



**IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT AT JUNIOR HIGH SCHOOL LEVEL
BY IMPLEMENTING ENGLISH POP SONG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



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

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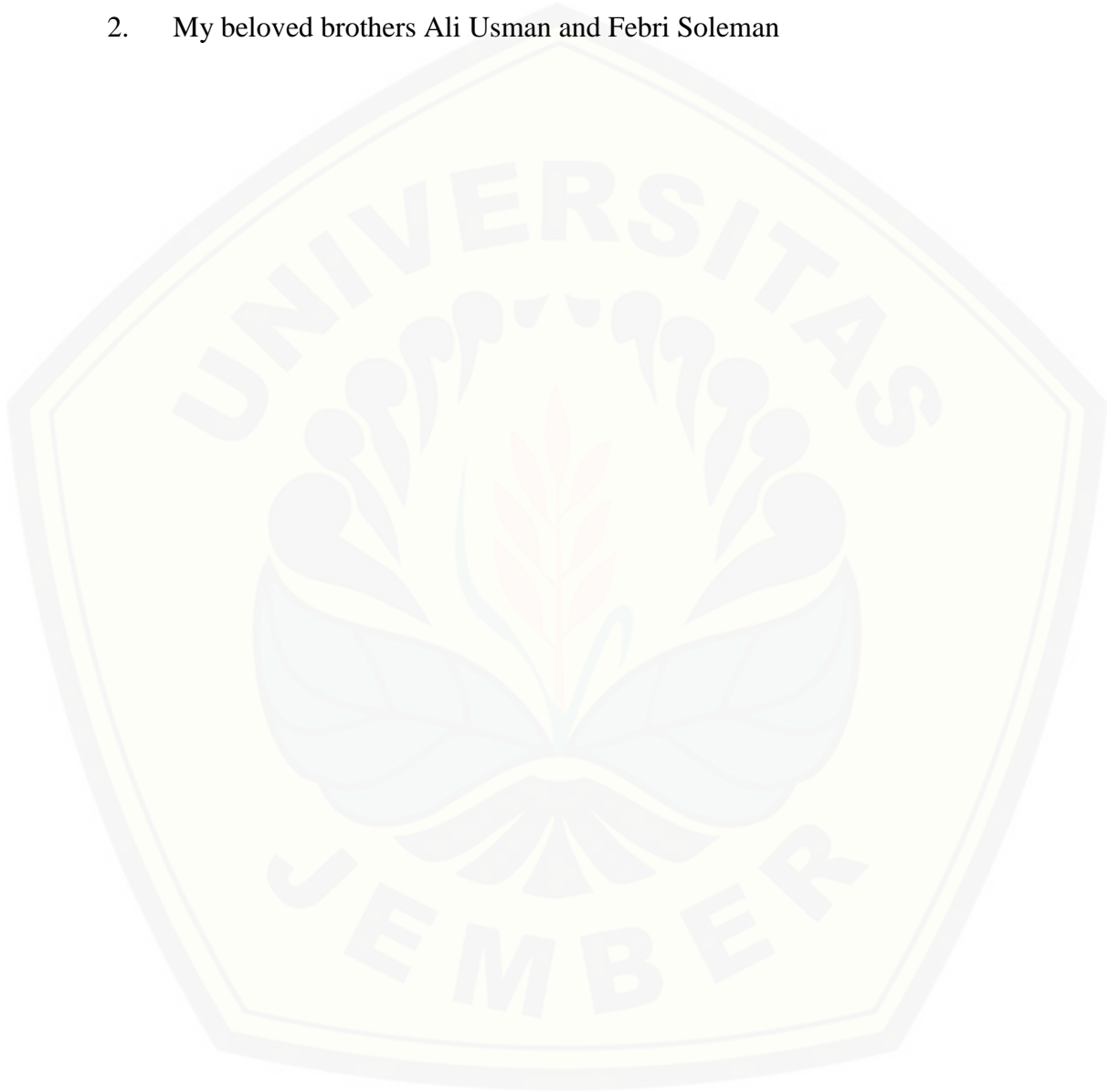
**ENGLISH EDUCATION STUDY PROGRAM
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JEMBER UNIVERSITY**

2019

DEDICATION

The thesis is dedicated to:

1. My beloved mother and father, Sugiono and Suparmi
2. My beloved brothers Ali Usman and Febri Soleman



STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANTS' APPROVAL

**IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY
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THESIS

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Finally I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 28 January 2019

Muhammad Sholehudin
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SUMMARY

Improving the Seventh Grade Students' Vocabulary Achievement at Junior High School Level by Implementing English Pop Song; Muhammad Sholehudin; 140210401034; 25 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This research was a classroom action research. The objective of this study was to improve the seventh grade students' vocabulary achievement and active participation by using English pop song. It was administered to 32 students of VIIF class at SMP Negeri 12 Jember. Based on the result of interview with the English teacher, it was found out that the students of VIIF Class at SMP Negeri 12 Jember passively participated and were less motivated during the teaching and learning process. These problems affect their vocabulary achievement. Based on their previous vocabulary score, only 15 (47%) out of 32 students who achieved the standard minimum score (75) and 17 students (53%) did not achieve the standard minimum score. In order to enhance students' vocabulary achievement and participation, English pop songs were implemented in the teaching and learning process of vocabulary.

The study was done collaboratively with the English teacher in one cycle. The cycle of classroom action research in this research used Riel's (2017) action research process. The cycle consisted of four steps: study and plan; take action; collect and analyze evidences; and reflect. The action was conducted in 2 meetings and one other meeting for the vocabulary test.

The result of observation and vocabulary achievement test were analysed as follows. The observation was administered to evaluate students' participation in the teaching and learning process. The indicators of observation were 1) answering teacher's question, 2) singing the song, 3) classifying the words taken from the song into nouns, verbs, adjectives and adverbs, 4) doing the exercises. The students were categorized as active students if they fulfilled at least 3 indicators. The result of observation showed that 78% students in the first meeting

and 81% students in the second meeting actively participated during the teaching and learning process of vocabulary. Moreover, the result of vocabulary achievement test showed that the percentage of the students who achieved the target minimum score (≥ 75) was 81 %. Both the result of observation and vocabulary achievement test had achieved the criteria of the success of classroom action research that was at least 75%. Thus, it can be concluded that English pop song helped students to improve their active participation and vocabulary achievement.



CHAPTER 1. INTRODUCTION

1.1 Research Background

Vocabulary is one of language components that should be mastered as the basis of language learning. In language teaching, it should be learnt first before learning the language skills, such as: listening, speaking, reading and writing. It is difficult to learn other language without learning the vocabularies first (Kusnierek, 2016). Words give particular information related to the language being used in the communication. Mastering vocabulary becomes one of the factors that can help students' ability in both oral and written communication (Kayyis, 2015). In speaking and writing, vocabulary mastery describes how clearly students can convey and deliver ideas to the listeners and readers.

The use of monotonous teaching strategy and materials of vocabulary learning creates a problem to language learners (Kayyis, 2015). Based on the result of the preliminary study, the seventh grade students of SMP Negeri 12 Jember face difficulties in learning vocabulary. They are less motivated and passively participated in learning process. These problems also give effect on students' vocabulary achievement. Thus, the strategy in teaching and learning in the vocabulary class needs to be developed.

Increasing students' motivation in learning can be done by developing multi-stimulant environment (Shakerian, Rezaei, Murnani, & Moeinmanesh, 2016). In this case, they suggest to use music and other elements that have rich enough stimulants which can approach various impressions and emphasize positive emotions. In the educational practice, music and song have been used widely in language learning. Some researchers believe that implementing song in the class can foster students' learning because it can release affective power, promote language awareness (Shen, 2009) and spark students' interest both in participating and learning the foreign language in the class (Palacios, 2014).

Many studies have shown that there are many advantages of using song in English Learning and Teaching (ELT). The use of song in English classes can motivate students to participate and become enthusiasts in carrying out their

tasks (Aguirre, Bustinza & Garvich, 2016). Song is an effective material in teaching English, since this material can build positive attitude (Tamaela, 2016) and better memorization to the students (Kusnierek, 2016). English song has shown effective impacts on ESL learners of primary school (Aguirre, Bustinza and Garvich, 2016; Kusnierek, 2016); and adult EFL learners (Shakerian, Rezaei, Murnani and Moeinanesh, 2016).

Based on those studies, there are some gaps that are required to be observed. Implementing song on vocabulary class with different research context might cause different result from the previous research. The use of song in EFL junior high school students is less investigated than the other context. Applying song on EFL have been done in experimental research (Kayyis, 2015; Shakerian et al, 2016; Kusnierek, 2016), Developmental design (Tamaela, 2016), and mix-method design (Aguirre, Buztinza and Garvich, 2016). The implementation of song on Classroom Action Research (CAR) receives less attention than other designs. Thus, it is needed to be observed in order to get empirical evidence for further research.

To fill in the gap, this study focused on implementing English pop song to improve students' vocabulary achievement and participation. The study was conducted on EFL of junior high school students and using Classroom Action Research (CAR) design. Therefore, the researcher was interested in conducting a research entitled "Improving the Seventh Grades Students' Vocabulary Achievement at Junior High School Level by Implementing English Pop Song".

1.2 Research Problems

As the research background above, the research problem is as follows:

1. Can the implementation of English pop song improve the seventh grade students' active participation?
2. Can the implementation of English pop song improve the seventh grade students' vocabulary achievement?

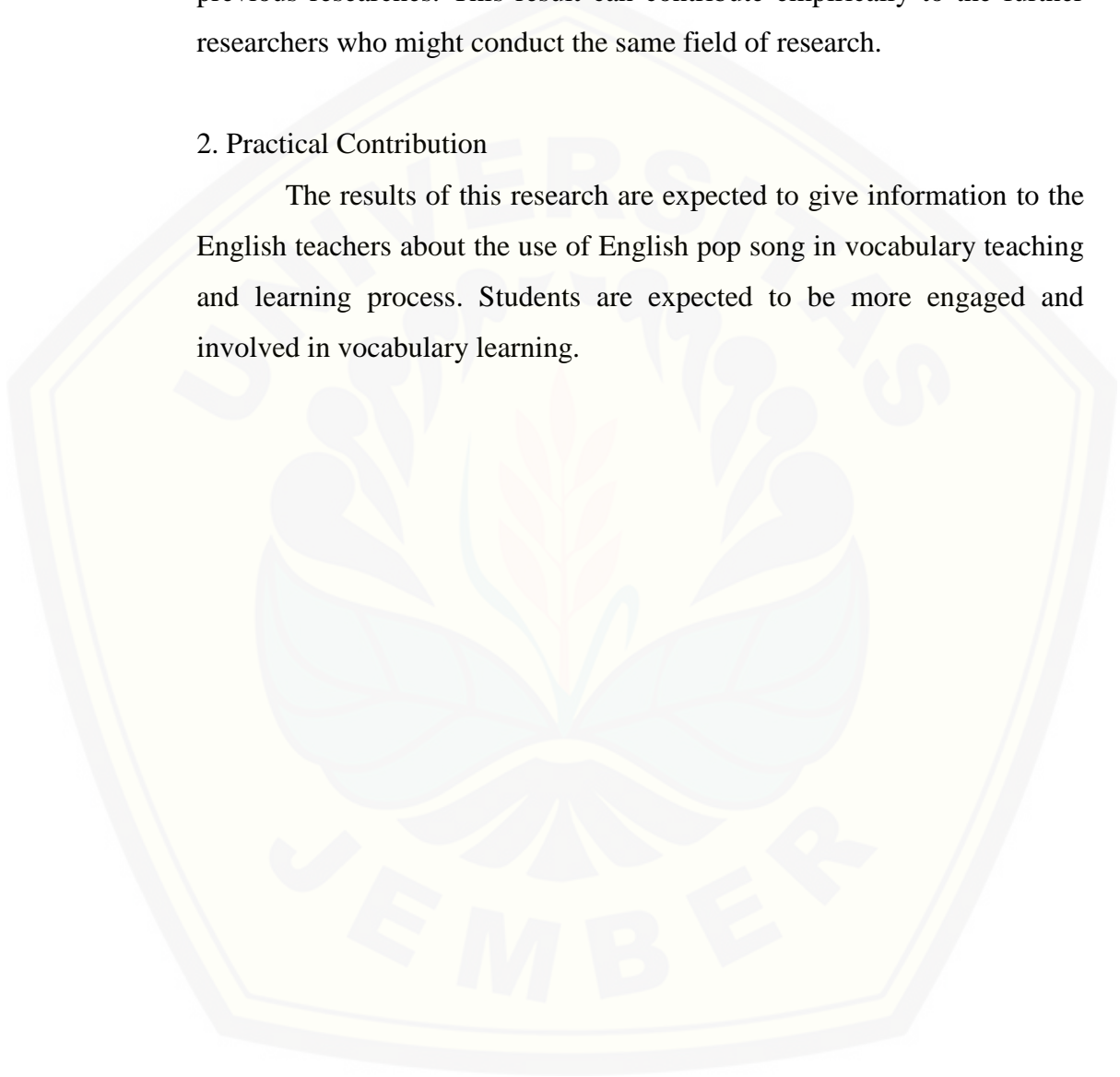
1.3 Research Contributions

1. Empirical Contribution

Focusing on the use of English pop song in Vocabulary class, the result of this research might show the similarity or difference with the previous researches. This result can contribute empirically to the further researchers who might conduct the same field of research.

2. Practical Contribution

The results of this research are expected to give information to the English teachers about the use of English pop song in vocabulary teaching and learning process. Students are expected to be more engaged and involved in vocabulary learning.



CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter is about the theories associated with theoretical framework, conceptual framework and previous studies related to the use of English pop song in English language teaching.

2.1 Theoretical Framework

The success of teaching and learning process depends on many aspects, where learning resource used by the teacher is one of them. Teaching and Learning Resource (TLR) leads to enhance students' memorization and participation, since TLR facilitates students' learning of abstract concept (Okongo, Ngao, Rop, & Nyongesa, 2015). To improve the quality and efficiency of education, better TLR is needed. According to Okongo et al (2015), TLR is the basic tools to make the teaching and learning process become effective. It can be concluded that TLR is needed in teaching and learning process in order to develop students' better performance and achievement.

According to UNESCO (2014), TLR is any form of media intended specifically to support learning, including textual materials, objects, models, electronic media and supplementary reading materials. TLR consists of three basic elements, they are material resources, physical facilities and human resources. These elements improve the effectiveness of educational practice (Okongo et al, 2015). Related to the improvement of the quality of education, UNESCO suggests that learning materials should assist and encourage students to learn.

Learning materials have significant effect to the ELT process. According to Salomon (1979), learning materials can influence certain knowledge and skills of the students. In line with Solomon, Palacios and Chapeton (2014) find that learning material, especially song (audio material), can encourage students to actively participate and be motivated in learning activity.

In English Language Teaching (ELT), audio materials, such as: audio recording and song; play an important role. Shakerian et-al (2016) confirm that pop song as teaching material can enhance students' achievement, retention and

positive attitude that lead to the effectiveness of ELT. Therefore, the use of audio material, in this case song, needs to be investigated more in different context.

2.2 Conceptual Review

2.2.1 Vocabulary in ELT

There are several definitions of vocabulary according to the experts. Vocabulary refers to a set of words that language speakers use (Hatch and Brown, 1995). In term of language learning, Ur (1998) defines vocabulary approximately as words that students learn in the foreign language. Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write (Richards and Renandya, 2002). In brief, vocabulary is a list of words that construct certain language and determines the quality of learners in speaking, listening, reading and writing.

Wilkins (1972) states that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. This statement shows that vocabulary is important to be learnt before the other language components and skills. This language component becomes the first material that should be taught to the students in any language teaching. In learning a foreign language, vocabulary is the most important element of language (Ozen and Mohammadzadeh, 2012).

Hatch and Brown (1995) divide vocabulary into two groups: Large vocabulary and small vocabulary. Large vocabulary includes verbs, nouns, adjectives and adverbs. Since this research focuses on large vocabulary, the material and task are limited on verbs, common nouns, adverbs (time, frequency, manner, degree and place), attributive and predicative adjectives.

Teaching vocabulary to the English as Foreign Language (EFL) students needs an effective strategy. A good instructional strategy used by the teacher can stimulate the learners to relate the new knowledge with their previous knowledge (Morrison, Ross and Kemp, 2007). To stimulate students to recall the vocabulary, the teachers need effective procedures and strategies (Faraj, 2015).

Cross (1991) organizes the strategies of teaching vocabulary into three strategies, such as: presentation strategy, practical strategy and training strategy. Presentation strategy is the first step in introducing vocabulary to the students. There are some ways to present vocabulary to the students, such as: showing vocabulary by using realia, visuals and body; presenting linguistically through explanation, definition, antonyms, synonyms, and translation; and audio presentation. In this study, the researcher presents the vocabulary through English pop song as an audio presentation and uses an exercise of matching the vocabulary with each meaning to present the vocabulary through definition. The next is practical strategy. The teacher can make the students practice by using vocabulary exercises and test. The more the students practice the vocabulary, the more effective they learn (Baskin et-al, 2017). The researcher uses some exercises such as: classifying the vocabulary and completing the sentence and vocabulary test to know students' vocabulary achievement. The last strategy is training strategy. It aims to teach the students strategies of learning independently (Kayyis, 2015). By using this strategy, students are expected to guess the meaning from the context and make a vocabulary note. Students can be directed to the self-learning to develop their vocabulary. In this study, the researcher asks the students to learn independently at home the vocabulary that they have learnt.

2.2.2 Music and Songs in ELT

Music and song have widely been used in English Language Teaching (ELT). In 1950s, American linguists have proposed Audiolingual Method which is a language teaching method that focuses on listening and speaking. Richard and Rodgers (2001) suggest that audio materials and tape recorders play important roles in an audiolingual class. Then, in Suggestopedia method, developed by Georgi Lozanov (1978), the use of music creates relaxed environment that is optimal for learning process. Moreover, Music/ rhythmic becomes one of Multiple intelligences proposed by Gardner (1993). He believes that human beings have eight intelligences: Verbal/Linguistic, Logical/ Mathematical, Spatial/ Visual,

Musical/ Rhythmic, Kinesthetic, Interpersonal, Intrapersonal and Neutralist intelligences.

The implementation of song in ELT builds a good atmosphere for the students to learn. Teaching vocabulary by mixing words and rhythmic sounds provides relaxing environment to the students. Shakerian (2016) found out that increasing students' motivation in learning can be done by developing multi-stimulant environment. This multi-stimulant environment can be established in the class by using song, because it contains context in enjoyable way.

There are two definitions of song according to Richard (2002) and Kusnierek (2016). Richard (2002) defines a song as a brief musical arrangement from the voice that human produces which includes words or lyrics. The music and tune support the words of song to become more enjoyable to be listened to. Words composition and choice in the song determine the quality of the song. However, Kusnierek (2016) explains that a song is more than the combination between lyric and tune. It also establishes or produces context in it. The lyrics of song provide information about language that a singer uses. The information is related to the message that the singer wants to deliver. The quality of lyric and music that is being used in the song influences the listener in understanding the meaning of the song.

2.2.3 Teaching Vocabulary Using English Pop Song

Simpson (2015) suggests six steps of using song in the class. The steps are as follows:

1. The first step is to listen to the song. This activity is supposed to be pleasurable activity to begin the class.
2. The second step is to ask about the title of the song. The questions might lead the students to build brainstorm before the main activity.
3. The third step is to listen to the song again with the lyrics. At this point, the students can highlight difficult/ unknown words to be discussed later. Moreover, the teachers can make a gap fill activity to enhance students' knowledge.

4. The fourth step is to focus on a particular verb tense or aspect of grammar. In this step, the teachers can stimulate the students to explore the grammar used in the song.
5. The fifth step is to focus on vocabulary, idioms and expressions. This stage, students try to find the meaning of certain vocabulary and the teachers describe with other examples as necessary.
6. The sixth step is to round things off with some creativity. To maintain the students' motivation in learning, the teacher should be creative to finish the lesson with an activity that stimulates students to think creatively. To end the lesson, the teachers might give a task to the students to create different lyrics of the songs and the new lyrics can be presented to the class.

From the Simpson's steps, the researcher adapts some steps of using song in the class. The steps applied in teaching vocabulary using songs in this research are as follows:

1. Listening to the English pop song and giving leading questions
This stage is the beginning of the lesson. The teacher prepares the students physically and mentally for the main activity. All the students listen to the song. Then, the teacher gives some questions related to the song.
2. Listening the song with the lyrics
The students listen to the song again, but at this step, the teacher gives the lyrics. The teacher asks the students to work in pair. Then, the students discuss what the song tells them about.
3. Explaining about the vocabulary
The teacher explains the students about verbs, adjectives, adverb and nouns. The teacher also gives some examples of those vocabularies in a sentence
4. Working with the lyrics
The teacher gives the students three kinds of exercises related to the lyrics. First, all the students work with their pair to classify the verbs, adjectives,

nouns and adverbs. Second, they match the words with the correct meaning. Third, they fill in the blank spaces using the suitable words.

5. Reviewing students' comprehension

This is the last stage before the students are tested. The teacher and the students review what they learn so far. The teacher also can play the song to recall students' memory about the lyrics and make the vocabularies stay in their mind.

The researcher adapted the steps because there were some steps which needed to be added and removed. The students needed the explanation about verb, adjectives, adverbs and noun before they did the exercises, thus on the third step in this research, the teacher explained them before giving the exercises. The fourth and sixth of Simpson's steps were removed because they were irrelevant to the focus of the research that was on vocabulary learning.

2.2.4 Advantages and Disadvantages of Using English Pop Song in ELT

There are some advantages of teaching vocabulary through English pop song. Learning through audio materials helps the transfer of the lesson to learn and improve students' retention of the concept (Holt and Kysilka, 2006). Kayyis (2015) states that English pop song is an effective and attractive teaching media, because it assists students to memorize the vocabulary easily. Moreover, a song can bring positive atmosphere to the class that improves students' motivation and comprehension (Kusnierek, 2016).

Conversely, there are also some disadvantages of applying English pop song in ELT class. Some expressions in the song might be different from the rule of grammar and make the students confused. To cope with this problem, the teacher gives a clear explanation about the exception that appears in the song. Second, choosing an appropriate song for certain lesson becomes a trouble to the teacher. Not all pop songs are proper for particular class. Failure in using an appropriate song brings bad impact on the students' comprehension. There are some considerations to choose the appropriate song. As the focus of this study, the song should be popular song/ pop song. Murpey (1990) found that pop songs have

high-frequency words that are effective in teaching English to the students. Next, the song should be related to the lesson. Lems (2018) suggests that the song used should be in connection with the thematic unit that the teachers teach. Choosing the song for learning English should consider with students' interest. Therefore, the teacher should be careful in selecting the appropriate English pop song for teaching and learning activity.

2.3 Previous Research Review

There are five previous studies related to the implementation of English song in ELT. First, Chou (2014) found that theme-based song not only increased motivation and enthusiasm but also assisted the students' retention of vocabulary efficiently. She also observed that the students actively participated during the treatment.

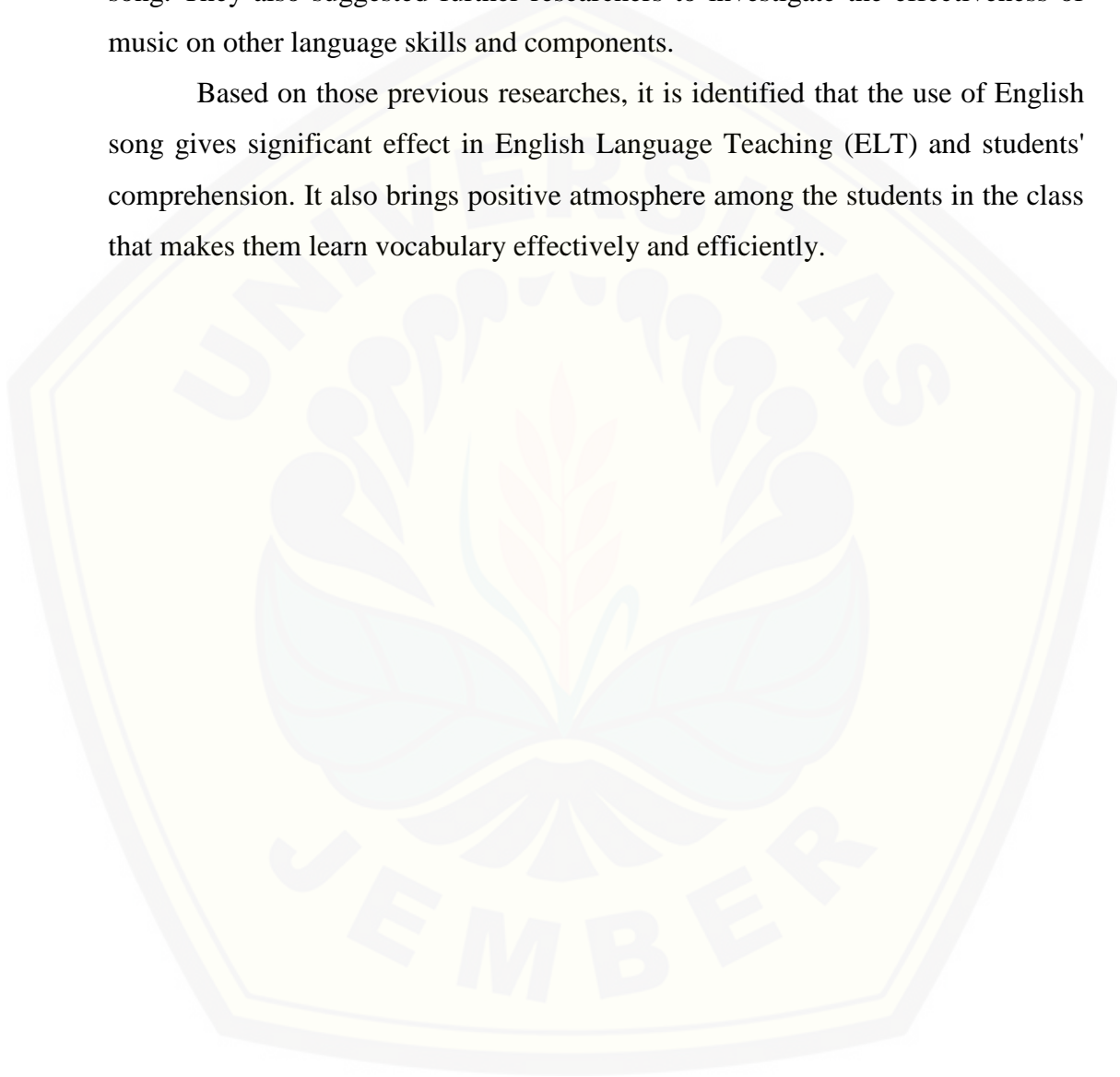
Second, Aguirre, Bustinza and Garvich (2016) conducted a research related to the influence of song on students' motivation. They proved that songs can motivate the ESL students to learn English. From their observation, the English class taught by using songs showed better attitude, such as: giving attention, actively participating, and enthusiasm, than the class taught without song. The students also had good desire in learning English with songs.

The third research is experimental research from Kusnierek (2016). This research focused on what extend teaching English vocabulary with songs had impact on better vocabulary memorization. She explained that there are many students who were interested in music for their English class. As a result of the study, she concluded that music and songs helped the students memorize English vocabularies better because the repeating lyrics of song made them stay in mind.

Fourth, Tamaela (2016) conducted a research about developing environmental song-based material using scientific approach to the EFL learners. She found that environmental song was an effective material in teaching English to the first grade junior high school students. It also built positive attitude and improved students' comprehension in English class.

Fifth, Shakerian, Rezaei, Murnani, and Moeinmanesh (2016), in their experimental study, found that vocabulary class through music could increase students' achievement, positive attitude and retention. The students were able to concentrate in finding and learning new vocabulary in the class with music and song. They also suggested further researchers to investigate the effectiveness of music on other language skills and components.

Based on those previous researches, it is identified that the use of English song gives significant effect in English Language Teaching (ELT) and students' comprehension. It also brings positive atmosphere among the students in the class that makes them learn vocabulary effectively and efficiently.



CHAPTER 3. THE STUDY

3.1 Research Context

This research was conducted in SMPN 12 Jember where English was taught as Foreign Language (EFL). Most of the students began to learn English from elementary school. Their average levels in English language learning were beginner level. In this school, English subject was taught 4 x 40 minutes every week. The English material and media in the classroom were only based on students textbook. In this research, the researcher's role was as the teacher and observer collaborating with the English teacher in conducting the action research.

3.2 Research Design

The design of this study was classroom action research because it is intended to help the students improve their vocabulary achievement. The cycle of classroom action research in this research is using Riel's (2017) action research process. This cycle consists of four steps: study and plan; take action; collect and analyzed evidences; and reflect.

The procedure of the research was as follows:

1. Identifying the problem of the research in preliminary study by interviewing the English teacher and collecting students' vocabulary score.
2. Deciding the participants based on the result of preliminary study.
3. Planning and preparing the action to solve the problem, such as: construct the lesson plan and prepare the materials.
4. Conducting the action based on the plan which have been constructed before and observe the process collaboratively with the English teacher.
5. Administering the vocabulary test to obtain students' score
6. Making a reflection based on the result of the observation and test to decide whether the action is stopped or continued to the second cycle with the improvement of the action.

3.3 Research Participants

The participants of this research were the seventh grade students of SMP 12 Jember. They are non-native speakers of English and use English inside the English class only. Their level of English was beginner level. From the result of preliminary study, the participants were seldom taught vocabulary by using English pop song by the teacher. Therefore, the researcher and the English teacher collaboratively taught them vocabulary through English pop song in order to improve their vocabulary achievement.

3.4 Data Collection Method

In this research, interview, vocabulary test and observation were used to collect the research data. Interview was applied in order to know the information about English language teaching, students' problem in vocabulary learning, and curriculum used at SMPN 12 Jember. The vocabulary test was multiple choice test which consisted of 20 test items. To get more information about students' activity in vocabulary learning, the researcher observed the students' participation by using observation instrument (Lesson Plan).

3.5 Data Analysis Method

The data from the vocabulary test and observation checklist were analyzed by descriptive statistics. The cycle of action research was considered successful when the percentage of the students who get score ≥ 75 (standard minimum score) in vocabulary test and the students who actively participated in vocabulary learning process are 75% or more.

CHAPTER 5 CONCLUSION AND SUGGESTION

This chapter is about the conclusion of the research and suggestions. The suggestions are intended to the English teachers, the students and the further researchers.

5.1. Conclusion

Based on the result of data analysis and discussion of this research, it can be summarized as follows. The implementation of English pop song could improve the seventh grade students' active participation in teaching learning process of vocabulary. The use of English pop song in language learning brings pleasurable experience to the students and stimulates them to get involved in the learning process. The result of observation showed that the percentage of the students' active participation improved from 78% in the first meeting to 81% in the second meeting. Moreover, the implementation of English pop song could improve the seventh grade students' vocabulary achievement. It helps the students to memorize the words easily and leads them to comprehend the words well. The result of vocabulary achievement test showed that the percentage of students who got score ≥ 75 was 81% from 32 students. Both the result of observation and vocabulary achievement test had achieved the target minimum criteria of the success of classroom action research that was 75%.

5.2. Suggestion

Considering the result of this research that the use of English pop songs can improve the seventh grade students' active participation and vocabulary achievement, some suggestions are addressed to the English teachers, the students and the further researchers as follows.

1. The English Teachers

The English teachers are recommended to use English pop song to teach vocabulary since it can help students easily memorize the vocabulary. The teachers also suggested using English songs that are

interesting enough to maintain the students' interest. Besides, the teachers should consider about the expressions used in the song. It should be avoided the expressions that are inappropriate for students, such as: sexual and violence expressions. The English teacher, especially the English teacher of seventh grades in SMPN 12 Jember, is suggested to observe the students to know their consistency in vocabulary learning.

2. The Students

The students are expected to be actively involved in the teaching and learning process of vocabulary by using English pop song. Moreover, it is suggested to learn vocabulary through English pop song independently outside the class to help students learn more new words from other song.

3. The Further Researchers

Further researchers are recommended to conduct research with similar topic by using different research area, research design and language skills and components. Then, further researcher should let the English teacher teach the students while the researcher observe the teaching and learning process, because the English teacher has known the class situation better than the researcher and the students belong to their English teacher. Moreover, the further investigation of using English song on vocabulary class is needed be expanded on other alternative genre of song and keeps consider on students' preferred song.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Improving the Seventh Grade Students' Vocabulary Achievement at Junior High School Level by Implementing English Pop Song	<ol style="list-style-type: none"> 1. Can the implementation of English pop song improve the seventh grade students' active participation? 2. Can the implementation of English pop song improve the seventh grade students' vocabulary achievement? 	<p>Independent: English pop song</p> <p>Dependent:</p> <ol style="list-style-type: none"> 1. The students' active participation 2. The students' vocabulary achievement 	<p>The indicators observed in the teaching and learning process are:</p> <ol style="list-style-type: none"> 1. Answering the teacher's questions 2. Singing the song 3. Classifying the words taken from the song into nouns, verbs, adjectives and adverbs. 4. Doing the exercises <p>Students' vocabulary test that covers:</p> <ol style="list-style-type: none"> 1. Nouns 2. Adjectives 3. Adverbs 4. Verbs 	<ol style="list-style-type: none"> 1. Research participants: The students of class VII F at SMPN 12 Jember in the 2018/2019 Academic Year. 2. Informant: The seventh grade English teacher of SMPN 12 Jember 3. Document: <ul style="list-style-type: none"> - The names of the research subjects. - The scores of class VII F students' vocabulary achievement tested by the researcher. 	<ol style="list-style-type: none"> 1. Research Design: Classroom action research. The steps are: <ol style="list-style-type: none"> a. study and plan, b. take action, c. collect and analyzed evidences and d. reflect. 2. Area Determination Method Purposive Method 3. Research Participant Determination Method Purposive Method 4. Data Collection Method Primary Data: <ul style="list-style-type: none"> - Vocabulary achievement test Observation 5. Data Analysis Method The result of the research will be analyzed using descriptive statistic.

APPENDIX B

THE RESULT OF INTERVIEW

No	Questions	English Teacher's Response
1	What curriculum do you use in the teaching and learning process?	I use 2013 curriculum
2	How do you teach English to your students?	I usually teach English to my students using real object, then connect it to students' real life
3	How do you teach vocabulary to your students?	I usually ask my students to find difficult words in the certain text and write a sentence from those words
4	What media or techniques do you use in teaching vocabulary?	I use picture from text book as the media to teach vocabulary. Sometimes, I also ask students to find another picture related with the vocabulary.
5	How does students' participation in vocabulary class?	They do not actively participate and are less motivated in the teaching and learning process. If I give them task, they will move around and it is hard to manage them.
6	What are the students' difficulties in vocabulary learning?	They seldom read English stories. It makes them hard to know a new vocabulary that appears later. We know that English stories contain a lot of vocabulary to be learnt by the students.
7	How do you overcome their difficulties?	If the students face difficulties in understanding certain word, I will illustrate the word by expression. For example, 'tired', I will show them the expression of tired
8	Have you ever used English songs in teaching vocabulary? How often?	I rarely use English song in teaching vocabulary
9	What might students' response if they are taught by using English song?	They might love it and be happy
10	Can we collaboratively conduct action research to improve students' vocabulary achievement by implementing English pop song?	Yes, of course
11	Which class that you suggest to be conducted action research?	I suggest to conduct action research in VIIF class, because this class got the lowest score among the other classes

APPENDIX C

Students' Previous Vocabulary Score

Students' Number	VII A	VII B	VII C	VII D	VII E	VII F
1	94	91	76	88	82	76
2	85	61	85	70	82	88
3	79	76	65	79	88	61
4		88	73	91	79	68
5	73	70	76	73	62	56
6	82	91	85	67	79	70
7	82	82	85	61	91	88
8	79	70	76	73	91	82
9	97	91	58	76	88	67
10	70	82	76	61	67	91
11	82	70	70	76	91	70
12	85	91	82	61	85	82
13	82	82	88	67	67	56
14	82	82	64	76	82	82
15	82	58	85	67	82	64
16	79	91	56	82	85	67
17	82		85	73	91	76
18	94	71	88	64	88	64
19	75	81	79	58	91	91
20	85	88	78	82	73	76
21	82	58	73	79	91	61
22	76	76	64	70	91	67
23	70	91	70	79	79	76
24	85	61	82	88	82	70
25	91	91	67	76	91	58
26	67	82	82	94	91	79
27	73	79	85	82	91	61
28	79	94	94	73	85	61
29	88	91	70	70	82	56
30	91	88	79	73	91	85
31	85	85	85	79	94	85
32	70	91	76	76	85	91
>KKM (75)	25	23	21	16	28	15
%	81%	74%	66%	50%	88%	47%

Note: The students of VII F Class were chosen as research participants because the percentage of the students who get score ≥ 75 (standard minimum score) in vocabulary test was the lowest among the other classes.

APPENDIX D

LESSON PLAN (Cycle 1, Meeting 1)

School	: SMPN 12 Jember
Subject	: English
Grade/ Semester	: VII/ 1
Theme	: Song
Language Component	: Vocabulary
Language Skill	: Reading while Listening
Time Allocation	: 2 x 40 Minutes

I. CORE COMPETENCE

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

II. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1. Showing enthusiasm in learning English in the classroom
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Showing honesty and responsibility in the class activity.
3.8. Menafsirkan fungsi social dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja	3.8.1. Determining the meaning of the song 3.8.2. Determining the moral values from the song
4.8. Menangkap makna secara kontekstual terkait dengan fungsi social dan unsur kebahasaan lirik lagu terkait kehidupan remaja.	4.8.1. Classifying some words in the lyrics into verb, noun, adjective and adverb. 4.8.2. Determining the meaning of the words in the lyrics.

III. LEARNING OBJECTIVES

1. Students will show their enthusiasm in learning English
2. Students will show honesty, responsibility, responsiveness and activeness in teaching and learning process.
3. Students will be able to determine the meaning of song
4. Students will be able to mention the moral value from the song
5. Students will be able to classify some words in the lyrics into verb, noun, adjective and adverb.
6. Students will be able to determine the meaning of the words in the lyrics.

IV. LEARNING MATERIALS

(Enclosed)

V. TEACHING AND LEARNING STRATEGY

- a) Approach : Scientific approach
- b) Technique : Cooperative learning

VI. MEDIA AND LEARNING RESOURCES

Media : Whiteboard, English pop songs, board marker, students' sheet

Learning resource :

<https://www.artikelbelajar.com/song-definition-socialfunction/>

<https://www.youtube.com/watch?v=LjhCEhWiKXk> (song)

VII. TEACHING AND LEARNING ACTIVITIES

PHASES	DESCRIPTION	TIME ALLOCATION
Set Induction	<ol style="list-style-type: none"> 1) Teacher greets the students in English. 2) Teacher and students pray together. 3) Teacher checks the attendance list by calling out the students' names. 4) Teacher gives leading questions to the topic about song. 5) Teacher mentions the learning objectives. 	10 minutes
Main Activity	<p>Observing</p> <ol style="list-style-type: none"> 1) Teacher plays an English pop song and students sing the song with title "Just the Way You Are from Bruno Mars" 2) Teacher asks some questions related to the song. (the questions are enclosed). 3) Students listen to the song again with the lyric. 4) Teacher explains about the verbs, adjectives, nouns and adverbs <p>Questioning</p> <ol style="list-style-type: none"> 5) Teacher guides students to ask about their difficulties in understanding the song. 6) Teacher discusses the material about song and students' difficulties. <p>Experimenting</p> <ol style="list-style-type: none"> 7) Teacher asks the students to discuss about the meaning and the message/ moral value of the song with their pair. 8) Teacher and students discuss the answer 	60 minutes

	<p>together.</p> <p>Associating</p> <p>9) Teacher gives the students exercise related to the song.</p> <p>10) Students classify the vocabulary into verb, adjective, noun and adverb in pair.</p> <p>11) Students match the word to its meaning.</p> <p>12) Students fill in the blank spaces using the suitable words</p> <p>Communicating</p> <p>13) Teacher and students discuss the exercise.</p> <p>14) Teacher stimulates students to communicate their difficulties after the lesson and exercises.</p>	
Closure	<p>1) Teacher and the students review what they learn so far</p> <p>2) Teacher and the students sing the song together.</p> <p>3) Teacher asks the students to tell their feeling after the lesson</p> <p>4) The teacher asks the students to learn at home the vocabulary that they have learnt</p> <p>5) Teacher closes the learning activities</p>	10 minutes

VIII. Assessment

Observation checklist for students' participation in group discussion

No	Name	Indicators				Total	Passive	Active
		1	2	3	4			
1								
2								
3								
4								
5								
6								
TOTAL								
PERCENTAGE								

Indicators:

1. Answering the teacher's questions
 2. Singing the song
 3. Classifying the words taken from the song into nouns, verbs, adjectives and adverbs.
 4. Doing the exercises
- Note: Students who perform at least three indicators are categorized as 'active' students.

Researcher

Muhammad Sholehudin
NIM: 140210401034

Enclosure

A. Leading Questions

- Do you know the fourth planet on this galaxy?
Who is an American male singer that has 'Mars' word on his name?
Can you mention some of his songs?

B. Materials

Material about Song

1. Definition of Song
Song is a piece of music with words or lyrics.
2. The social functions of song are:
 - a) To entertain the listeners.
 - b) To teach moral value through the lyrics of the songs.
 - c) To express personal feeling and cultural values.
3. The language features
 - Using rhyming words
 - Using poetic devices, such as figure of speech and imagery
 - Using amusing words play and slang language

Material about verbs, adjectives, adverbs and nouns

- a. A verb is a word which is used to describe an action, experience or state.
For example: *listen, speak, jump, sleep, eat, go, run and so on*
*The students **listen** to their teacher's explanation.*
*Robby and Roni **speak** English fluently in the class.*
*A squirrel **jumps** from one tree to another.*
- b. A noun is a word which is used to name or identify people, places, ideas or certain creature.
Common nouns refer to anything that we can see, touch, hear or taste
For example: *a car, a cloth, a glass, a pencil, a bag, a plane and so on.*
*A **car** normally has four wheels.*
*My mother buys me **a pencil** and **a bag**.*
*Ratna gets a golden **glass** from a drinking milk competition*
- c. An adjective is a word that gives more information about a noun or pronoun
For example: *happy, cheap, small, sad, wonderful, tall and so on.*
*The students are **happy** after the English class.*
*The foods are **cheap** in school canteen.*
*Renold has a **small** garden.*
- d. An adverb is a word that describes or adds to the meaning of a verb, an adjective and another adverb.
 1. Adverbs of time
An adverb of time is used to tell when things happen
For example: *now, tomorrow, in the afternoon, yesterday and so on.*
*I am studying English **now**.*
*The students will go to the insect museum **tomorrow**.*
 2. Adverbs of frequency
An adverb of frequency is used to say how often we do things or how often things often.
For example: *seldom, never, always, sometimes, usually and so on.*
*The students of SMP Harapan **seldom** come late.*
*The sun **never** rises from west.*
 3. Adverbs of place
An adverb of place is used to tell where something is.
For example: *in the class, on the table, behind the door, under, above, beside, and so on.*
*The students study mathematic **in** the class.*

*The English books are **on** the table.*

4. Adverbs of Manner

These adverbs describe how something happens.

For example: carefully, quietly, suddenly, slowly, and so on

*Siti brings a birthday cake **carefully**.*

*Romeo drives his car **slowly**.*

C. The Example of Song

Just the Way You Are

by: Bruno Mars

Source: <https://www.azlyrics.com/lyrics/brunomars/justthewayyouare.html>

Oh, her eyes, her eyes make the stars
look like they're not shining
Her hair, her hair falls perfectly without
her trying
She's so beautiful and I tell her everyday
Yeah, I know, I know when I
compliment her she won't believe me
And it's so, it's so sad to think that she
don't see what I see
But every time she asks me "Do I look
okay?"
I say

When I see your face
There's not a thing that I would change
'cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a
while
'Cause girl you're amazing
Just the way you are
Yeah

Her lips, her lips, I could kiss them all
day if she'd let me
Her laugh, her laugh she hates but I think
it's so sexy
She's so beautiful, and I tell her everyday

Oh you know, you know, you know I'd
never ask you to change
If perfect's what you're searching for
then just stay the same
So don't even bother asking if you look
okay, you know I'll say

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a
while
'Cause, girl, you're amazing
Just the way you are
The way you are
The way you are
Girl, you're amazing
Just the way you are

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a
while
'Cause, girl, you're amazing
Just the way you are

STUDENTS WORKSHEET

I. Teacher's questions related to the song. (asked orally by the teacher)

- What is the title of the song?*
- What does the song tell us about?*
- What is the moral value of the song?*
- What does the title mean?*
- What does the word "shinning" mean on the 2nd line?*
- What are the synonyms of shinning?*
- Why aren't the stars shinning?*
- What is the girl's question to the man?*
- Why does the world stop and stare for a while?*
- What does she hate to?*
- Why does the girl bother the man?*
- What does the man tell her everyday?*

II. Classify the words taken from the song entitled 'Just the Way You Are' into verbs, adjectives, adverbs and nouns and write the meaning! (in pair)

No	Words	Verbs	Adjectives	Adverbs	Nouns	Meaning
1	beautiful					
2	Stares					
3	Lips					
4	Never					
5	amazing					
6	Believe					
7	perfectly					
8	Sad					
9	Girl					
10	Hates					

III. Match the words with their meaning by writing down only the alphabet! (refer to 'Just the Way You Are' song) (individual work)

No	Meaning	Words
1	to have a particular opinion about someone or something (.....)	a. change
2	the front part of your head, where your eyes, nose, and mouth are (.....)	b. laugh
3	all of something (.....)	c. stop
4	to become different, or to make someone or something different (.....)	d. whole
5	to raise the corners of our mouth when we are happy, pleased, or being friendly, or when you think something is funny (.....)	e. smile

6	to pause while you are moving or doing something so that you can do something else (.....)	f. fall
7	the sound/ voice that shows we think something is funny (.....)	g. a while
8	for a short time (.....)	h. shining
9	giving out or reflecting bright light (.....)	i. face
10	to move quickly downwards from higher position (.....)	j. think

IV. Complete the following sentences by using the correct words in the box!
(individual work)

1. She..... beautiful with her long black hair.
1. The teacher the students some questions related to the history of Majapahit.
2. There are millions in the sky that is shining in the evening.
3. The sun.....rises from west.
4. Riani is because her doll is broken.

asks	sad	stars	looks	never
------	-----	-------	-------	-------

KEY ANSWER

- The title is 'Just the Way You are'
- This song is about a guy who loves his girlfriend very much. He thinks she doesn't need make-up to make her beautiful because she already is. He thinks she's so beautiful that "the world stops and stares for a while."
- Everyone is perfect just the way they are. Its purpose is to remind people that they don't need to change who they are to be perfect because they are perfect. Be ourselves!
- The tittle means we have to be ourselves without become other person.
- Shinning means giving out or reflecting bright light.
- Synonyms of shinning are glowing, sparkling and twinkling etc.
- Because of her eyes
- "Do I look okay?"
- Because of her smile
- She hates her laugh.
- Because she keeps asking if she looks okay
- He tells that she's so beautiful

I. Classify the words taken from the song entitled 'Just the Way You Are' into verbs, adjectives, adverbs and nouns and write the meaning! (in pair)

No	Words	Verbs	Adjectives	Adverbs	Nouns	Meaning
1	beautiful		√			cantik
2	stares	√				memandang
3	lips				√	bibir

4	never			√		tidak pernah
5	amazing		√			mengagumkan
6	believe	√				percaya
7	perfectly			√		secara sempurna
8	sad		√			sedih
9	girl				√	gadis/ cewek
10	hates	√				membenci

III. Answer Key

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

- IV.,**
1. looks
 2. asks
 3. stars
 4. never
 5. sad

The Distribution of Exercise Items

No	Vocabulary	II	III	IV
1	Verbs	2, 6, 10	1, 4, 5, 6, 10	1, 2
2	Adjectives	1, 5, 8	3, 9	5
3	Adverbs	4, 7	8	4
4	Nouns	3, 9	2, 7	3

APPENDIX E

**LESSON PLAN
(Meeting 2)**

In the second meeting, the song used is Michael Jackson’s song entitled “*You are not alone*”. The action is similar with the first lesson plan. The different aspects of the second meeting are presented as follows:

A. Leading Questions

- Do you know who the king of pop is?
- Can you mention some of his songs?

B. The example of song

You Are Not Alone

by: Michael Jackson

Source: <https://www.azlyrics.com/lyrics/michaeljackson/youarenotalone.html>

<p>Another day has gone I'm still all alone How could this be You're not here with me You never said goodbye Someone tell me why Did you have to go And leave my world so cold Everyday I sit and ask myself How did love slip away Something whispers in my ear and says That you are not alone For I am here with you Though you're far away I am here to stay But you are not alone I am here with you Though we're far apart You're always in my heart You are not alone Alone, alone Why, alone Just the other night I thought I heard you cry Asking me to come And hold you in my arms I can hear your prayers Your burdens I will bear But first I need your hand Then forever can begin Everyday I sit and ask myself How did love slip away Something whispers in my ear and says</p>	<p>That you are not alone For I am here with you Though you're far away I am here to stay But you are not alone And I am here with you Though we're far apart You're always in my heart For you are not alone Whisper three words and I'll come runnin' And I and girl you know that I'll be there I'll be there You are not alone I am here with you Though you're far away I am here to stay For you are not alone I am here with you Though we're far apart You're always in my heart For you are not alone (you are not alone) For I am here with you (I am here with you) Though you're far away (though you're far away) (You and me) I am here to stay For you are not alone (you are always in my heart) For I am here with you though we're far apart You're always in my heart For you are not alone not alone, oh</p>
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STUDENTS WORKSHEET

I. Teacher's questions related to the song. (*asked orally by the teacher*)

- What is the title of the song?*
- Who is the singer?*
- What does the song tell us about?*
- What is the moral value of the song?*
- Why is he still all alone?*
- What is the antonym of "cold" on the 8th line?*
- What does the word "apart" mean on the 18th line?*
- Why isn't he alone anymore?*
- What does the word "bear" mean?*
- What does the word "burden" mean?*

II. Classify the words taken from the song entitled 'You Are not Alone' into verbs, adjectives, adverbs and nouns and write the meaning! (*in pair*)

No	Words	Verbs	Adjectives	Adverbs	Nouns	Meaning
1	here					
2	leave					
3	ear					
4	always					
5	cold					
6	says					
7	far					
8	hand					
9	never					
10	sit					

III. Match the words with their meaning by writing down only the alphabet! (refer to 'Just the Way You Are' song) (*individual work*)

No	Meaning	Words
1	to start doing something (.....)	a. cry
2	to have tears coming from eyes, especially because of sadness (.....)	b. far
3	to accept bad situation/ condition (.....)	c. arms
4	a female adult, especially a young one (.....)	d. bear
5	two long parts of human body with hands at the end (.....)	e. forever
6	a long distance (.....)	f. whisper
7	for all time in the future/ for as long as we can imagine (.....)	g. prayer

8	the word that someone says when they are speaking to God (.....)	h. burden
9	to say something very quietly so that other people cannot hear (.....)	i. girl
10	a serious or difficult responsibility that we must deal with (.....)	j. begin

IV. Complete the following sentences by using the correct words in the box! (individual work)

1. My mother..... me a story of Malin Kundang.
2. You must wear a jacket, because the weather is so
3. She keeps her feeling in her.....
4. I.....go to school at 06.00.
5. Rizal on the chair in front of his house.

tells heart always sits cold
--

KEY ANSWER

I

- -The title of the song is Wanna be starting something (you are not alone)
- The singer is Michael Jackson
- The song tells us about someone that is all alone, then he has a friend who will stay beside him and make him not alone anymore.
- The moral value of the song is about a good relationship among friends.
- Because his friend are not there with him
- The antonym of cold is warm.
- Apart means separated by a distance
- Because his friend stay there beside him.
- Bear means to accept bad situation/ condition
- Burden means a serious or difficult responsibility that we must deal with

II. Classify the words taken from the song entitled 'You Are not Alone' into verbs, adjectives, adverbs and nouns and write the meaning! (in pair)

No	Words	Verbs	Adjectives	Adverbs	Nouns	Meaning
1	here			√		di sini
2	leave	√				meninggalkan
3	ear				√	telinga
4	always			√		selalu
5	cold		√			dingin
6	says	√				berkata
7	far		√			jauh
8	hand				√	tangan

9	never			√		tidak pernah
10	sit	√				duduk

III. Answer Key

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

IV.

1. tells
2. cold
3. heart
4. always
5. sits

The Distribution of Exercise Items

No	Vocabulary	II	III	IV
1	Verbs	2, 6, 10	1, 2, 3, 9	1, 5
2	Adjectives	5, 7	6	2
3	Adverbs	1, 4, 9	7	4
4	Nouns	3, 8	4, 5, 8, 10	3

APPENDIX F

VOCABULARY TEST
(Cycle 1)

School : SMPN 12 Jember
Subject : English
Grade/ Semester : VII/ 1
Theme : Song
Language Component : Vocabulary
Time Allocation : 1 x 40 Minutes

SCORE

Name :
Students' Number :
Class :

I. Choose the best answer to the following multiple choices by crossing (x) a, b, c or d!

The following lyrics are for number 1 – 12.

Lady

by: Kenny Rogers

Lady, I'm your knight in shining armor and I love you
You have made me what I am and I am yours
My love, there's so many ways I want to say "I love you"
Let me hold you in my arms forever more

You have gone and made me such a fool
I'm so lost in your love
And oh, we belong together
Won't you believe in my song?

Lady, for so many years I thought I'd never find you
You have come into my life and made me whole
Forever, let me wake to see you each and every morning
Let me hear you whisper softly in my ear

In my eyes, I see no one else but you
There's no other love like our love
And yes, oh yes, I'll always want you near me
I've waited for you for so long

Lady, your love's the only love I need
And beside me is where I want you to be
'Cause, my love, there's somethin' I want you to know
You're the love of my life, you're my lady

Songwriters: Lionel B. / Jr Richie

Source: <https://www.azlyrics.com/lyrics/kennyrogers/lady.html>

1. Lady, I'm your knight in **shining** armor
The following words are the synonyms of **shining**, **except**.....
- a. dark
 - b. glowing
 - c. sparkling
 - d. twinkling

2. Let me **hold** you in my arms forever more
The underlined word means.....
 - a. To put arms around someone
 - b. To carry something using hands
 - c. To wait on telephone
 - d. To stop something from leaving
3. Let me hold you in my **arms** forever more
Which sentence that has the closest meaning?
 - a. In my living room, there are a sofa and two **armchairs**.
 - b. The crane's **arm** lifted the load into the air.
 - c. She was holding the baby in her **arms**.
 - d. I work in an **arm** of the Justice Department.
4. I'd **never** find you.
The opposite of **never** is.....
 - a. sometimes
 - b. seldom
 - c. usually
 - d. always
5. Let me hear you **whisper** softly in my ear
Whisper means.....
 - a. to say something loudly
 - b. to say something very quietly so that other people cannot hear you
 - c. to clean or dry something by moving a cloth or something soft over it
 - d. to say something in a way that is not loud or clear enough so that your words are difficult to understand
6. Let me **hear** you
The underlined word has the closest meaning with....
 - a. speak
 - b. sniff
 - c. listen
 - d. bear
7. In my **eyes**, I see no one else but you
The underlined word means.....
 - a. the parts of body in our face that we use for seeing
 - b. the parts of body in our face that we use for listening
 - c. the parts of body in our face that we use for speaking
 - d. the parts of body in our face that we use for sniffing
8. I'll always want you **near** me
The antonym of **near** is.....
 - a. close
 - b. far
 - c. nearby
 - d. nigh
9. I **see** no one else but you
The following words have the closest meaning with **see**, except.....
 - a. watch
 - b. view
 - c. look
 - d. seal
10. Won't you **believe** in my song?
Believe means.....
 - a. to **think** that what someone has **said** is **true**
 - b. to **think** that what someone has **said** is false
 - c. to enjoy something
 - d. to go **away** from a **place**
11. Let me hold you in my arms **forever** more
The synonym of the underlined word is.....
 - a. a while
 - c. brief

- b. eternally d. a moment

12. I'll **always** want you near me
The following words have the closest meaning with **always**, **except**....
a. constantly c. seldom
b. at all times d. continuously

The following lyrics are for number 13 – 15.
(Beautiful - Christina Aguilera)

Everyday is so wonderful
Then suddenly
It's hard to breathe
Now and then I get insecure
From all the pain
I'm so ashamed

I am beautiful
No matter what they say
Words can't bring me down
I am beautiful
In every single way
Yes words can't bring me down
Oh no
So don't you bring me down today

Source: <https://www.azlyrics.com/lyrics/christinaaguilera/beautiful.html>

13. Everyday is so **wonderful**
The underlined word has the closest meaning with....
a. amazing c. colorful
b. immediate d. lovely
14. I am **beautiful**
In every single way
The synonym of beautiful is...
a. pity c. happy
b. pretty d. shy
15. From **all** the pain
The following words have similar meaning with **all**, **except**....
a. entire c. total
b. whole d. partial

The following lyrics are for number 16 – 18.

A Sky Full of Stars

By: Coldplay

'Cause you're a sky, 'cause you're a sky full of stars
I'm gonna give you my heart
'Cause you're a sky, 'cause you're a sky full of stars
'Cause you light up the path
I don't care, go on and tear me apart
I don't care if you do ooh ooh
'Cause in a sky, 'cause in a sky full of stars
I think I saw you
'Cause you're a sky, you're a sky full of stars
Such a heavenly view
You're such a heavenly view

Source: <https://www.azlyrics.com/lyrics/coldplay/askyfullofstars.html>

16. a sky full of **stars**
Which sentence that has the closest meaning?
a. Ronaldo is a soccer **star**.
b. We stay in a five-**star** hotel.
c. A million **stars** are shining tonight.
d. My teacher gives me four **stars** to my drawing.
17. I'm gonna give you my **heart**.
The underlined word means.....
a. the organ in our chest to make us breathe
b. our feelings and emotions considered as part of our character
c. the most important part of something
d. a playing card with a red heart shape
18. I don't care, go on and tear me **apart**
The synonym of **apart** is.....
a. together
b. whole
c. gather
d. separately

The following lyrics are for number 19 – 20.

Hey Jude
By: The Beatles

Hey Jude, don't make it bad
Take a sad song and make it better
Remember to let her into your heart
Then you can start to make it better
Hey Jude, don't be afraid
You were made to go out and get her
The minute you let her under your skin
Then you begin to make it better
And anytime you feel the pain, hey Jude, refrain
Don't carry the world upon your shoulders
For well you know that it's a fool who plays it cool
By making his world a little colder

Source: <https://www.azlyrics.com/lyrics/beatles/heyjude.html>

19. Take a **sad** song and make it better
The opposite of underlined word is.....
a. worried
b. scare
c. tired
d. happy
20. Don't carry the **world** upon your shoulders
The underlined word has the closest meaning with
a. the star
b. the universe
c. the moon
d. the sun

ANSWER KEYS

Test:

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

The Distribution of Test Items

No	Vocabulary	Numbers of Test Items
1	Verbs	2) hold , 5) whisper, 6) hear, 9) see, and 10) believe
2	Adjectives	1) shining (attributive) 8) near (predicative) 13) wonderful (predicative) 14) beautiful (predicative) 19) sad (attributive)
3	Adverbs	4) never (frequency) 11) forever (frequency)) 12) always(frequency) 15) all (degree) 18) apart (manner)
4	Nouns	3) arms, 7) eyes, 16) stars, 17) heart, and 20) world

The words used as the vocabulary test were as follows:

Lesson Plan 1		Lesson Plan 2	
Vocabulary	Question number	Vocabulary	Question number
shining	1	hold	2
eyes	7	arms	3
see	9	never	4
believe	10	whisper	5
wonderful	13	hear	6
beautiful	14	near	8
all	15	forever	11
stars	16	always	12
sad	19	heart	17
		apart	18
		world	20

The formula to calculate students' score:

$$S = \frac{n}{N} \times 100$$

Notes:

S = Students' score

n = the number of correct test items

N = the total number of test items

APPENDIX G

The Formula to Measure Students' Active Participation and Vocabulary Achievement

The formula to calculate students' vocabulary test score:

$$S = \frac{n}{N} \times 100$$

Notes:

S= Students' vocabulary Score

n= The number of correct test items

N= the number of test items (20)

The formula to calculate students' vocabulary achievement:

$$E_1 = \frac{n}{N} \times 100$$

Notes:

E_1 = The percentage of the students who get score ≥ 75 in vocabulary test

n = the number of students who get score ≥ 75 in vocabulary test

N = the total number of students taking the vocabulary test

The formula to calculate students' active participation:

$$E_2 = \frac{n}{N} \times 100$$

Notes:

E_2 = The percentage of the students who actively participate in vocabulary learning process.

n = the number of students who are active throughout vocabulary learning process

N = the total number of the students

APPENDIX H

The Observation Checklist of Students' Participation

No	Name of the Students	Meeting 1						
		Indicators				Total	Category	
		1	2	3	4		Active	Passive
1	ADIAK		✓	✓	✓	3	✓	
2	APZ	✓	✓	✓	✓	4	✓	
3	BHB			✓	✓	2		✓
4	COR	✓	✓	✓	✓	4	✓	
5	DBA			✓	✓	2		✓
6	DKW		✓	✓	✓	3	✓	
7	DAF		✓	✓	✓	3	✓	
8	DA	✓	✓	✓	✓	4	✓	
9	DBS			✓	✓	2		✓
10	EIB		✓	✓	✓	3	✓	
11	FSG			✓	✓	2		✓
12	GRH	✓	✓	✓	✓	4	✓	
13	GAF	✓	✓	✓	✓	4	✓	
14	LAL	✓		✓	✓	3	✓	
15	MFA			✓	✓	2		✓
16	MRWP	✓	✓	✓	✓	4	✓	
17	MFH	✓		✓	✓	3	✓	
18	MAT			✓	✓	2		✓
19	MBR		✓	✓	✓	3	✓	
20	MFIG	✓		✓	✓	3	✓	
21	MF		✓	✓	✓	3	✓	
22	MHK	✓	✓	✓	✓	4	✓	
23	MNQ	✓	✓	✓	✓	4	✓	
24	NZAA		✓	✓	✓	3	✓	
25	NAP		✓	✓	✓	3	✓	
26	NS	✓	✓	✓	✓	4	✓	
27	SN	✓	✓	✓	✓	4	✓	
28	SH			✓	✓	2		✓
29	SAR		✓	✓	✓	3	✓	
30	WA	✓	✓	✓	✓	4	✓	
31	YDU		✓	✓	✓	3	✓	
32	ZRA	✓	✓	✓	✓	4	✓	
	TOTAL	15	22	32	32		25	7
	PERCENTAGE						78%	22%

No	Name of the Students	Meeting 2						
		Indicators				Total	Category	
		1	2	3	4		Active	Passive
1	ADIAK	✓	✓	✓	✓	4	✓	
2	APZ		✓	✓	✓	3	✓	
3	BHB			✓	✓	2		✓
4	COR	✓	✓	✓	✓	4	✓	
5	DBA		✓	✓	✓	3	✓	
6	DKW			✓	✓	2		✓
7	DAF		✓	✓	✓	3	✓	
8	DA	✓	✓	✓	✓	4	✓	
9	DBS			✓	✓	2		✓
10	EIB	✓	✓	✓	✓	4	✓	
11	FSG		✓	✓	✓	3	✓	
12	GRH		✓	✓	✓	3	✓	
13	GAF		✓	✓	✓	3	✓	
14	LAL	✓		✓	✓	3	✓	
15	MFA		✓	✓	✓	3	✓	
16	MRWP	✓	✓	✓	✓	4	✓	
17	MFH	✓	✓	✓	✓	4	✓	
18	MAT			✓	✓	2		✓
19	MBR		✓	✓	✓	3	✓	
20	MFIG	✓		✓	✓	3	✓	
21	MF		✓	✓	✓	3	✓	
22	MHK			✓	✓	2		✓
23	MNQ			✓	✓	2		✓
24	NZAA		✓	✓	✓	3	✓	
25	NAP		✓	✓	✓	3	✓	
26	NS	✓	✓	✓	✓	4	✓	
27	SN	✓	✓	✓	✓	4	✓	
28	SH		✓	✓	✓	3	✓	
29	SAR		✓	✓	✓	3	✓	
30	WA	✓	✓	✓	✓	4	✓	
31	YDU		✓	✓	✓	3	✓	
32	ZRA	✓	✓	✓	✓	4	✓	
	TOTAL	12	24	32	32		26	6
	PERCENTAGE						81%	19%

Indicators of observation:

1. Answering the teacher's questions
2. Singing the song
3. Classifying the words taken from the song into nouns, verbs, adjectives and adverbs.
4. Doing the exercises

Note: Students who perform at least three indicators are categorized as 'active' students.

APPENDIX I

The Result of Vocabulary Test

No	Name of the Students	Score	Achieve	Not Achieve
1	ADIAK	85	✓	
2	APZ	90	✓	
3	BHB	75	✓	
4	COR	85	✓	
5	DBA	70		✓
6	DKW	65		✓
7	DAF	90	✓	
8	DA	85	✓	
9	DBS	75	✓	
10	EIB	90	✓	
11	FSG	85	✓	
12	GRH	80	✓	
13	GAF	55		✓
14	LAL	85	✓	
15	MFA	80	✓	
16	MRWP	75	✓	
17	MFH	80	✓	
18	MAT	60		✓
19	MBR	95	✓	
20	MFIG	85	✓	
21	MF	80	✓	
22	MHK	75	✓	
23	MNQ	85	✓	
24	NZAA	80	✓	
25	NAP	60		✓
26	NS	75	✓	
27	SN	80	✓	
28	SH	80	✓	
29	SAR	70		✓
30	WAJ	85	✓	
31	YDU	85	✓	
32	ZRA	90	✓	
	Total		26 (81%)	6 (19%)

The percentage of the students who got score ≥ 75 :

$$E_1 = \frac{26}{32} \times 100\% = 81\%$$

APPENDIX J

The Sample of Students' Vocabulary Test

VOCABULARY TEST
(Cycle 1)

School	: SMPN 12 Jember
Subject	: English
Grade/ Semester	: VII/ 1
Theme	: Song
Language Component	: Vocabulary
Time Allocation	: 2 x 40 Minutes

SCORE
95

Name : M. Bintang Royyan

Students' Number : 19

Class : VII F

I. Choose the best answer to the following multiple choices by crossing (x) a, b, c or d!

The following lyrics are for number 1 – 12.

Lady
by: Kenny Rogers

Lady, I'm your knight in shining armor and I love you
You have made me what I am and I am yours
My love, there's so many ways I want to say "I love you"
Let me hold you in my arms forever more

You have gone and made me such a fool
I'm so lost in your love
And oh, we belong together
Won't you believe in my song?

Lady, for so many years I thought I'd never find you
You have come into my life and made me whole
Forever, let me wake to see you each and every morning
Let me hear you whisper softly in my ear

In my eyes, I see no one else but you
There's no other love like our love
And yes, oh yes, I'll always want you near me
I've waited for you for so long

Lady, your love's the only love I need
And beside me is where I want you to be
'Cause, my love, there's somethin' I want you to know
You're the love of my life, you're my lady

Songwriters: Lionel B. / Jr Richie

Source: <https://www.azlyrics.com/lyrics/kennyrogers/lady.html>

- Lady, I'm your knight in shining armor
The following words are the synonyms of **shining**, **except**.....
 a. dark
b. glowing
c. sparkling
d. twinkling
- Let me hold you in my arms forever more
The underlined word means.....
 a. To put arms around someone
b. To carry something using hands
c. To wait on telephone
d. To stop something from leaving
- Let me hold you in my arms forever more
Which sentence that has the closest meaning?
a. In my living room, there are a sofa and two **armchairs**.
b. The crane's **arm** lifted the load into the air.
 c. She was holding the baby in her **arms**.
d. I work in an **arm** of the Justice Department.
- I'd never find you.
The opposite of **never** is.....
a. sometimes
b. seldom
c. usually
 d. always
- Let me hear you whisper softly in my ear
Whisper means.....
a. To say something loudly
 b. To say something very quietly so that other people cannot hear you
c. To clean or dry something by moving a cloth or something soft over it

d. To say something in a way that is not loud or clear enough so that your words are difficult to understand
- Let me hear you
The underlined word has the closest meaning with....
a. speak
b. sniff
 c. listen
d. bear
- In my eyes, I see no one else but you
The underlined word means.....
 a. the parts of body in our face that we use for seeing
b. the parts of body in our face that we use for listening
c. the parts of body in our face that we use for speaking
d. the parts of body in our face that we use for sniffing
- I'll always want you near me
The antonym of **near** is.....
a. close
 b. far
c. nearby
d. nigh
- I see no one else but you
The following words have the closest meaning with **see**, **except**.....
a. watch
b. view
c. look
 d. seal
- Won't you believe in my song?
Believe means.....
 a. to think that what someone has said is true
b. to think that what someone has said is false
c. to enjoy something
d. to go away from a place
- Let me hold you in my arms forever more
The synonym of the underlined word is.....
a. a while
 b. eternally
c. brief
d. a moment
- I'll always want you near me
The following words have the closest meaning with **always**, **except**....
a. constantly
b. at all times
 c. seldom
d. continuously

The following lyrics are for number 13 – 15.

(Beautiful - Christina Aguilera)

Everyday is so wonderful
Then suddenly
It's hard to breathe
Now and then I get insecure
From all the pain
I'm so ashamed

I am beautiful
No matter what they say
Words can't bring me down
I am beautiful
In every single way
Yes words can't bring me down
Oh no
So don't you bring me down today

Source: <https://www.azlyrics.com/lyrics/christinaaguilera/beautiful.html>

13. Everyday is so wonderful

The underlined word has the closest meaning with....

- a. Amazing
 b. Immediate
 c. colorful
 d. Lovely

14. I am beautiful

In every single way

The synonym of beautiful is...

- a. Pity
 b. Pretty
 c. Happy
 d. Shy

15. From all the pain

The following words have similar meaning with *all, except....*

- a. entire
 b. whole
 c. total
 d. partial

The following lyrics are for number 16 – 18.

A Sky Full of Stars

By: Coldplay

'Cause you're a sky, 'cause you're a sky full of stars
I'm gonna give you my heart
'Cause you're a sky, 'cause you're a sky full of stars
'Cause you light up the path
I don't care, go on and tear me apart
I don't care if you do ooh ooh

'Cause in a sky, 'cause in a sky full of stars
I think I saw you
'Cause you're a sky, you're a sky full of stars
Such a heavenly view
You're such a heavenly view

Source: <https://www.azlyrics.com/lyrics/coldplay/askyfullofstars.html>

16. a sky full of stars

Which sentence that has the closest meaning?

- a. Ronaldo is a soccer **star**.
 b. We stay in a five-**star** hotel.
 c. A million **stars** are shining tonight.
 d. My teacher gives me four **stars** to my drawing

17. I'm gonna give you my heart.

The underlined word means.....

- a. the organ in our chest to make us breathe
 b. our feelings and emotions considered as part of our character
 c. the most important part of something
 d. a playing card with a red heart shape

18. I don't care, go on and tear me apart

The synonym of **apart** is.....

- a. together
 b. whole
 c. gather
 d. separately

The following lyrics are for number 19 – 20.

Hey Jude
By: The Beatles

Hey Jude, don't make it bad
Take a sad song and make it better
Remember to let her into your heart
Then you can start to make it better
Hey Jude, don't be afraid
You were made to go out and get her
The minute you let her under your skin
Then you begin to make it better
And anytime you feel the pain, hey Jude, refrain
Don't carry the world upon your shoulders
For well you know that it's a fool who plays it cool
By making his world a little colder

19. Take a sad song and make it better
The opposite of underlined word is.....
- | | |
|------------|--|
| a. worried | c. tired |
| b. scare | <input checked="" type="checkbox"/> d. happy |

20. Don't carry the world upon your shoulders
The underlined word has the closest meaning with
- | | |
|--|-------------|
| a. the star | c. the moon |
| <input checked="" type="checkbox"/> b. the earth | d. the sun |

VOCABULARY TEST

(Cycle 1)

School : SMPN 12 Jember
Subject : English
Grade/ Semester : VII/ 1
Theme : Song
Language Component : Vocabulary
Time Allocation : 2 x 40 Minutes

SCORE

55

Name : Ganis Aulia Fitriah
Students' Number : 13
Class : VII F

I. Choose the best answer to the following multiple choices by crossing (x) a, b, c or d!

The following lyrics are for number 1 – 12.

Lady

by: Kenny Rogers

Lady, I'm your knight in shining armor and I love you
You have made me what I am and I am yours
My love, there's so many ways I want to say "I love you"
Let me hold you in my arms forever more

You have gone and made me such a fool
I'm so lost in your love
And oh, we belong together
Won't you believe in my song?

Lady, for so many years I thought I'd never find you
You have come into my life and made me whole
Forever, let me wake to see you each and every morning
Let me hear you whisper softly in my ear

In my eyes, I see no one else but you
There's no other love like our love
And yes, oh yes, I'll always want you near me
I've waited for you for so long

Lady, your love's the only love I need
And beside me is where I want you to be
'Cause, my love, there's somethin' I want you to know
You're the love of my life, you're my lady

Songwriters: Lionel B. / Jr Richie

Source: <https://www.azlyrics.com/lyrics/kennyrogers/lady.html>

- Lady, I'm your knight in shining armor
The following words are the synonyms of **shining**, **except**.....
a. dark sparkling
b. glowing d. twinkling
2. Let me hold you in my arms forever more
The underlined word means.....
 To put arms around someone
b. To carry something using hands
c. To wait on telephone
d. To stop something from leaving
3. Let me hold you in my arms forever more
Which sentence that has the closest meaning?
a. In my living room, there are a sofa and two **armchairs**.
b. The crane's **arm** lifted the load into the air.
 She was holding the baby in her **arms**.
d. I work in an **arm** of the Justice Department.
4. I'd never find you.
The opposite of **never** is.....
a. sometimes c. usually
b. seldom always
- Let me hear you whisper softly in my ear
Whisper means.....
a. To say something loudly
b. To say something very quietly so that other people cannot hear you
c. To clean or dry something by moving a cloth or something soft over it
- To say something in a way that is not loud or clear enough so that your words are difficult to understand
6. Let me hear you
The underlined word has the closest meaning with....
a. speak listen
b. sniff d. bear
7. In my eyes, I see no one else but you
The underlined word means.....
 the parts of body in our face that we use for seeing
b. the parts of body in our face that we use for listening
c. the parts of body in our face that we use for speaking
d. the parts of body in our face that we use for sniffing
8. I'll always want you near me
The antonym of **near** is.....
a. close c. nearby
 far d. nigh
- I see no one else but you
The following words have the closest meaning with **see**, **except**.....
a. watch look
b. view d. seal
10. Won't you believe in my song?
Believe means.....
 to think that what someone has said is true
b. to think that what someone has said is false
c. to enjoy something
d. to go away from a place
- Let me hold you in my arms forever more
The synonym of the underlined word is.....
a. a while c. brief
b. eternally a moment
12. I'll always want you near me
The following words have the closest meaning with **always**, **except**....
a. constantly seldom
b. at all times d. continuously

The following lyrics are for number 13 – 15.

(Beautiful - Christina Aguilera)

Everyday is so wonderful
Then suddenly
It's hard to breathe
Now and then I get insecure
From all the pain
I'm so ashamed

I am beautiful
No matter what they say
Words can't bring me down
I am beautiful
In every single way
Yes words can't bring me down
Oh no
So don't you bring me down today

Source: <https://www.azlyrics.com/lyrics/christinaaguilera/beautiful.html>

13. Everyday is so wonderful
The underlined word has the closest meaning with....
~~a. Amazing~~ c. colorful
b. Immediate ~~d. Lovely~~
14. I am beautiful
In every single way
The synonym of beautiful is...
a. Pity c. Happy
~~b. Pretty~~ d. Shy
15. From all the pain
The following words have similar meaning with *all*, *except*....
a. entire ~~b. total~~
b. whole d. partial

The following lyrics are for number 16 – 18.

A Sky Full of Stars

By: Coldplay

'Cause you're a sky, 'cause you're a sky full of stars
I'm gonna give you my heart
'Cause you're a sky, 'cause you're a sky full of stars
'Cause you light up the path
I don't care, go on and tear me apart
I don't care if you do ooh ooh

'Cause in a sky, 'cause in a sky full of stars
I think I saw you
'Cause you're a sky, you're a sky full of stars
Such a heavenly view
You're such a heavenly view

Source: <https://www.azlyrics.com/lyrics/coldplay/askyfullofstars.html>

16. a sky full of stars
Which sentence that has the closest meaning?
a. Ronaldo is a soccer **star**.
b. We stay in a five-**star** hotel.
~~c. A million stars~~ are shining tonight.
d. My teacher gives me four **stars** to my drawing
17. I'm gonna give you my heart.
The underlined word means.....
a. the organ in our chest to make us breathe
b. our feelings and emotions considered as part of our character
~~c. the most important part of something~~
d. a playing card with a red heart shape
18. I don't care, go on and tear me apart
The synonym of **apart** is.....
~~a. together~~ c. gather
b. whole d. separately

The following lyrics are for number 19 – 20.

Hey Jude

By: The Beatles

Hey Jude, don't make it bad
Take a sad song and make it better
Remember to let her into your heart
Then you can start to make it better
Hey Jude, don't be afraid
You were made to go out and get her
The minute you let her under your skin
Then you begin to make it better
And anytime you feel the pain, hey Jude, refrain
Don't carry the world upon your shoulders
For well you know that it's a fool who plays it cool
By making his world a little colder

19. Take a sad song and make it better
The opposite of underlined word is.....
a. worried tired
b. scare d. happy

20. Don't carry the world upon your shoulders
The underlined word has the closest meaning with
a. the star c. the moon
 the earth d. the sun

APPENDIX K

A Letter of Research Permission



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331-334988, 330738 Faks: 0331-332475
Laman: www.fkip.unej.ac.id

Nomor **6:061**/UN25.1.5/LT/2018

05 SEP 2018

Lampiran :-

Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 12 Jember
di Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Muhammad Sholehudin
NIM : 140210401034
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMPN 12 Jember dengan judul: "Improving the Seventh Grade Students' Vocabulary Achievement at Junior High School Level by Implementing English Pop Song". Sehubungan dengan hal tersebut, mohon pihak sekolah berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian pemberitahuan dari kami, atas izin dan kerjasamanya kami sampaikan terima kasih.

a.n. Dekan

Wakil Dekan I,



Prof. Dr. Suratno, M. Si.

NIP.19670625 199203 1 003

APPENDIX L

Statement Letter for Accomplishing Research



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 12 JEMBER
Jl. Kh. Wahid Hasyim No. 16 Telp. (0331) 424526 Jember



SURAT KETERANGAN

No. 421.6/189/413.01.20523885/2018

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 12 Jember:

Nama : UDIK KRISTYONO, S.Pd.

NIP : 19690418 199302 1 002

Pangkat/Golongan : Pembina, IV/a

Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya kepada:

Nama : Muhammad Sholehudin

NIM : 140210401034

Program Studi : Pendidikan Bahasa Inggris

Lama Penelitian : 18 – 25 Oktober 2018

Judul skripsi : *“Improving the Seventh Grade Students’ Vocabulary Achievement at Junior High School Level by Implementing English Pop Song”*

Yang bersangkutan benar-benar telah melaksanakan Penelitian di SMP Negeri 12 Jember.

Demikian surat ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 12 November 2018
Kepala Sekolah,

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMPN 12
SEKOLAH MENENGAH
PERTAMA NEGERI
JEMBER
UDI KRISTYONO, S.Pd.
NIP. 19690418 199302 1 002