research

This research is expected to give contribution to English teacher, students, and the other researchers.

a. For the English teacher and the Institution

The result of this research hopefully can be used as useful input for the English teacher and the institution to consider the use of English songs in teaching English to motivate and make the students enjoy learning English, especially to increase the students' vocabulary achievement.

b. For the students

The result of this research can be used as information and motivation, the treatment given might be give the students new learning experience.

c. For the other researchers

Hopefully, the result of this research can be used as useful input for other researchers to conduct a further research dealing with songs with another design, such as classroom action research to improve and to motivate the students in learning English through songs.

1.5 Operational Definitions of The Research

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

The variables that are necessary to be defined operationally are teaching English songs and the student's vocabulary achievement.

a. Teaching English songs

Teaching English songs is an independent variable. It means media used by the researcher in teaching English through songs. So, the students of the experimental group are taught using English songs. The English songs taught are chosen based on its relevance to the lessons. They are "Greetings and Partings", "Tell Me, What Is It?", and "Animals".

b. The students' vocabulary achievement

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

1.6 Research Scope

The research scope is as limitation of the research to give understanding of the research area. The research scopes are:

- a. This research is conducted to know how significant the effect of teaching English through songs on the second grade students' vocabulary achievement.
- b. The subject of this research is limited to the class of the second grade students of SDN Baratan 01 Jember in the 2011/2012 academic year that has been chosen randomly as a control class and experimental class.
- c. The research result can be generalized to the second grade students at SDN Baratan 01 Jember in the 2011/2012 academic year.

CHAPTER II. REVIEW OF RELATED LITERATURE

Before conducting a research, it is important to present the theory concerning the subject being investigated. This chapter is intended to describe the theoretical framework of teaching English through songs and the students' vocabulary achievement. The last pages of this chapter also describe the steps of teaching English through songs and the research hypothesis.

2.1 Teaching English Songs in Elementary School

At Elementary Schools, vocabulary is the first step to learn English, because without knowing a lot of vocabularies in English, the students might get difficulties in mastering English. Bennett (2008) states that the reasons why having good vocabulary is important to the learner, they are: (1) increasing vocabulary allows them to use more descriptive words to better communicate their thought (2) understanding the meaning of more words will allow them to understand information that they are reading or listening to (comprehension) thus increasing their retention, (3) having a larger vocabulary will help their verbal communication flow.

To give a better result and quality of teaching English to children, teachers should know and understand the characteristics of young learners. Brumfit (1997: v) gives a list of the characteristics which young learners share:

- a. Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school.
- b. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school.
- c. They tend to be keen and enthusiastic learners.
- d. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experiences of formal schooling.
- e. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

By knowing those characteristics, the teachers are able to find some interesting and enjoyable techniques for them that can be applied in teaching

language. One of the techniques is teaching English through songs. Fisher and Terry (1977:279) say that “children enjoy repetition”. The words in songs are usually repeated. Furthermore, they say that children enjoy the rhythm of language when words are creatively strung together and repeated. Rhythm in song makes words much easier to imitate and remember than words which are just spoken.

In addition, Karim and Hasbullah (1986:6.25) say that “song can motivate the students in learning language, especially the students who have difficulties in learning language”. They feel that they have reached something at the time they can learn and sing a song. Songs also give a chance to the students to practice intensively without feeling bored. By singing songs in the target language, the students can also get a benefit in the case of reminding the material in their mind that usually most of the students will remember the songs, and the language that is practiced by the students can be remembered as well.

2.1.1 The Reasons Using English Songs in Teaching Language

Lynch (<http://www.eslbase.com/articles/songs.asp>) states some key reasons songs can work exceedingly well in the foreign language classroom include the following:

1. Songs almost always contain authentic, natural language. This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.
2. A variety of new vocabulary can be introduced to students through songs. Looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.

3. Songs are usually very easily obtainable
Songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There's always the internet which can connect you with song downloads in all but the most obscure languages.
4. Songs can be selected to suit the needs and interests of the students.
In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.
5. Grammar and cultural aspects can be introduced through songs.
Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs.
6. Time length is easily controlled.
Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible.
7. Students can experience a wide range of accents.
A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too.
8. Song lyrics can be used in relating to situations of the world around us.
Songs have been used as vehicles of protest for civil rights, workers' rights, even prisoners' rights along with an untold number of other causes. They've expounded on pollution, crime, war and almost every social theme or cause. We won't even mention how many songs are about, related to or explore the theme of sex.

9. Students think songs are natural and fun.

Well actually they are, aren't they? Fun, even silly songs abound in English. Some singers actually made a career out of them. They make offbeat, fun changes of pace with classroom use.

These are only some of the many reasons songs are useful in the language learning classroom. They contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom. On the other hand, Maley (1987:93) mentions that there are some reasons of using poems and songs in teaching language:

1. Memorability

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

2. Rhythmicality

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

3. Performance

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

4. Ambiguity

It has 'public' and a 'personal' meaning. Because each person's perception is different, an almost infinite fund of interactive discussion is possible.

5. Non-Triviality

It offers significant input for learners because the very function of song is to enhance our experiencing of existence.

6. Universality

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

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. Poetry and songs are par excellence the media in which this can be done. Learners can observe and experience what others have dared to do with the language.

8. Reactional Language

Poetry and songs give access to a reactional type of spoke-language use. Their main purpose is neither to make people feel comfortable nor to procure a utilitarian result, but it is to make people react personally to another person's verbal sensibility. Songs can touch someone feeling.

9. Motivation

There is an obvious motivational element in learning in the foreign language.

10. Interaction

The use of songs offers paralleled opportunities both for teacher-student and student-student interaction.

Finally, it can be said that songs give large opportunities to learn language. They are rhythmical, universal, playful, memorable, motivating, and reinforcing to learn language. Based on the reason above, it can be said that the use of songs is very useful and necessary to be created in the English teaching learning process to produce those advantages described above.

2.1.2 Selecting Children's English Songs

Keegan (<http://celta-course.com/index.html>) the most important things about selecting songs are as follows: (1) The lyrics are clear. (2) The suitable level of difficulty. (3) The suitable subject matter. (4) The useful language content. (5) See whether the students are going to like the songs. (6) What are you going to do with it, before, during and after? (7) Will it produce a response?

In teaching English to children through songs, the teachers must consider that not all songs can be used. There are some words in songs that are not suitable for children. There are some aspects that have to be considered before choosing a certain songs for young learners.

A. The Language Use in Songs

Teachers should remember that the language in songs should be clear. In this case are the lyrics of the songs. The songs should have clear and understandable lyrics. If the students have trouble in understanding the lyrics by listening, then another song needs to be selecting (Lynch, at <http://www.exploringabroad.com/articles/songs-for-english.htm>). He also suggests the teacher to find the song, which the lyrics of the songs is easily grasped by the students.

B. The Themes

According to Lynch (<http://www.exploringabroad.com/articles/songs-for-english.htm>) in selecting songs, the selected songs should have appropriate themes. It means that the themes of the songs should have relationship with the syllabus or the course objectives of the students. The teacher can take a song, which the students have been familiar with. The familiar songs may help students to easily remember the meaning of the word in songs. But the important things that should be remembered are the suitability between the themes of the songs with the course objectives.

C. The Structures

Teachers also have to consider about the level difficulty of the songs. There is also the issue whether or not the pattern of the songs is suitable for the level of the learners. It can be very frustrating for the learners not to understand the pattern used in songs. According to Karim and Hasbullah (1986:6.26) before choosing a certain songs, write the vocabulary and the structure that must be known by the students. The students will learn more easily if they have known them.

The selection of songs should take into account the needs of children of different ages and abilities. Other things that have to remember in selecting songs are the use of songs, which have appropriate words, and have natural rhythm. Teachers can check the songs by singing by themselves. So, before teaching a song to children, it is crucial that the teacher learns the song first and decides if it is suitable for the class.

2.1.3 The Steps in Teaching English Through English Songs

According to Karim and Hisbullah (1986:6.27), the steps in teaching English using English songs are as follows:

- a. Teach the words or idioms of the songs. Ask the students to imitate the pronunciation read by the teacher
- b. Sing the whole song for all students. In this case, the students listen to the teacher (but some of them try to follow the teacher)
- c. Repeat the words line by line while you make beats by knocking the table to introduce the rhythm of song to the students
- d. Sing the words with the appropriate tone line by line and ask the students to follow the teacher. Do in several times till the whole students can sing the song well with good pronunciation.

- e. Ask the students to sing the song without imitating the teacher simultaneously or individually. As a variation, the teacher can separate the class in groups.

(Translated from: Language Teaching Media)

Based on the explanation above, it can be said that songs are beneficial both for children and the teacher. It is also useful when it is done in a small group because the teacher can control the student's pronunciation and the students have full attention to the teacher.

The following English songs are usually used in language learning:

Song 1: About Greetings and Partings

Greetings

Good morning

Good morning to you
Good morning to you
Good morning dear teacher
Good morning to you

(Taken from: ABC children's songs)

Partings

Good bye

Good bye to you
Good bye to you
Good bye dear teacher
Good bye to you

(Taken from: ABC children's songs)

Song 2: About things in the classroom

Tell Me, What Is It?

Tell me, tell me, what is it?
Tell me, tell me, what is it?
It's a book, it's a book, it's a book
Yes it's a book
Tell me, tell me, what is it?
Tell me, tell me, what is it?
It's a globe, it's a globe, it's a globe
Yes it's a globe
Tell me, tell me, what is it?
Tell me, tell me, what is it?
It's a flag, it's a flag, it's a flag

Yes it's a flag

(Taken from: ABC children's songs)

Song 3: About number

Ten little Indian

One little two little three little Indian
Four little five little six little Indian
Seven little eight little nine little Indian
Ten little Indian boys

(Taken from: ABC children's songs)

Song 4: About animals

"Animal song"

Tell me what it is
Tell me what it is
Yes it is a dog, Yes it is a dog,
Woo....woo...woo

Tell me what it is
Tell me what it is
Yes it is a cat, Yes it is a cat,
Miao....miao...miao.....

Tell me what it is
Tell me what it is
Yes it is a hen, Yes it is a hen,
Coe....coe.....coe

(Taken from: ABC children's songs)

2.2 Vocabulary Achievement

Vocabulary is an important part in learning language skills. Although it is just one of the language components, it has to be mastered by students in learning a language. The students will get difficulties in using English if they lack of vocabulary.

Hatch and Brown (1995:1) define the term vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use. In other word, vocabulary is amount of words in a language, written or spoken, with meaning that considered as cultural meaning used by group or individual community.

The students' vocabulary achievement in this research means the scores gained from the vocabulary test given after they have been taught vocabulary by using English songs. The students' vocabulary achievement is measured by vocabulary test that indicated by the score of vocabulary test.

2.2.1 Vocabulary Materials Taught to the Second Grade Students of Elementary School

Vocabulary materials taught to the second grade students of elementary school is as follows:

a) Greetings and Parting

Greetings:

Examples: good morning, good afternoon, good evening, and good night.

Parting

Examples: good bye, bye – bye.

b) Things in the Classroom

Examples: door, blackboard, chair, desk, eraser, duster, window, globe, flag, clock.

c) Numbers

Examples: one, two, three, ten, eleven, twenty, forty, eighty, seventy seven, one hundred.

d) Hobbies

Examples: dancing, gardening, camping, fishing, reading, cooking, painting, singing.

e) School activities

Examples: have a flag ceremony; do exercise, clean the classroom, read a book, having an experiment.

f) Things in the library

Examples: books, bookshelf, magazine, dictionary, novel, catalogue.

g) Uniform

Examples: tie, skirt, a pair of shoes, a pair of socks, bag, hat.

h) Animals

Examples: tiger, zebra, bear, mouse, camel, cow, dog, snake, fish, rabbit, cat, horse, elephant.

2.3 Methods of Teaching Vocabulary Through Songs to Children

There have been a lot of methods provided to teach vocabulary. In this case, the teacher should be able to find and consider the methods to be applied in class, which agree with the level of age and capability of the learners. Cross (1992:5) suggests several methods of teaching vocabulary to children. They are:

1. Ostensive way

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

2. Body

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

- a. Facial expression, to show happiness, smiling, hot, thirsty, angry, tired.
- b. Gesture, using hands and arms to show fast, small, curving, wide, rolling.
- c. Mime and actions, to show staggering, eating, slipping, waking up, slowly, angrily.

In line with this idea Mehta (2009) states that there are some ways for teaching vocabulary in an English language classroom. They are as follows: (1) Listening carefully. Careful listening to the words may be a good option in teaching

vocabulary items. Let the students hear the word in isolation and in a sentence. If the sounds of the words have been mastered, the students can hear it correctly with two or three repetitions. In other words, the teacher should repeat the word to give a chance to the students to listen to the words pronounced correctly. (2) Pronouncing the words. Pronouncing the words enables the students to remember it longer and identify it more readily when they hear or see it. (3) Methods of grasping the meaning. If the teacher uses grasping the meaning methods, the teacher should ask the students the meaning of a sentence, without translating the vocabulary. Further, other experts state that “the key in all vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave the classroom” (Hatch and Brown, 1995:422). When students are motivated, they are supported to learn. It is the same manner with learning vocabulary, which has a very wide cover.

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

2.4 The Advantages of Using Songs in Language Teaching

Singing is an easy way of memorizing something. When learners are singing, automatically they are uttering the words or lyrics in the songs, including the language. Unintentionally, they might be familiar with the words in the songs. Songs give large opportunities to learn language. They are rhythmical, universal, playful, memorable, motivating, and reinforcing to learn language. Songs is very useful and necessary to be created in the English teaching learning process to produce those advantages described above.

It has been discussed above that singing is one of interesting activities that can be applied in language teaching to motivate students to learn actively. Singing encourages the students to be more communicative by spoken language in songs.

In conclusion, teaching English through songs in language teaching gives a lot of significances for both teacher and students. It help the teacher to motivate the students participating and enjoy the teaching learning process. Further, it is doubtless way to memorize something easily.

2.5 The Effect of Teaching English Through Songs on Vocabulary Achievement

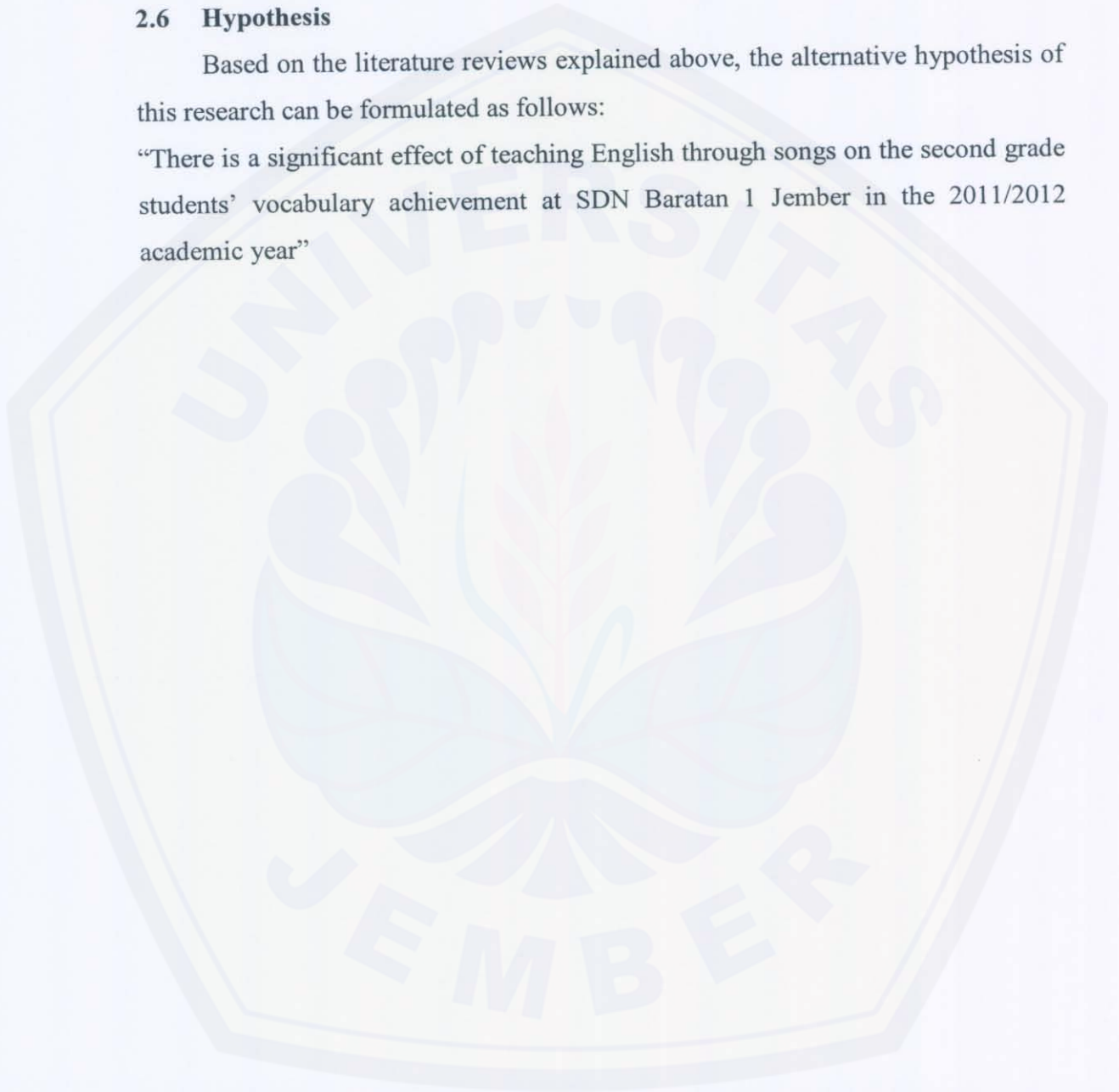
Vocabulary is the basic thing that must be owned in language learning. Someone cannot express the idea into sentences, if he or she lacks of vocabulary. Vocabulary is important to learn the four language skills. That is why students who learn English need a lot of vocabulary. Vocabulary is such a complicated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

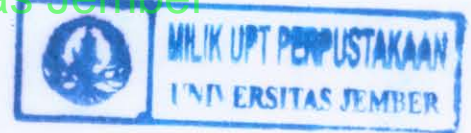
Maley (1987:93) says that fragment of poems and songs stick in our mind. The words in songs are usually repeated. Songs help the students learn language because the language in songs is playful and it can be easy to be remembered. The students might remember the words and the meaning of the words. They feel that learning language by singing songs is a natural process. Therefore, teaching English songs can be used as an alternative method in teaching vocabulary. Based on the ideas, teaching English songs is necessary to create the English teaching learning process interesting and joyful, so the students enjoy learning English and always remembered the words or vocabulary which sung repeatedly. Thus, it can improve or develop the students' vocabulary achievement.

2.6 Hypothesis

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

“There is a significant effect of teaching English through songs on the second grade students’ vocabulary achievement at SDN Baratan 1 Jember in the 2011/2012 academic year”





CHAPTER III. RESEARCH METHOD

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

3.1 The Research Design

The design of this research was experimental because the objective of the research was to know whether or not there was a significant effect of teaching English through songs on the students' vocabulary achievement. The design of a quasi-experiment related to the setting up a particular type of an experiment or other study in which one has little or no control over the allocation of the treatments or other factors being studied. This is a quasi experimental research because this research design cannot completely control or manipulate the control group of the extraneous variable during giving the treatment, especially when the students in the group were out of the school routines. These extraneous variables could be in the form of, for example, the students' motivation, the students' IQ, the environment, and so on. However, in this research such variables were controlled by giving the same materials to the students of both groups, teaching the students by the same teacher, and giving the same post-test to both of the groups. Hadi (1995:45) describes simple randomized design or S-R pattern as a limited population or sub-population which is directly selected the subject into an experimental group and control group at random.

Simple randomized design or S-R pattern was used in this research. There were two groups, one class as the experimental group and the other one as the control group. The experimental group was given treatment that was teaching vocabulary through songs, whereas the control group was taught vocabulary through modeling. The experimental and control groups were taken from the population and they were determined at random by lottery. After the treatment was given two times to the

experimental group, the two groups were given vocabulary test on the third meeting. Then, the result of the test of the two groups in the form of vocabulary scores were compared and analyzed by using t-test formula to know whether the mean difference was significant or not.

The details can be seen on the following table:

Group	Experimental group (E)	Control group (C)
Treatment	Yes Teaching English through songs	No Teaching English through modeling
Post-test	Vocabulary test	Vocabulary test

The procedures of the research were as follows:

1. Administering homogeneity of the population by analyzing the students' English score using ANOVA to know the homogeneity of the population.
2. Giving treatment that is teaching vocabulary by giving English songs to the experimental group (E), while the control group (C) was taught by modeling technique.
3. Giving vocabulary Post-test to the experimental group (E) and the control group (C)
4. Finding the mean difference of the group.
5. Analyzing the mean scores of the two groups by using t-test formula to test whether the mean difference was significant.
6. Drawing a conclusion.

Thus, to know whether the use of English songs had positive effect or not on the students' vocabulary achievement, the mean scores of the experimental group and the control group were compared by using t-test formula.

3.2 Area Determination Method

The method used to determine the research area was purposive. According to Arikunto (1998:113) purposive method is a method due to certain purposes and reasons. SDN Baratan 1 Jember is the area to conduct this research. This school was chosen by considering some technical reasons, (1) it was possible to get permission to conduct research, (2) the data needed could be gained and (3) English songs never used by the teacher in the English teaching at school.

3.3 Data Collection Method

The research data which was students' vocabulary achievement were mainly collected by vocabulary test. Some information dealing with the school personnel, the school facilities and the names of respondents were collected by interview and documentation in the preliminary study September 18st, 2011.

3.3.1 Test

A test was used to measure the students' vocabulary achievement. The test was administered after conducting the classroom treatment. In this research the researcher used an achievement test. In other words, this research did not use any other types of test such as proficiency, diagnostic, and placement test because they are not for measuring achievement. Hughes (2003:11) mentions that "there are four types of test. They are proficiency test (the test that is designed to measure people's ability in language regardless of any training they may had in that language), achievement test (the test that is purposed to establish how successful individual students, group of the students or the course themselves have been achieving objectives), diagnostic test (the test that is used to identify learners strength and

weaknesses), and placement test (the test that is intended to provide information that will help to place students at the stage of the teaching programmed most appropriate to their abilities)". The researcher used achievement test to investigate the students' vocabulary achievement. It also intended to measure the progress that the students made after they had been taught vocabulary materials through songs for the experimental group and through modeling for the control group.

The characteristics of a good test must be valid and reliable. Heaton (1991:159) defines that "the validity of the test is the extent to which it measures what it is supposed to be measure and nothing else". The researcher applied the content validity in this research. According to Djiwandono (1996:92) "content validity is the suitability between the course objectives and the test items". Other expert defines that "content validity is kind of validity depends on a careful analysis of the language being tested and of any particular course objectives" (Heaton, 1991:160). It means that, the test items should have relationship with the course objectives that have been taught. The researcher constructed the test items according to the syllabus which was based on KTSP curriculum of English 2006. The researcher evaluated and consulted the test items to the English teacher in order to know whether the test was already fulfilled the qualification of the content validity or not.

Relating to the validity of the test, Weir (1990:33) states that if the test is valid, it is also reliable. Based on the idea, since the test is valid, it is reliable as well. Therefore, the reliability of the test was not used in this research. Dealing with the test form, the objective test in the form of multiple choice was chosen. The objective test was chosen because of some reasons. Hughes (1989:59) states that the advantages of multiple choice questions are the scoring is rapid and economical, and it includes more items.

The researcher constructed the vocabulary test by considering the indicators used namely: noun and the materials that had been taught by the English teacher. The number of the test items was 30 items with equal distribution of the indicators. The

allotted time to do the test was 45 minutes. Dealing with the scoring, each item was scored 3,33 point. The total score of the test items is 100%.

3.4 Data Analysis Method

The data obtained in this research was analyzed by using computer computation or t-test analysis. It was proposed to test the differences between the means of experimental and the control group after they were taught using different techniques.

Independent sample t-test formula was described as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x_x^2 + \sum x_y^2}{n_x + n_y - 2} \right] \left[\frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

Note:

M_x = mean of experimental group

M_y = mean of control group

x_x = individual score deviation of M_x

x_y = individual score deviation of M_y

n_x = the number of subjects in group x

n_y = the number of subject in group y

Degree of freedom

$$DF = (n_x + n_y) - 2$$

Significance level 5%

Adapted From Hadi (1995:443)

CHAPTER IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of the data, the hypothesis verification, and the discussion. The main activity of the research was to investigate whether or not there was a significant effect of Teaching English through Songs on the Second Grade Students' Vocabulary Achievement at SDN Baratan 01 Jember in the 2011/2012 Academic Year.

4.1 The Research Results

The researcher obtained some data from SDN Baratan 01 Jember that were gained from the result of interview, documentation and the vocabulary test.

4.1.1 The Results of Homogeneity Analysis

The researcher conducted homogeneity test analysis on Monday, September 18th, 2011 based on the English scores given by the English Teacher. It was administered to know whether the two classes were homogeneous or not. The homogeneity was analyzed by using ANOVA formula as presented below:]

Table 4. 2. The Result of Anova Analysis of the Homogeneity Test

SCORE	Descriptives							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2 A	32	77,9688	8,50231	1,50301	74,9033	81,0342	60,00	96,00
2 B	34	78,5294	9,98555	1,71251	75,0453	82,0135	60,00	96,00
Total	66	78,2576	9,22924	1,13604	75,9887	80,5264	60,00	96,00

ANOVA

SCORE					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,182	1	5,182	,060	,807
Within Groups	5531,44	64	86,429		
Total	5536,62	65			

The result of the ANOVA analysis above showed that the significance was 0,807. The value of 5% significant level was 0,05. Having been compared, the result of significance was higher than the value of 5% significance level. Therefore, it can be concluded that there was no difference on the students' vocabulary achievement among those two classes or it can be said that the population was homogeneous.

After proving that the population was homogeneous, the lottery was done to determine the experimental group and the control group. Based on the lottery, IIA was treated as the experimental group and IIB as the control group.

4.1.2 The Result of the Test

In this research, the data were gained through the result of vocabulary test as a post test. The test was used to measure the students' vocabulary achievement that was administered after conducting the treatment. The researcher conducted the treatment on Saturday, September 31st, and Tuesday, October 4th, 2011. The researcher gave the post test on Saturday, October 8th, 2011 to the experimental group at 07.00 to 08.10 and control group at 09.05 to 10.15. There were 32 students in experimental group but six students were sick and one student was absent. There were 31 students who joined the test. There were 34 students in control group but two students were absent. There were 32 students who joined the test.

The result of the students' vocabulary scores from the researcher for the experimental group and the control group can be seen in Appendix G. The following table is the students' vocabulary score with quadrate.

Table 4.1.1 The Students' Vocabulary Scores

Number	Experimental group		Control group	
	x	$(x)^2$	y	$(y)^2$
1	97	9409	77	5929
2	93	8649	83	6889
3	100	10000	80	6400
4	87	7569	93	8649
5	97	9409	87	7569
6	70	4900	87	7569
7	93	8649	93	8649
8	97	9409	70	4900
9	83	6889	73	5329
10	100	10000	87	7569
11	100	10000	87	7569
12	87	7569	100	10000
13	73	5329	93	8649
14	87	7569	83	6889
15	93	8649	83	6889
16	87	7569	100	10000
17	97	9409	83	6889
18	70	4900	70	4900
19	80	6400	73	5329
20	97	9409	73	5329
21	97	9409	87	7569
22	93	8649	87	7569
23	100	10000	97	9409
24	87	7569	90	8100
25	100	10000	63	3969
26	93	8649	100	10000
27	93	8649	80	6400
28	80	6400	87	7569
29	83	6889	80	6400

30	100	10000	73	5329
31	77	5929	80	6400
Σ	2791	253829	2699	230609

From the data above, the computation of the students' vocabulary mean score for the experimental group (M_x) and control group (M_y) was as follows:

$$M_x = \frac{\sum x}{n_x} \qquad M_y = \frac{\sum y}{n_y}$$

$$M_x = \frac{2791}{31} \qquad M_y = \frac{2699}{32}$$

$$M_x = 90,03 \qquad M_y = 84,34$$

The result of individual score deviation for experimental group ($\sum x_x^2$) of M_x was as

$$\sum x_x^2 = \sum x^2 - \frac{(\sum x)^2}{n_x}$$

$$\sum x_x^2 = 253829 - \frac{(2791)^2}{31}$$

follows: $\sum x_x^2 = 253829 - \frac{7789681}{31}$

$$\sum x_x^2 = 253829 - 251280$$

$$\sum x_x^2 = 2549$$

The result of individual score deviation for control group ($\sum x_y^2$) of M_y was as follows:

$$\sum x_y^2 = \sum y^2 - \frac{(\sum y)^2}{n_y}$$

$$\sum x_y^2 = 230609 - \frac{(2699)^2}{32}$$

$$\sum x_y^2 = 230609 - \frac{7284601}{32}$$

$$\sum x_y^2 = 230609 - 227643,8$$

$$\sum x_y^2 = 2965,219$$

And the result of t-test of the students' vocabulary achievement was as follows:

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x_x^2 + \sum x_y^2}{n_x + n_y - 2} \right] \left[\frac{1}{n_x} + \frac{1}{n_y} \right]}} \\
 &= \frac{(90,03 - 84,34)}{\sqrt{\left(\frac{2549 + 2965,219}{31 + 32 - 2} \right) \left(\frac{1}{31} + \frac{1}{32} \right)}} \\
 &= \frac{5,689}{\sqrt{\left(\frac{5514}{61} \right) (0,032258 + 0,03125)}} \\
 &= \frac{5,689}{\sqrt{(90,4)(0,064)}} \\
 &= \frac{5,689}{\sqrt{5,741}} \\
 &= \frac{5,689}{2,396} \\
 &= 2,374
 \end{aligned}$$

The degree of freedom is

$$DF = (n_x + n_y) - 2$$

$$DF = (31 + 32) - 2$$

$$DF = 61$$

T-test critic at significance level of 5% with DF (61) is 2.00 (see Appendix J)

Based on the statistical analysis of the obtained data, the researcher summarized the result of the t-test in the following table.

Table 4.4 the Summary of the Analysis

	Experimental class(x)	Control class(y)
M	90.03	84.34
N	31	32
$\sum x_x^2, \sum x_y^2$	2549	2965,219
DF	61	
t-statistics	2.374	
t-table	2.00	

The table shows that t-statistics is higher than t-table ($2.374 > 2.00$).

4.2 Hypothesis Verification

Based on the calculation above the value of t statistic was 2.374, while the value of t table was 2,00 (see Appendix J). It showed that t-statistic was higher than t table. It means that the null hypothesis which says (H_0) "there is no significant effect of teaching English through songs on the second grade students' vocabulary achievement at SDN Baratan 01 Jember in the 2011/2012 academic year" was rejected. In other words, the alternative hypothesis (H_a) of this research which says "there is a significant effect of teaching English through songs on the second grade students' vocabulary achievement at SDN Baratan 01 Jember in the 2011/2012 academic year" was accepted.

4.3 Discussion

The researcher conducted the research twice. The weakness of this research was the researcher used the same material and the same test on the second research. The test considered as invalid since the items of the test had been tested before.

Vocabulary list and the songs were out of changed. It possibly caused maturity or history effect to the students.

The post test was given after the conducted treatment. The result of the post test in the form of the students' vocabulary scores was analyzed. After the students' post test scores had been analyzed, the result of data analysis showed that using teaching English through songs positively affected the students' vocabulary achievement at SDN Baratan 01 Jember. Basically, this experimental research revealed that the use of songs in teaching English vocabulary had significantly developed the students' English vocabulary achievement at SDN Baratan 01 Jember.

The factor that influenced the success of experimental class was the activities. The activities of the experimental group were different from control group. The students of the control group remembering the word by pronounced the words repeatedly without rhythm, while the students of experimental group not only pronounced the words repeatedly but also they unintentionally memorized the lyrics and the language in the song. They were highly motivated by the song. They looked very enthusiastic in teaching learning process. This research finding was in line with the experts' opinions. Karim and Hasbullah (1986:6.25) state that singing English songs can also motivate the students in learning the target language (TL). By teaching English through songs the students were enthusiastic to learn English because it can help the students in memorizing the words, lyrics and the language. When learners are singing, automatically they are uttering the words or lyrics in the songs, including the language.

The other factor that influenced the success of experimental group was the students' interest or students' motivation in learning English. Singing English song also create the English teaching learning process interesting and joyful, the students in the experimental group enjoyed learning English and always remembered the words or vocabulary which was sung repeatedly. While the students of control group learned vocabulary in normal situation which was pronounced the word repeatedly.

The upshot of the previous experimental research that was conducted by Valentina (2001) at SDN Kasiyan Timur 3 Puger which proved that there was a significant effect of using English song on the fifth grade students' vocabulary achievement at SDN Kasiyan Timur 3 Puger. She reported that using English song was one of interesting media that that could be applied by English teacher to help teacher to motivate the students and make them enjoy in learning English.

From the above discussion, it could be concluded that using English song in teaching English vocabulary is effective to help the teacher to create a playful, joyful and meaningful teaching learning process, especially in learning new vocabulary. It can also help the students to memorize English vocabulary because they were confident to say the words in the songs. It was proved by the result of this research that there was a significant effect of Teaching English through Songs on the Second Grade Students' Vocabulary Achievement at SDN Baratan 01 Jember in the 2011/2012 Academic Year.



V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teacher, the students, and the other researchers.

5.1 Conclusion

The result of the data analysis showed that the value of T-test was higher than T-table. It could be concluded that there was a significant effect of Teaching English through Songs on the Second Grade Students' Vocabulary Achievement at SDN Baratan 01 Jember in the 2011/2012 Academic Year

5.2 Suggestions

Since using songs gave a significant effect on students' vocabulary achievement, English songs can be used as a consideration to improve the students' ability in increasing the students' vocabulary achievement. Thus, the researcher proposes some suggestions to the following people:

5.2.1 The English Teacher

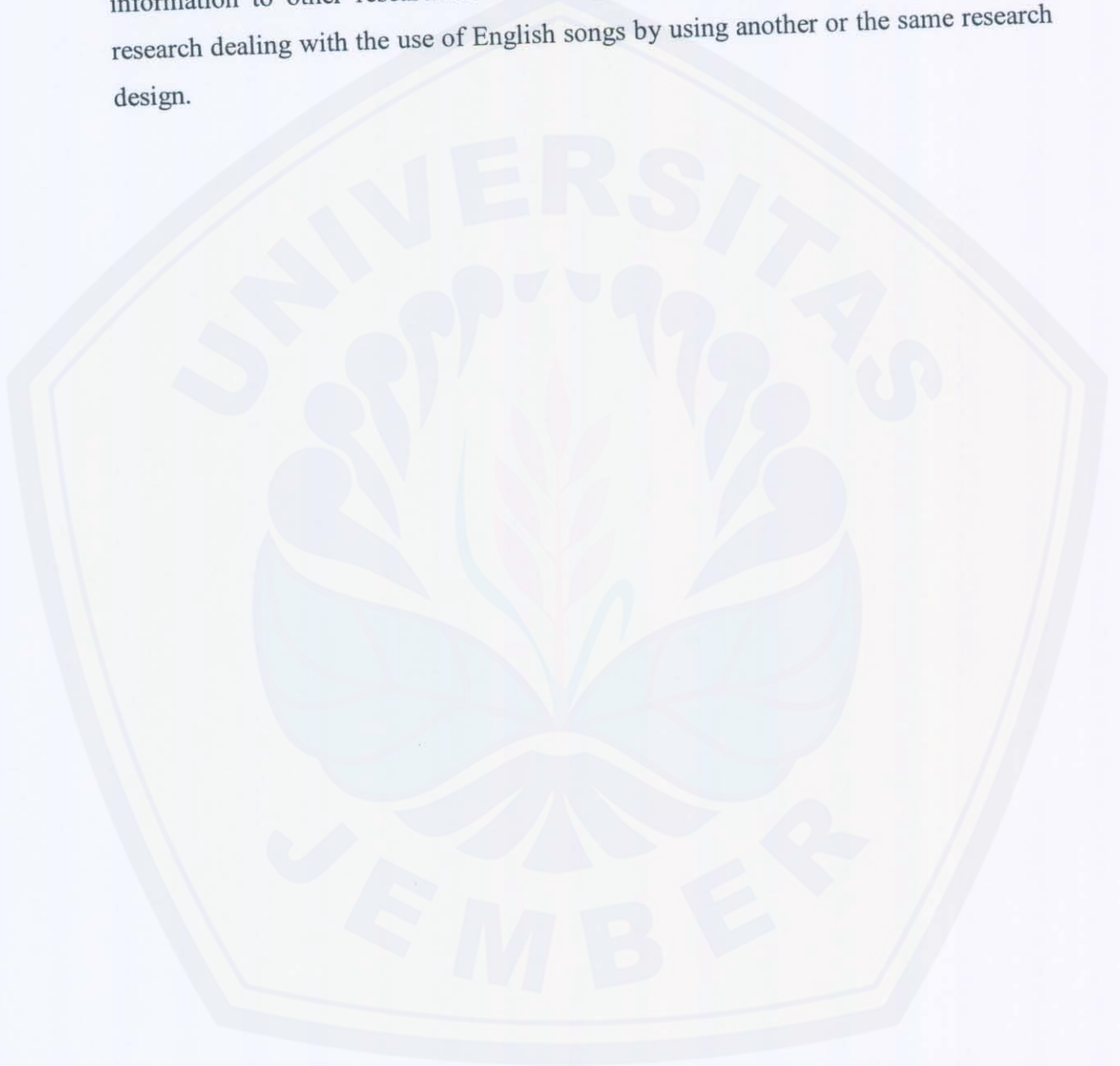
The researcher suggests to the English teacher of SDN Baratan 01 Jember to use songs as the media to help students motivate in learning English vocabulary in the classroom. The researcher also suggests to the English teacher to use Songs to improve the students' vocabulary achievement. It is also suggested to the second grade English teacher of SDN Baratan 1 Jember to find some other references related to the use of songs in teaching and learning activities.

5.2.2 The students

The researcher suggested to the second grade students of SDN Baratan 01 Jember actively to involve themselves in the teaching and learning process. It is also suggested to the students to enrich English vocabulary by practicing their English song.

5.2.3 Future researcher

The researcher expects that the result of the research can help or give valuable information to other researchers as the input or a reference to conduct a further research dealing with the use of English songs by using another or the same research design.



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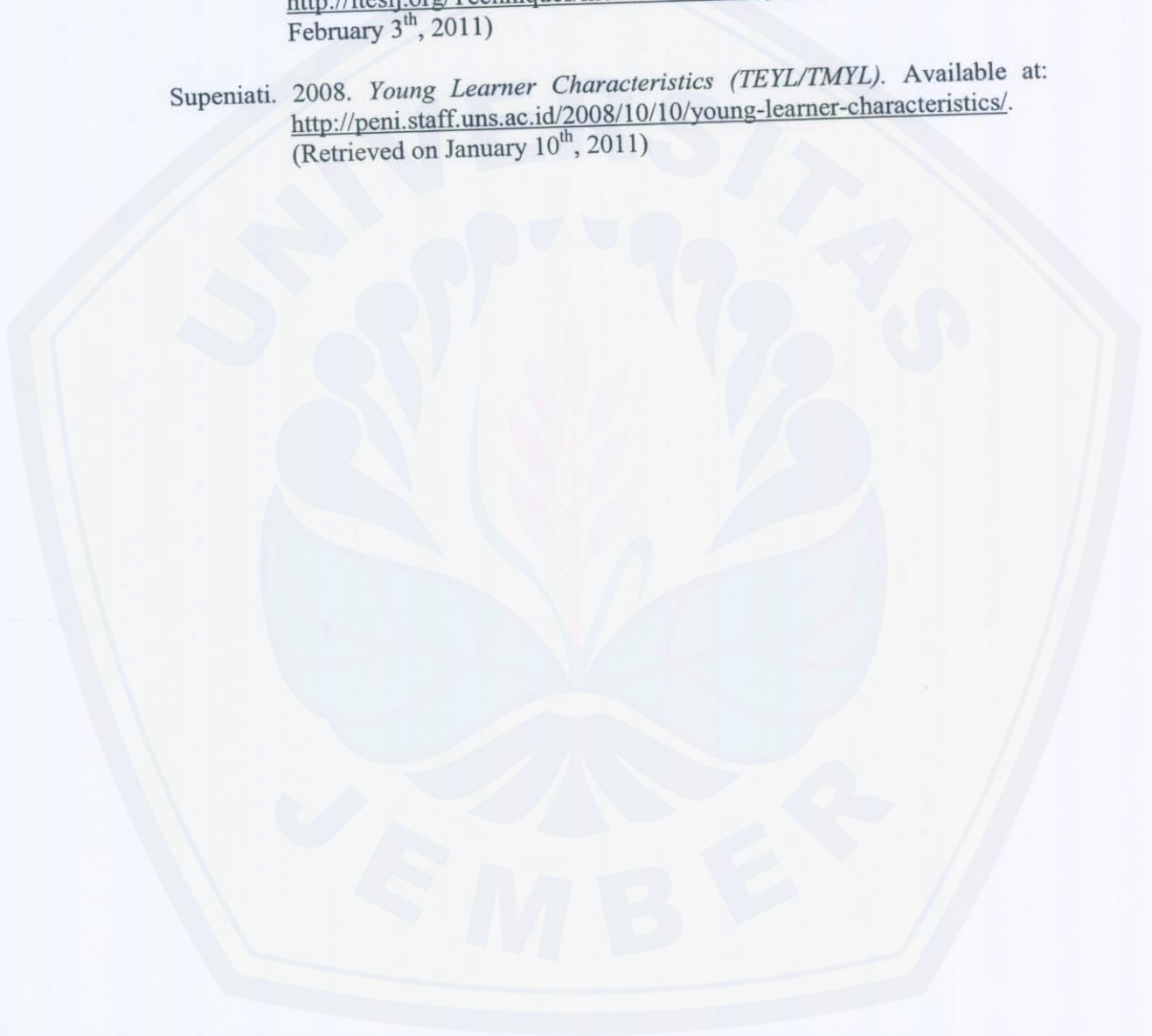
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RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data resources	Research method	Hypothesis
The Effect of Teaching English Through Songs on The Second Grade Students' Vocabulary Achievement at SDN Baratan 01 Jember In The 2011/2012 Academic Year	Is there any significant effect of teaching English through songs on the second grade students' vocabulary achievement at SDN Baratan 01 Jember in the 2011/2012 academic year?	<p>1. Independent variable : Teaching English through songs</p> <p>2. Dependent variable : Students' vocabulary achievements</p>	<ol style="list-style-type: none"> Teaching the words and idioms of the songs Singing the whole song Repeating the words and making beats Singing the words with the appropriate tone Asking the students to sing the song simultaneously or individually <p>The students' vocabulary achievement that is indicated by the scores of vocabulary test.</p>	<p>1. Subject: The second year students of SDN Baratan 01 Jember in the 2011/2012 academic year</p> <p>2. Informant: The English teacher of SDN Baratan 01 Jember</p> <p>3. Documents</p>	<p>1. Research design: simple randomized design</p> <p>2. Area determination method: purposive method</p> <p>3. respondent determination method: population method</p> <p>4. Data collection method ✓ Primary data: vocabulary test ✓ Supporting data a. Interview b. Documentation</p> <p>5. Data analysis method t - test: $t = \frac{M_x - M_y}{\sqrt{\frac{\sum x_x^2 + \sum x_y^2}{n_x + n_y - 2} \left[\frac{1}{n_x} + \frac{1}{n_y} \right]}}$</p> <p>Note: M_x = mean of experimental group M_y = mean of control group x_x = individual score deviation of M_x x_y = individual score deviation of M_y n_x = the number of subjects in group x n_y = the number of subject in group y</p> <p>Degree of freedom $DF = (n_x + n_y) - 2$ Significance level 5%</p>	There is a significant effect of teaching English through songs on the second grade students' vocabulary achievement at SDN Baratan 01 Jember in the 2011/2012 academic year.

Guide of Interview Gaining Data Instruments

Interview Guide

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

Documentation Guide

No	The Data Taken	Data Resources
1.	The names of respondent	Documents
2.	The students' English score	

LESSON PLAN 1

Subject	: English
Class/Semester	: II/1
Themes	: Things in the classroom
Language focus	: Vocabulary
Time	: 2 X 35 minutes

I. Standard Competence

The students are able to communicate orally using appropriate language forms in very simple instructional discourse with action in the class context.

II. Basic Competence

The students are able to recognize and mention the vocabulary related to “things in the classroom”.

III. Indicators

Experimental group:

1. Recognize the pronunciation of the words or idioms of the songs and imitate the pronunciation read by the teacher.
2. Listen to the song and the rhythm.
3. Follow the teacher and sing the song with the appropriate tone with good pronunciation.
4. Sing the song without the teacher guidance simultaneously or individually.

Control group:

1. Listen to the teacher that says the words “things in the classroom”

2. Imitate the pronunciation read by the teacher.
3. Mention things in the classroom.
4. Answer the teacher's question about the things in the classroom.

IV. Teaching Materials

Experimental Group:

An English song entitled "Tell Me, Tell Me, What Is It?" (enclosed)

Control Group:

Materials with the topic "Thing in the Classroom"

V. Teaching Approach

Communicative and meaningfulness approach

VI. Teaching and Learning Activities

Time	Control Group	Experimental Group
I	Introduction	
10	<ol style="list-style-type: none"> 1. Greeting 2. Checking the students' attendance 3. The teacher asks some leading questions about "things in the classroom" 4. Stating the objectives 	<ol style="list-style-type: none"> 1. Greeting 2. Checking the students' attendance 3. The teacher asks some leading questions about "things in the classroom" 4. Stating the objectives

II	Main Activities	
50	<ol style="list-style-type: none"> 1. The teacher gives the materials about “things in the classroom and explains the materials by modeling method 2. The teacher says the words about things in the classroom. 3. The teacher asks the students to imitate the teacher’s pronunciation. 4. The teacher asks the students to pronounce the words without teacher’s guidance. 5. The teacher asks the students one by one to pronounce the words. 6. The teacher asks the students to mention things that they can find in the classroom. 	<ol style="list-style-type: none"> 1. The teacher gives a song entitled “Tell Me, Tell Me, What Is It?” about things in the classroom 2. The teacher teaches the words of the song and ask the students to imitate the pronunciation reads by the teacher 3. The teacher sings the whole songs and asks the students to listen 4. The teacher repeats the word line by line and makes beats by knocking the table to introduce the rhythm of the songs 5. The teacher sings the words with the appropriate tone line by line and asks the students to follow the teacher 6. The teacher asks the students to sing without the teacher guidance
III	Closure	
10	<ol style="list-style-type: none"> 1. The teacher summarizes the lesson by asking the students to mentions things they can find in the classroom 	<ol style="list-style-type: none"> 1. The teacher summarizes the lesson by asking the students to mentions things they can find in the classroom

	2. Parting	2. Parting
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VII. Sources and Media

1. Source

Fokus, Tim. 2010. *Fokus: Buku Ajar Bahasa Inggris untuk SD/MI Kelas II*. Solo, CV Sindunata.

2. Media

- Experimental group:
“Tell Me, Tell Me, What Is It?” song
(taken from ABC children songs)
- Control group:
Students’ worksheet

VIII. Evaluation

Product evaluation : giving some exercises to both groups,
control and experimental

Jember, September, 29th 2011

The researcher,

Marita Elok Megawati

0602 1040 1049

Material for experimental group : 1st Meeting

“Things in the classroom”

1. Observe the songs bellow!
(Perhatikan lagu dibawah ini!)

Tell Me, Tell Me, What Is It?

Tell me, tell me, what is it?

Tell me, tell me, what is it?

It's a book, it's a book, it's a book

Yes it's a book

Tell me, tell me, what is it?

Tell me, tell me, what is it?

It's a globe, it's a globe, it's a globe

Yes it's a globe

Tell me, tell me, what is it?

Tell me, tell me, what is it?

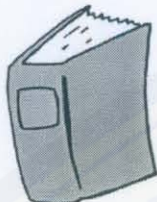


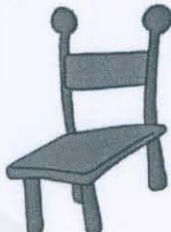




It's a flag, it's a flag, it's a flag

Yes it's a flag

(Adapted from: ABC children's songs)

2. Listen and repeat after your teacher!
(Dengarkan dan ulangi setelah gurumu!)

- | | |
|--------------------|------------------|
| • Book /[bʊk]/ | • Clock /[klɒk]/ |
| • Globe /['gləʊb]/ | • Chair /[tʃeə]/ |
| • Flag /[flæg]/ | • Lamp /[læmp]/ |
| • Door /[dɔː]/ | • Board /[bɔːd]/ |
| • Map /[mæp]/ | • Fan /[fæn]/ |







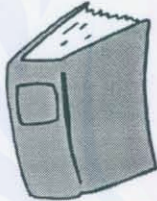

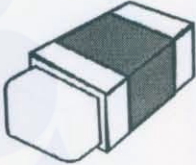

			
Book	Globe	Flag	Chair
			
Table	Map	Clock	Board

- 1. Pay attention to the song entitled “Tell Me, Tell Me, What Is It?” and listen to your teacher!**
(Perhatikan lagu berjudul “Tell Me, Tell Me, What Is It” dan dengarkan gurumu!)
- 2. Follow your teacher to sing the words with the appropriate tone line by line in several times!**
(Ikuti gurumu untuk menyanyikan lagu dengan nada yang tepat, ulangi beberapa kali!)
- 3. Sing together the song well with good pronunciation!**
(Nyanyikan lagu tersebut dengan baik dan pengucapan yang tepat!)
- 4. Sing the “Tell Me, Tell Me, What Is It?” without the teacher’s guidance!**
(Nyanyikan lagu berjudul “Tell Me, Tell Me, What Is It?” tanpa panduan guru!)




Material for control group : 1st Meeting

“Things in the Classroom”

1. **Observe the pictures, listen, and repeat after you teacher!**
(Amati gambar – gambar berikut, dengarkan dan ulangi setelah gurumu!)

				
Cupboard	Table	Chair	Globe	Pencil case
				
Flag	Book	Map	Eraser	Board











2. **Listen and repeat after your teacher!**
(Dengarkan dan ulangi setelah gurumu!)

		
What is it? It's a book	What is it? It's a flag	What is it? It's a globe

3. Mention the things that you can find in the classroom!
(Sebutkan benda – yang bias kalian temui di dalam kelas)

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

4. Answer the questions below!
(Jawablah pertanyaan dibawah ini!)

1.		A: "What is it?" B: "It is a....."
2.		A: "What is it?" B: "It is a....."
3.		A: "What is it?" B: "It is a....."
4.		A: "What is it?" B: "It is a....."
5.		A: "What is it?" B: "It is a....."
6.		A: "What is it?" B: "It is a....."
7.		A: "What is it?" B: "It is a....."
8.		A: "What is it?" B: "It is a....."
9.		A: "What is it?" B: "It is a....."
10.		A: "What is it?" B: "It is a....."

LESSON PLAN 2

Subject	: English
Class/Semester	: II/1
Themes	: Animals
Language focus	: Vocabulary
Time	: 2 X 35 minutes

I. Standard Competence

The students are able to communicate orally using appropriate language forms in very simple instructional discourse with action in the class context.

II. Basic Competence

The students are able to recognize the vocabulary related to “animals”.

III. Indicators

Experimental group:

1. Recognize the pronunciation of the words or idioms of the songs and imitate the pronunciation read by the teacher.
2. Listen to the song entitled “Animals Song” and the rhythm.
3. Follow the teacher and sing the song with the appropriate tone with good pronunciation.
4. Sing the song without the teacher guidance simultaneously or individually.

Control group:

1. Listen to the teacher that says the words “things in the classroom”

2. Imitate the pronunciation read by the teacher.
3. Mention things in the classroom.
4. Answer the teacher's question about the things in the classroom.

IV. Teaching Materials

Experimental Group:

An English song entitled "Animals Song" (enclosed)

Control Group:

Materials with the topic "Animals"

V. Teaching Approach

Communicative and meaningfulness approach

VI. Teaching and Learning Activities

Time	Control Group	Experimental Group
I	Introduction	
10	<ol style="list-style-type: none"> 1. Greeting 2. Checking the students' attendance 3. The teacher asks some leading questions about "animals" 4. Stating the objectives 	<ol style="list-style-type: none"> 1. Greeting 2. Checking the students' attendance 3. The teacher asks some leading questions about "animals" 4. Stating the objectives
II	Main Activities	
50	<ol style="list-style-type: none"> 1. The teacher gives the materials about "animals" and explains the materials by lecturing method 2. The teacher pronounces the words about things in the classroom 	<ol style="list-style-type: none"> 1. The teacher gives a song entitled "animals song" about the names of the animals 2. The teacher teaches the words of the song and ask the students to

	<p>3. The teacher asks the students to imitate pronunciation read by the teacher.</p> <p>4. The teacher asks the students to pronounce the words without teacher's guidance.</p> <p>5. The teacher asks the students one by one to pronounce the words.</p> <p>6. The teacher asks the students to mention the names of the animals that they can find in the zoo.</p>	<p>imitate the pronunciation reads by the teacher</p> <p>3. The teacher sings the whole songs and asks the students to listen</p> <p>4. The teacher repeats the word line by line and makes beats by knocking the table to introduce the rhythm of the songs</p> <p>5. The teacher sings the words with the appropriate tone line by line and asks the students to follow the teacher</p> <p>6. The teacher asks the students to sing without the teacher guidance</p>
III	Closure	
10	<p>1. The teacher summarizes the lesson by asking the students to mentions the names of the animals</p> <p>2. Parting</p>	<p>1. The teacher summarizes the lesson by asking the students to mentions the names of the animals</p> <p>2. Parting</p>

VII. Sources and Media

1. Source

Fokus, Tim. 2010. *Fokus: Buku Ajar Bahasa Inggris untuk SD/MI Kelas II*. Solo, CV Sindunata.

2. Media

- Experimental group:
“Animal song” (taken from ELT Media Class)
- Control group:
Student’s worksheet

VIII. Evaluation

Product evaluation : giving some exercises to both groups, control and experimental

Jember, Oktober 1st, 2011

The researcher

Marita Elok Megawati

0602 1040 1049

Material 2 for experimental group : 2nd Meeting

“ANIMALS”

1. Observe the songs bellow!
(Perhatikan lagu dibawah ini!)

“Animals Song”

Tell me what it is
Tell me what it is
Yes it is a dog, Yes it is a dog,
Woo....woo...woo




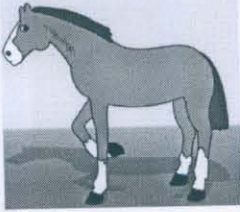



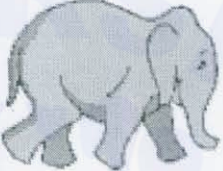


Tell me what it is
Tell me what it is
Yes it is a cat, Yes it is a cat,
Meow....meow...meow.....

Tell me what it is
Tell me what it is
Yes it is a hen, Yes it is a hen,
Coe....coe.....coe

(Taken from: ABC children's songs)

2. Listen and repeat after your teacher!
(Dengarkan dan ulangi setelah gurumu!)

- Dog /[dɒg]/
- Cat /[kæt]/
- Hen /[hen]/
- Cow /[kaʊ]/
- Cock /[kɒk]/
- Lion /[ˈlaɪən]/
- Horse /[hɔːs]/
- Bird /[bɜːd]/
- Pig /[pɪg]/
- Snake /[sneɪk]/

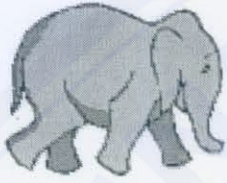


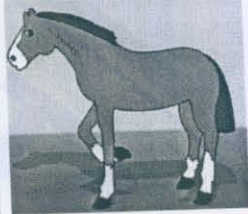






				
Dog	Giraffe	Birds	Horse	Zebra
				
Tiger	Rabbit	Elephant	Butterfly	Snake

- 1. Pay attention to the song entitled “Animals Song” and listen to your teacher!**
(Perhatikan lagu berjudul “Animals Song” dan dengarkan gurumu bernyanyi!)
- 2. Follow your teacher to sing the words with the appropriate tone line by line in several times!**
(Ikuti gurumu untuk menyanyikan lagu dengan nada yang tepat, ulangi beberapa kali!)
- 3. Sing together the song well with good pronunciation!**
(Nyanyikan lagu tersebut dengan baik dan pengucapan yang tepat!)
- 4. Sing the “Animals Song” without the teacher guidance!**
(Nyanyikan lagu berjudul “Animal Song” tanpa panduan dari guru!)




Material 2 for control group : 2nd Meeting

“ANIMALS”

1. **Observe the pictures, listen, and repeat after you teacher!**
(Amati gambar – gambar berikut, dengarkan dan ulangi setelah gurumu!)

				
elephant	giraffe	tiger	horse	zebra
				
birds	rabbit	dog	butterfly	snake

2. **Listen and repeat after your teacher!**
(Dengarkan dan ulangi setelah gurumu!)

		
What is it? It's a dog	What is it? It's a cat	What is it? It's a bird











3. Mention the animals that you can find in the zoo!

(Sebutkan hewan – hewan yang bisa kalian temui di kebun binatang!)

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

4. Answer the questions below!

(Jawablah pertanyaan dibawah ini!)

1.		A: "What is it?" B: "It is a....."
2.		A: "What is it?" B: "It is a....."
3.		A: "What is it?" B: "It is a....."
4.		A: "What is it?" B: "It is a....."
5.		A: "What is it?" B: "It is a....."
6.		A: "What is it?" B: "It is a....."
7.		A: "What is it?" B: "It is a....."
8.		A: "What is it?" B: "It is a....."
9.		A: "What is it?" B: "It is a....."
10.		A: "What is it?" B: "It is a....."

POST TEST

Name :	Score:
Grade :	

1.

January				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

The is hanging on the wall.
 a. chair b. calendar c. desk

2.



This is a
 Its color is black.
 a. chalk b. blackboard c. book

3.



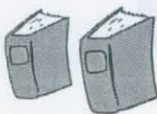
What picture is it? It is a.....
 a. cock b. clock c. chair

4.



Tony : "What is it?"
 Tina : "It is a"
 a. chair b. table c. flag

5.



Luli: "What are these.....?"
 Lila : "These are....."
 a. bags b. pencils c. books

6.



I bring it to school every day. I usually put my book and pencil case there. What is it?

a. A bag b. A book c. A hat

7.



What picture is it? It is a/an.....
 a. globe b. eraser c. door

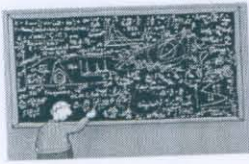
8.



It is made of wood. What is it?

a. A desk b. A chair c. A lamp

9.



The teacher is writing on the
 a. chalk b. blackboard c. table

10.



This is a
 Its colour is black.
 a. flag b. chair c. table

11.



The is hanging on the wall.
 a. map b. flag c. table

12.



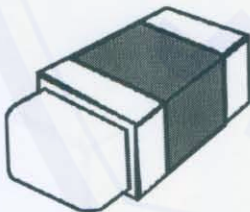
A: Where do we put our books?
 B: We put our books in the.....
 a. bookshelf b. chair c. table

13.



A : "What can you see?"
 B : "I can see a....."
 a. flag b. chair c. pencilcase

14.



Ane : "What do we have in our classroom?"
 Adam : "We have a/an....."
 a. flag b. eraser c. pencil case

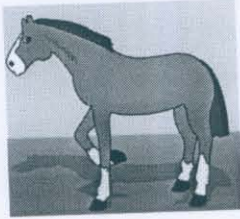
15. Tiger, bear, elephant, and deer are kinds of.....

- a. zoos
- b. animals
- c. pets

16. Alikes to eat banana.
 It likes hanging on the trees.

- a. rhinoceros
- b. wolf
- c. monkey

17.



A: "Is that a"?

B: "Yes, that is."

A: "What does it eat?"

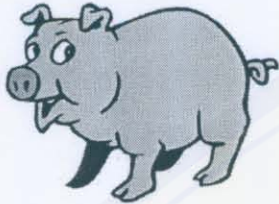
B: "It eats grass."

a. horse

b. tiger

c. crocodile

18.



What animal is this? This is a.....

a. pig

b. dolphin

c. giraffe

19.



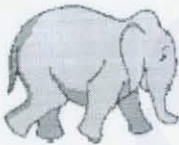
What animal likes to eat meat?.....

a. Horse

b. Giraffe

c. Tiger

20.



I can see a/an.....in the zoo.

a. cow

b. elephant

c. goat

21.



Anna : "What picture is it?"

Adit : " It is a/an....."

a. bird

b. ostrich

c. cat

22.



A: "What can you see?"

B: "I can see a....."

a. snake

b. butterfly

c. parrot

23.



What picture is it?

a. It's a camel

b. It's a dog

c. It's a bird

24.



A.....can jump.

a. swan

b. frog

c. cow

25.



I have soft fur and moustache. What am I?.....

- a. A cat b. A tiger c. A crocodile

26.



What animal that has white thick fur?

- a. A sheep b. A cow c. An elephant

27.



I don't have any hands and feet. I have a long body. What am I?.....

- a. A snake b. A girrafe c. An elephant

28



I likes to eat grass. I have four legs.what am I?.....

- a. A duck b. A goat c. A bird

29.



A: "Do you know what animal it is?"

B: "Yes, it is a....."

- a. giraffe b. wolf c. turtle

30.



A: Can you tell me what it is?

B: It is a/an.....

- a. bear b. zebra c. elephant

GOOD LUCK

Names of Respondents

Experimental Group

No	Name
1	Anisa Juliyana
2	Ahmad Ramadani
3	Alifia Kurnia Adhani
4	Agis Alfinasbi
5	Alfira Fitriatul Jannah
6	Agung Prayoga
7	Arum Maharani Siswoyo
8	Berliana puspita maharani
9	Eka Wibi Setio
10	Eva Nur Fadila
11	Fatur Rohman
12	Guritno Dhirgantoro
13	Havizza Devinta Zuhri
14	Intan Nirwana
15	Imamah
16	Khofifah Indar Parawansa
17	Moh. Sahrulkan
18	Moh. Akmal Attamimi
19	Moh. Nuril Yahya
20	Moh. Abdul Gofur
21	Moh. Maulana Ridwan
22	Marisa Rani
23	Nur Afifah Tri Nadia
24	Nashru Dhiya Al Haramain
25	Nency gea bella putri m.
26	Qoriyanto Dwi Wardana
27	Sendito Marselino Jova
28	Shinta Birbi Kania Sari
29	Sri Hastini
30	Tria Lestari Rohmadani
31	Ulil Fajriah
32	Fengki Jumahera Rustiadi

Control Group

No	Name
1	Anggi Rohmansah
2	Akhmad Subandi
3	Abd. Ghani Imadudin
4	Aditya Ryzky Yudha P.
5	Albert Dwiyanas Ramadani
6	Alfina Aurelisca Ema N.
7	Alifia Damayanti
8	Beny Firmansyah
9	Dio Dadang Sasmito
10	Diana Putri Rahayu
11	Erna Wati
12	Hafidatul Maulana Hasby
13	Kristina Damayanti
14	Leni Legita Sari
15	M. Ari Anggara
16	M. Taufiq Hidayat
17	Muhammad Araya K.
18	Moch. Rahmatullah Ramadani
19	M. Yayan
20	Moch. Eko Dwi Renaldi
21	Moch. Dudit
22	Moh. Ari Hasan
23	Putri Handayani
24	Putri Hidayanti
25	Robiyanto
26	Sulaeman
27	Silviatul Mukarromah
28	Siti Fatimah
29	Sindi Eliansyah
30	Sofiyyatul Fikriyah
31	Tegar Alfian Dewantoro
32	Willi Bachtiar
33	Wiwin Puji Agustin
34	Rakha Sambu Alana

The Scores of the Vocabulary Post Test of the Experimental Group

NO	NAME	SCORE
1.	Anisa Juliyana	97
2.	Ahmad Ramadani	93
3.	Alifia Kurnia Adhani	100
4.	Agis Alfinasbi	87
5.	Alfira Fitriatul Jannah	97
6.	Agung Prayoga	70
7.	Arum Maharani Siswoyo	93
8.	Berliana Puspita Maharani	97
9.	Eka Wibi Setio	83
10.	Eva Nur Fadila	100
11.	Fatur Rohman	100
12.	Guritno Dhirgantoro	87
13.	Havizza Devinta Zuhri	73
14.	Intan Nirwana	87
15.	Imamah	0
16.	Khofifah Indar Parawansa	93
17.	Moh. Sahrulkan	87
18.	Moh. Akmal Attamimi	97
19.	Moh. Nuril Yahya	70
20.	Moh. Abdul Gofur	80
21.	Moh. Maulana Ridwan	97
22.	Marisa Rani	97
23.	Nur Afifah Tri Nadia	93
24.	Nashru Dhiya Al Haramain	100
25.	Nency Gea Bella Putri M.	87
26.	Qoriyanto Dwi Wardana	100
27.	Sendito Marselino Jova	93
28.	Shinta Birbi Kania Sari	93
29.	Sri Hastini	80
30.	Tria Lestari Rohmadani	83
31.	Ulil Fajriah	100
32.	Fengki Jumahera Rustiadi	77

The Scores of the of the Vocabulary Post Test of the Control Group

NO	NAME	SCORE
1.	Anggi Rohmansah	77
2.	Akhmad Subandi	83
3.	Abd. Ghani Imadudin	80
4.	Aditya Ryzky Yudha P.	93
5.	Albert Dwiyanas Ramadani	87
6.	Alfina Aurelisca Ema N.	87
7.	Alifia Damayanti	93
8.	Beny Firmansyah	70
9.	Dio Dadang Sasmito	73
10.	Diana Putri Rahayu	87
11.	Erna Wati	87
12.	Hafidatul Maulana Hasby	100
13.	Kristina Damayanti	93
14.	Leni Legita Sari	0
15.	M. Ari Anggara	83
16.	M. Taufiq Hidayat	83
17.	Muhammad Araya K.	100
18.	Moch. Rahmatullah Ramadani	83
19.	M. Yayan	70
20.	Moch. Eko Dwi Renaldi	73
21.	Moch. Didit	73
22.	Moh. Ari Hasan	87
23.	Putri Handayani	87
24.	Putri Hidayanti	97
25.	Robiyanto	90
26.	Sulaeman	63
27.	Silviatul Mukarromah	100
28.	Siti Fatimah	80
29.	Sindi Eliansyah	87
30.	Sofiyyatul Fikriyah	80
31.	Tegar Alfian Dewantoro	73
32.	Willi Bachtiar	80
33.	Wiwin Puji Agustin	100
34.	Rakha Sambu Alana	0

Research activities

No	Day/date	Time	Research activities
1.	Friday, September 30 th , 2011	08.00	Asking permission to conduct a permission to the head master of SDN Baratan I Jember
		09.00	Confirming the teacher for experimental and the control group
2.	Saturday, October 1 st , 2011	07.00- 08.10	Teaching the control group Theme : Things in the classroom Technique : Lecturing
		09.05- 10.15	Teaching the experimental group Theme : Things in the classroom Technique : Teaching English through Songs
3.	Tuesday, October 4 th , 2011	07.00- 08.10	Teaching the control group Theme : Animals Technique : Lecturing
		09.05- 10.15	Teaching the experimental group Theme : Animals Technique : Teaching English through Songs
4.	Saturday, October 8 th , 2011	07.00- 08.10	Giving post test to the control group
		09.05- 10.15	Giving post test to the experimental group

t Table

cum. prob one-tail two-tails	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

F distribution critical value landmarks

Table entries are critical values for F^* with probably p in right tail of the distribution.

Figure of F distribution (like in Moore, 2004, p. 656) here.

		Degrees of freedom in numerator (df1)											
		1	2	3	4	5	6	7	8	12	24	1000	
Degrees of freedom in denominator (df2)	1	0.100	39.86	49.50	53.59	55.83	57.24	58.20	58.91	59.44	60.71	62.00	63.30
	0.050	161.4	199.5	215.7	224.6	230.2	234.0	236.8	238.9	243.9	249.1	254.2	254.2
	0.025	647.8	799.5	864.2	899.6	921.8	937.1	948.2	956.6	976.7	997.3	1017.8	1017.8
	0.010	4052	4999	5404	5624	5764	5859	5928	5981	6107	6234	6363	6363
	0.001	405312	499725	540257	562668	576496	586033	593185	597954	610352	623703	636101	636101
	2	0.100	8.53	9.00	9.16	9.24	9.29	9.33	9.35	9.37	9.41	9.45	9.49
	0.050	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.41	19.45	19.49	19.49
	0.025	38.51	39.00	39.17	39.25	39.30	39.33	39.36	39.37	39.41	39.46	39.50	39.50
	0.010	98.50	99.00	99.16	99.25	99.30	99.33	99.36	99.38	99.42	99.46	99.50	99.50
	0.001	998.38	998.84	999.31	999.31	999.31	999.31	999.31	999.31	999.31	999.31	999.31	999.31
3	0.100	5.54	5.46	5.39	5.34	5.31	5.28	5.27	5.25	5.22	5.18	5.13	
0.050	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.74	8.64	8.53	8.53	
0.025	17.44	16.04	15.44	15.10	14.88	14.73	14.62	14.54	14.34	14.12	13.91	13.91	
0.010	34.12	30.82	29.46	28.71	28.24	27.91	27.67	27.49	27.05	26.60	26.14	26.14	
0.001	167.06	148.49	141.10	137.08	134.58	132.83	131.61	130.62	128.32	125.93	123.52	123.52	
4	0.100	4.54	4.32	4.19	4.11	4.05	4.01	3.98	3.95	3.90	3.83	3.76	
0.050	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	5.91	5.77	5.63	5.63	
0.025	12.22	10.65	9.98	9.60	9.36	9.20	9.07	8.98	8.75	8.51	8.26	8.26	
0.010	21.20	18.00	16.69	15.98	15.52	15.21	14.98	14.80	14.37	13.93	13.47	13.47	
0.001	74.13	61.25	56.17	53.43	51.72	50.52	49.65	49.00	47.41	45.77	44.09	44.09	
5	0.100	4.06	3.78	3.62	3.52	3.45	3.40	3.37	3.34	3.27	3.19	3.11	
0.050	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.68	4.53	4.37	4.37	
0.025	10.01	8.43	7.76	7.39	7.15	6.98	6.85	6.76	6.52	6.28	6.02	6.02	
0.010	16.26	13.27	12.06	11.39	10.97	10.67	10.46	10.29	9.89	9.47	9.03	9.03	
0.001	47.18	37.12	33.20	31.08	29.75	28.83	28.17	27.65	26.42	25.13	23.82	23.82	
6	0.100	3.78	3.46	3.29	3.18	3.11	3.05	3.01	2.98	2.90	2.82	2.72	
0.050	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.00	3.84	3.67	3.67	
0.025	8.81	7.26	6.60	6.23	5.99	5.82	5.70	5.60	5.37	5.12	4.86	4.86	
0.010	13.75	10.92	9.78	9.15	8.75	8.47	8.26	8.10	7.72	7.31	6.89	6.89	
0.001	35.51	27.00	23.71	21.92	20.80	20.03	19.46	19.03	17.99	16.90	15.77	15.77	
7	0.100	3.59	3.26	3.07	2.96	2.88	2.83	2.78	2.75	2.67	2.58	2.47	
0.050	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.57	3.41	3.23	3.23	
0.025	8.07	6.54	5.89	5.52	5.29	5.12	4.99	4.90	4.67	4.41	4.15	4.15	
0.010	12.25	9.55	8.45	7.85	7.46	7.19	6.99	6.84	6.47	6.07	5.66	5.66	
0.001	29.25	21.69	18.77	17.20	16.21	15.52	15.02	14.63	13.71	12.73	11.72	11.72	
8	0.100	3.46	3.11	2.92	2.81	2.73	2.67	2.62	2.59	2.50	2.40	2.30	
0.050	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.28	3.12	2.93	2.93	
0.025	7.57	6.06	5.42	5.05	4.82	4.65	4.53	4.43	4.20	3.95	3.68	3.68	
0.010	11.26	8.65	7.59	7.01	6.63	6.37	6.18	6.03	5.67	5.28	4.87	4.87	
0.001	25.41	18.49	15.83	14.39	13.48	12.86	12.40	12.05	11.19	10.30	9.36	9.36	
9	0.100	3.36	3.01	2.81	2.69	2.61	2.55	2.51	2.47	2.38	2.28	2.16	
0.050	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.07	2.90	2.71	2.71	
0.025	7.21	5.71	5.08	4.72	4.48	4.32	4.20	4.10	3.87	3.61	3.34	3.34	
0.010	10.56	8.02	6.99	6.42	6.06	5.80	5.61	5.47	5.11	4.73	4.32	4.32	
0.001	22.86	16.39	13.90	12.56	11.71	11.13	10.70	10.37	9.57	8.72	7.84	7.84	

Critical values computed with Excel 9.0

		Degrees of freedom in numerator (df1)											
		1	2	3	4	5	6	7	8	12	24	1000	
Degrees of freedom in denominator (df2)	10	0.100	3.29	2.92	2.73	2.61	2.52	2.46	2.41	2.38	2.28	2.18	2.06
		0.050	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	2.91	2.74	2.54
		0.025	6.94	5.46	4.83	4.47	4.24	4.07	3.95	3.85	3.62	3.37	3.09
		0.010	10.04	7.56	6.55	5.99	5.64	5.39	5.20	5.06	4.71	4.33	3.92
		0.001	21.04	14.90	12.55	11.28	10.48	9.93	9.52	9.20	8.45	7.64	6.78
	12	0.100	3.18	2.81	2.61	2.48	2.39	2.33	2.28	2.24	2.15	2.04	1.91
		0.050	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.69	2.51	2.30
		0.025	6.55	5.10	4.47	4.12	3.89	3.73	3.61	3.51	3.28	3.02	2.73
		0.010	9.33	6.93	5.95	5.41	5.06	4.82	4.64	4.50	4.16	3.78	3.37
		0.001	18.64	12.97	10.80	9.63	8.89	8.38	8.00	7.71	7.00	6.25	5.44
	14	0.100	3.10	2.73	2.52	2.39	2.31	2.24	2.19	2.15	2.05	1.94	1.80
		0.050	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.53	2.35	2.14
		0.025	6.30	4.86	4.24	3.89	3.66	3.50	3.38	3.29	3.05	2.79	2.50
		0.010	8.86	6.51	5.56	5.04	4.69	4.46	4.28	4.14	3.80	3.43	3.02
		0.001	17.14	11.78	9.73	8.62	7.92	7.44	7.08	6.80	6.13	5.41	4.62
	16	0.100	3.05	2.67	2.46	2.33	2.24	2.18	2.13	2.09	1.99	1.87	1.72
		0.050	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.42	2.24	2.02
		0.025	6.12	4.69	4.08	3.73	3.50	3.34	3.22	3.12	2.89	2.63	2.32
		0.010	8.53	6.23	5.29	4.77	4.44	4.20	4.03	3.89	3.55	3.18	2.76
		0.001	16.12	10.97	9.01	7.94	7.27	6.80	6.46	6.20	5.55	4.85	4.08
18	0.100	3.01	2.62	2.42	2.29	2.20	2.13	2.08	2.04	1.93	1.81	1.66	
	0.050	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.34	2.15	1.92	
	0.025	5.98	4.56	3.95	3.61	3.38	3.22	3.10	3.01	2.77	2.50	2.20	
	0.010	8.29	6.01	5.09	4.58	4.25	4.01	3.84	3.71	3.37	3.00	2.58	
	0.001	15.38	10.39	8.49	7.46	6.81	6.35	6.02	5.76	5.13	4.45	3.69	
20	0.100	2.97	2.59	2.38	2.25	2.16	2.09	2.04	2.00	1.89	1.77	1.61	
	0.050	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.28	2.08	1.85	
	0.025	5.87	4.46	3.86	3.51	3.29	3.13	3.01	2.91	2.68	2.41	2.09	
	0.010	8.10	5.85	4.94	4.43	4.10	3.87	3.70	3.56	3.23	2.86	2.43	
	0.001	14.82	9.95	8.10	7.10	6.46	6.02	5.69	5.44	4.82	4.15	3.40	
30	0.100	2.88	2.49	2.28	2.14	2.05	1.98	1.93	1.88	1.77	1.64	1.46	
	0.050	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.09	1.89	1.63	
	0.025	5.57	4.18	3.59	3.25	3.03	2.87	2.75	2.65	2.41	2.14	1.80	
	0.010	7.56	5.39	4.51	4.02	3.70	3.47	3.30	3.17	2.84	2.47	2.02	
	0.001	13.29	8.77	7.05	6.12	5.53	5.12	4.82	4.58	4.00	3.36	2.61	
50	0.100	2.81	2.41	2.20	2.06	1.97	1.90	1.84	1.80	1.68	1.54	1.33	
	0.050	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	1.95	1.74	1.45	
	0.025	5.34	3.97	3.39	3.05	2.83	2.67	2.55	2.46	2.22	1.93	1.56	
	0.010	7.17	5.06	4.20	3.72	3.41	3.19	3.02	2.89	2.56	2.18	1.70	
	0.001	12.22	7.96	6.34	5.46	4.90	4.51	4.22	4.00	3.44	2.82	2.05	
100	0.100	2.76	2.36	2.14	2.00	1.91	1.83	1.78	1.73	1.61	1.46	1.22	
	0.050	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.85	1.63	1.30	
	0.025	5.18	3.83	3.25	2.92	2.70	2.54	2.42	2.32	2.08	1.78	1.36	
	0.010	6.90	4.82	3.98	3.51	3.21	2.99	2.82	2.69	2.37	1.98	1.45	
	0.001	11.50	7.41	5.86	5.02	4.48	4.11	3.83	3.61	3.07	2.46	1.64	
1000	0.100	2.71	2.31	2.09	1.95	1.85	1.78	1.72	1.68	1.55	1.39	1.08	
	0.050	3.85	3.00	2.61	2.38	2.22	2.11	2.02	1.95	1.76	1.53	1.11	
	0.025	5.04	3.70	3.13	2.80	2.58	2.42	2.30	2.20	1.96	1.65	1.13	
	0.010	6.66	4.63	3.80	3.34	3.04	2.82	2.66	2.53	2.20	1.81	1.16	
	0.001	10.89	6.96	5.46	4.65	4.14	3.78	3.51	3.30	2.77	2.16	1.22	

Use StaTable, WinPepi > WhatIs, or other reliable software to determine specific p values

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : MARITA ELOK MEGAWATI
 NIM/Angkatan : 0602 1040 1049 / 2006
 Jurusan/Prog. Studi : PENDIDIKAN BAHASA DAN SENI / PEND. BAHASA INGGRIS
 Judul Skripsi : THE EFFECT OF TEACHING ENGLISH THROUGH SONGS
 ON THE SECOND GRADE STUDENTS' VOCABULARY
 ACHIEVEMENT AT SDN BARATAN 01 JEMBER IN
 THE 2010 / 2011 ACADEMIC YEAR
 Pembimbing I : Dra. MADE ADI ANDAYANI T, M.Ed.
 Pembimbing II : Drs. SUBENIG ARIYANTO, M.A.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	TT. Pembimbing	
			Pemb. I	Pemb. II
1	Rabu, 02 Feb 2011	Matrix & Chapter I	<i>Jel</i>	<i>Sub</i>
2	Senin, 21 Feb 2011	Matrix & Chapter I	<i>Jel</i>	<i>Sub</i>
3	Senin, 28 Feb 2011	Matrix & Chapter I & Chapter II	<i>Jel</i>	<i>Sub</i>
4	Rabu, 23 Maret 2011	Matrix & Chapter II & Chapter III	<i>Jel</i>	<i>Sub</i>
5	<i>Selasa 29/2011</i>	<i>Matrix & chapter I</i>		<i>Sub</i>
6	<i>Kamis 3/2011</i>	<i>Chapter II</i>		<i>Sub</i>
7	<i>11/2011</i>	<i>Chapter III</i>		<i>Sub</i>
8	Rabu, 6 Ags 2011	Chapter III & Instrumen	<i>Jel</i>	<i>Sub</i>
9	<i>Jelasa, 13 Sept 2011</i>	Matrix & Chapter I, II, III & Instrument	<i>Jel</i>	<i>Sub</i>
10	Kamis, 13 Okt 2011	Chapter IV	<i>Jel</i>	<i>Sub</i>
11	Jum'at, 14 Okt 2011	Chapter V	<i>Jel</i>	<i>Sub</i>
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



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KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Jember 68121

Nomor : 019 /H25.1.5/PL.5/2011

Lampiran : -

Hal : Permohonan Izin Penelitian

30 SEP 2011

Yth. Kepala SDN Baratan I Jember
Jember

Diberitahukan dengan hormat, bahwa mahasiswa tersebut di bawah ini:

Nama : Marita Elok Megawati

NIM : 0602 1040 1049

Jurusan/Program : Pendidikan Bahasa dan Seni

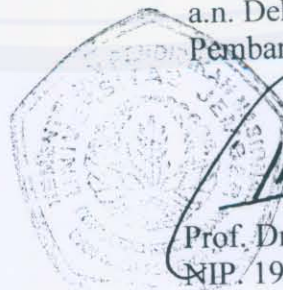
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan judul: *"The Effect Of Teaching English Through Songs On The Second Grade Students' Vocabulary Achievement At SDN Baratan 01 Jember In The 2011/2012 Academic Year"*.

Sehubungan dengan hal tersebut di atas mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasama yang baik kami ucapkan terima kasih.

a.n. Dekan,
Pembantu Dekan I,



Prof. Dr. Sunardi, M.Pd
NIP. 19540501 198303 1005



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI BARATAN 01
KECAMATAN PATRANG
Jl. Slamet Riyadi No. 248 Telp : 0331 – 482237 Jember

SURAT KETERANGAN
No : 020/436.316.18.468/2011

Yang bertanda tangan di bawah ini:

Nama : SUJUD, S.Pd.
NIP : 19541204 197912 1 004
Jabatan : Kepala Sekolah
Unit Kerja : SDN Baratan I Jember

Dengan ini menerangkan dengan sebenarnya:

Nama : MARITA ELOK MEGAWATI
Tempat/tgl lahir : Lumajang, 18 Desember 1987
NIM : 0602 1040 1049
Jurusan : FKIP/ Pendidikan Bahasa Inggris

Nama tersebut diatas telah melakukan penelitian untuk melengkapi pembuatan skripsi dengan judul “The Effect Of Teaching English Through Songs On The Second Grade Students’ Vocabulary Achievement At SDN Baratan 01 Jember In The 2011/2012 Academic Year” di SDN Baratan I Jember dengan lama penelitian 3 kali pertemuan (3 meeting) yaitu 1 Oktober s.d 8 Oktober 2011.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya dan kepada yang berkepentingan harap maklum.







8 Oktober 2011
Kepala Sekolah,



SUJUD, S.Pd.
NIP: 19541204 197912 1 004









POST TEST

Name : A. L. E. A. K. U. P. A. A. A. A. Score: 100
 Grade : II A















1.  The is hanging on the wall.
 a. chair b. calendar c. desk
2.  This is a
 Its color is black.
 a. chalk b. blackboard c. book
3.  What picture is it? It is a.....
 a. cock b. clock c. chair
4.  Tony : "What is it?"
 Tina : "It is a"
 a. chair b. table c. flag
5.  Luli: "What are these.....?"
 Lila : "These are....."
 a. bags b. pencils c. books
6.  I bring it to school every day. I usually put my book and pencil case there. What is it?

a. bag b. A book c. A hat
7.  What picture is it? It is a/an.....
 a. globe b. eraser c. door
8.  It is made of wood. What is it?

a. desk b. A chair c. A lamp

9.  The teacher is writing on the
 a. chalk b. blackboard c. table
10.  This is a
 Its colour is black.
 a. flag b. chair c. table
11.  The is hanging on the wall.
 a. map b. flag c. table
12.  A: Where do we put our books?
 B: We put our books in the.....
 a. bookshelf b. chair c. table
13.  A : "What can you see?"
 B : "I can see a....."
 a. flag b. chair c. pencil case
14.  Ana : "What do we have in our classroom?"
 Adam : "We have a/an....."
 a. flag b. eraser c. pencil case

15. Tiger, bear, elephant, and deer are kinds of.....
 a. zoos b. animals c. pets
16. A likes to eat banana.
 It likes hanging on the trees.
 a. rhinoceros b. wolf c. monkey

17.  A: "Is that a"
B: "Yes, that is."
A: "What does it eat?"
B: "It eats grass."
 a. horse b. tiger c. crocodile
18.  What animal is this? This is a.....
 a. pig b. dolphin c. giraffe
19.  What animal likes to eat meat?.....
a. Horse b. Giraffe c. Tiger
20.  I can see a/an.....in the zoo.
a. cow b. elephant c. goat
21.  Anna : "What picture is it?"
Adit : "It is a/an....."
 a. bird b. ostrich c. cat
22.  A: "What can you see?"
B: "I can see a....."
a. snake b. butterfly c. parrot
23.  What picture is it?
a. It's a camel b. It's a dog c. It's a bird
24.  A.....can jump.
a. swan b. frog c. cow
25.  I have soft fur and moustache. What am I?.....
 a. cat b. A tiger c. A crocodile
26.  What animal that has white thick fur?
27.  I don't have any hands and feet. I have a long body. What am I?.....
 a. A snake b. A giraffe c. An elephant
28.  I likes to eat grass. I have four legs.what am I?.....
a. A duck b. A goat c. A bird
29.  A: "Do you know what animal it is?"
B: "Yes, it is a....."
 a. giraffe b. wolf c. turtle
30.  A: Can you tell me what it is?
B: It is a/an.....
a. bear b. zebra c. elephant

S = 0
B = 30

POST TEST

Name: P.O. LESLALI, S.M.P.A.M.I Score: 83
 Grade: 2

	January
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20

1. The is hanging on the wall.
 a. chair b. calendar c. desk



This is a
 Its color is black.
 a. chalk b. blackboard c. book



What picture is it? It is a
 a. clock b. chair c. chair



Tony : "What is it?"
 Tina : "It is a"
 a. chair b. table c. flag



Luli: "What are these.....?"
 Lila : "These are....."
 a. bags b. pencils c. books



I bring it to school every day. I usually put my book and pencil case there. What is it?
 a. A bag b. A book c. A hat



What picture is it? It is a/an.....
 a. globe b. eraser c. door



It is made of wood. What is it?
 a. A desk b. A chair c. A lamp

9. The teacher is writing on the
 a. chalk b. blackboard c. table



10. This is a
 Its colour is black.
 a. flag b. chair c. table



11. The is hanging on the wall.
 a. map b. flag c. table



12. A: Where do we put our books?
 B: We put our books in the.....
 a. bookshelf b. chair c. table



13. A : "What can you see?"
 B : "I can see a....."
 a. flag b. chair c. pencil case



14. Ana : "What do we have in our classroom?"
 Adam : "We have a/an....."
 a. flag b. eraser c. pencil case



15. Tiger, bear, elephant, and deer are kinds of.....
 a. zoos b. animals c. pets

16. Alikes to eat banana.
 It likes hanging on the trees.
 a. rhinoceros b. wolf c. monkey

17.  A: "Is that a"?
B: "Yes, that is."
A: "What does it eat?"
B: "It eats grass."
 a. horse b. tiger c. crocodile
18.  What animal is this? This is a.....
 a. pig b. dolphin
19.  What animal likes to eat meat?.....
a. Horse b. Giraffe c. Tiger
20.  I can see a/an.....in the zoo.
a. cow b. elephant c. goat
21.  Anna : "What picture is it?"
Adit : "It is a/an....."
 a. bird b. ostrich c. cat
22.  A: "What can you see?"
B: "I can see a....."
a. snake b. butterfly c. parrot
23.  What picture is it?.....
a. It's a camel b. It's a dog c. It's a bird
24.  A.....can jump.
a. swan b. frog c. cow
25.  I have soft fur and moustache. What am I?.....
 a. cat b. A tiger c. A crocodile
26.  What animal that has white thick fur?.....
 a. sheep b. A cow c. An elephant
27.  I don't have any hands and feet. I have a long body. What am I?.....
 a. A snake b. A girrafe c. An elephant
28.  I likes to eat grass. I have four legs.what am I?.....
a.. A duck b. A goat c. A bird
29.  A: "Do you know what animal it is?"
B: "Yes, it is a....."
 a. giraffe b. wolf c. turtle
30.  A: Can you tell me what it is?
B: It is a/an.....
a. bear b. zebra c. elephant


S = 5
B = 25


POST TEST


Name: A.D.I.T.Y.A. S.I.Z.K.Y YUDHIScore: 93
 Grade: II.B
PRATAMA


1. **January**


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


The is hanging on the wall.
 a. chair b. calendar c. desk
2. 


This is a
 Its color is black.
 a. chalk b. blackboard c. book
3. 

What picture is it? It is a
 a. cock b. clock c. chair
4. 


Tony : "What is it?"
 Tina : "It is a"
 a. chair b. table c. flag
5. 


Luli: "What are these.....?"
 Lila : "These are....."
 a. bags b. pencils c. books
6. 


I bring it to school every day. I usually put my book and pencil case there. What is it?
 a. A bag b. A book c. A hat
7. 


What picture is it? It is a/an.....
 a. globe b. eraser c. door
8. 


It is made of wood. What is it?
 a. desk b. A chair c. A lamp


9. 


The teacher is writing on the
 a. chalk b. blackboard c. table
10. 

This is a
 Its colour is black.
 a. flag b. chair c. table
11. 


The is hanging on the wall.
 a. map b. flag c. table
12. 

A: Where do we put our books?
 B: We put our books in the.....
 a. bookshelf b. chair c. table
13. 

A : "What can you see?"
 B : "I can see a....."
 a. flag b. chair c. pencil case
14. 

Ana : "What do we have in our classroom?"
 Adam : "We have a/an....."
 a. flag b. eraser c. pencil case
15. Tiger, bear, elephant, and deer are kinds of.....
 a. zoos b. animals c. pets
16. 

Alikes to eat banana.
 It likes hanging on the trees.
 a. rhinoceros b. wolf c. monkey

17.  A: "Is that a"?
B: "Yes, that is."
A: "What does it eat?"
B: "It eats grass."
 horse b. tiger c. crocodile
18.  What animal is this? This is a.....
 pig b. dolphin c. giraffe
19.  What animal likes to eat meat?.....
a. Horse b. Giraffe Tiger
20.  I can see a/an.....in the zoo.
a. cow elephant c. goat
21.  Anna : "What picture is it?"
Adit : "It is a/an....."
 bird b. ostrich c. cat
22.  A: "What can you see?"
B: "I can see a....."
a. snake butterfly c. parrot
23.  What picture is it?,
a. It's a camel It's a dog c. It's a bird
24.  A.....can jump.
a. swan frog c. cow
25.  I have soft fur and moustache. What am I?.....
 A cat b. A tiger c. A crocodile
26.  What animal that has white thick fur?,
 A sheep b. A cow c. An elephant
27.  I don't have any hands and feet. I have a long body. What am I?.....
 A snake b. A giraffe c. An elephant
28.  I likes to eat grass. I have four legs.what am I?.....
a. A duck b. goat c. A bird
29.  A: "Do you know what animal it is?"
B: "Yes, it is a....."
 giraffe b. wolf c. turtle
30.  A: Can you tell me what it is?
B: It is a/an.....
a. bear zebra c. elephant

C = 2
B = 28

POST TEST

Name: mch. ari. f. a. s. a. n. Score: 87
 Grade: II. B.

- January

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

The is hanging on the wall.
 a. chair b. calendar c. desk
- This is a
 Its color is black.
 a. chalk b. blackboard c. book
- What picture is it? It is a
 a. cock b. clock c. chair
- Tony : "What is it?"
 Tina : "It is a"
 a. chair b. table c. flag
- Luli: "What are these.....?"
 Lila : "These are....."
 a. bags b. pencils c. books
- I bring it to school every day. I usually put my book and pencil case there. What is it?
 a. A bag b. A book c. A hat
- What picture is it? It is a/an.....
 a. globe b. eraser c. door
- It is made of wood. What is it?
 a. A desk b. A chair c. A lamp

- The teacher is writing on the
 a. chalk b. blackboard c. table
- This is a
 Its colour is black.
 a. flag b. chair c. table
- The is hanging on the wall.
 a. map b. flag c. table
- A: Where do we put our books?
 B: We put our books in the.....
 a. bookshelf b. chair c. table
- A : "What can you see?"
 B : "I can see a....."
 a. flag b. chair c. pencil case
- Ana : "What do we have in our classroom?"
 Adam : "We have a/an....."
 a. flag b. eraser c. pencil case
- Tiger, bear, elephant, and deer are kinds of.....
 a. zoos b. animals c. pets
- A likes to eat banana.
 It likes hanging on the trees.
 a. rhinoceros b. wolf c. monkey



17. A: "Is that a"?
B: "Yes, that is."
A: "What does it eat?"
B: "It eats grass."
 a. horse
 b. tiger
 c. crocodile



18. What animal is this? This is a.....
 a. pig
 b. dolphin
 c. giraffe



19. What animal likes to eat meat?.....
a. Horse
b. Giraffe
 c. Tiger



20. I can see a/an.....in the zoo.
a. cow
 b. elephant
 c. goat



21. Anna : "What picture is it?"
Adit : " It is a/an....."
 a. bird
 b. ostrich
 c. cat



22. A: "What can you see?"
B: "I can see a....."
a. snake
 b. butterfly
 c. parrot



23. What picture is it?,
a. It's a camel
 b. It's a dog
 c. It's a bird



24. A.....can jump.
a. swan
 b. frog
 c. cow



25. I have soft fur and moustache. What am I?.....
 A cat
 b. A tiger
 c. A crocodile



26. What animal that has white thick fur?,
 A. sheep
 b. A cow
 c. An elephant



27. I don't have any hands and feet. I have a long body. What am I?.....
 A. snake
 b. A giraffe
 c. An elephant



28. I likes to eat grass. I have four legs.what am I?.....
a. A duck
 b. A goat
 c. A bird



29. A: "Do you know what animal it is?"
B: "Yes, it is a....."
 a. giraffe
 b. wolf
 c. turtle



30. A: Can you tell me what it is?
B: It is a/an.....
a. bear
 b. zebra
 c. elephant



S = A
B = 26