**IMPROVING THE EIGHTH GRADE STUDENTS'
VOCABULARY ACHIEVEMENT BY USING ENGLISH SONGS
AT JUNIOR HIGH SCHOOL IN ROGOJAMPI**

THESIS

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF JEMBER

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

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Tasrip and Sriwanah.
2. My lovely sister Frise Lady Fitri Utami and my lovely brother Alfir Ridho Zaini.
3. My teachers and lecturers.
4. My cherished bestfriends.
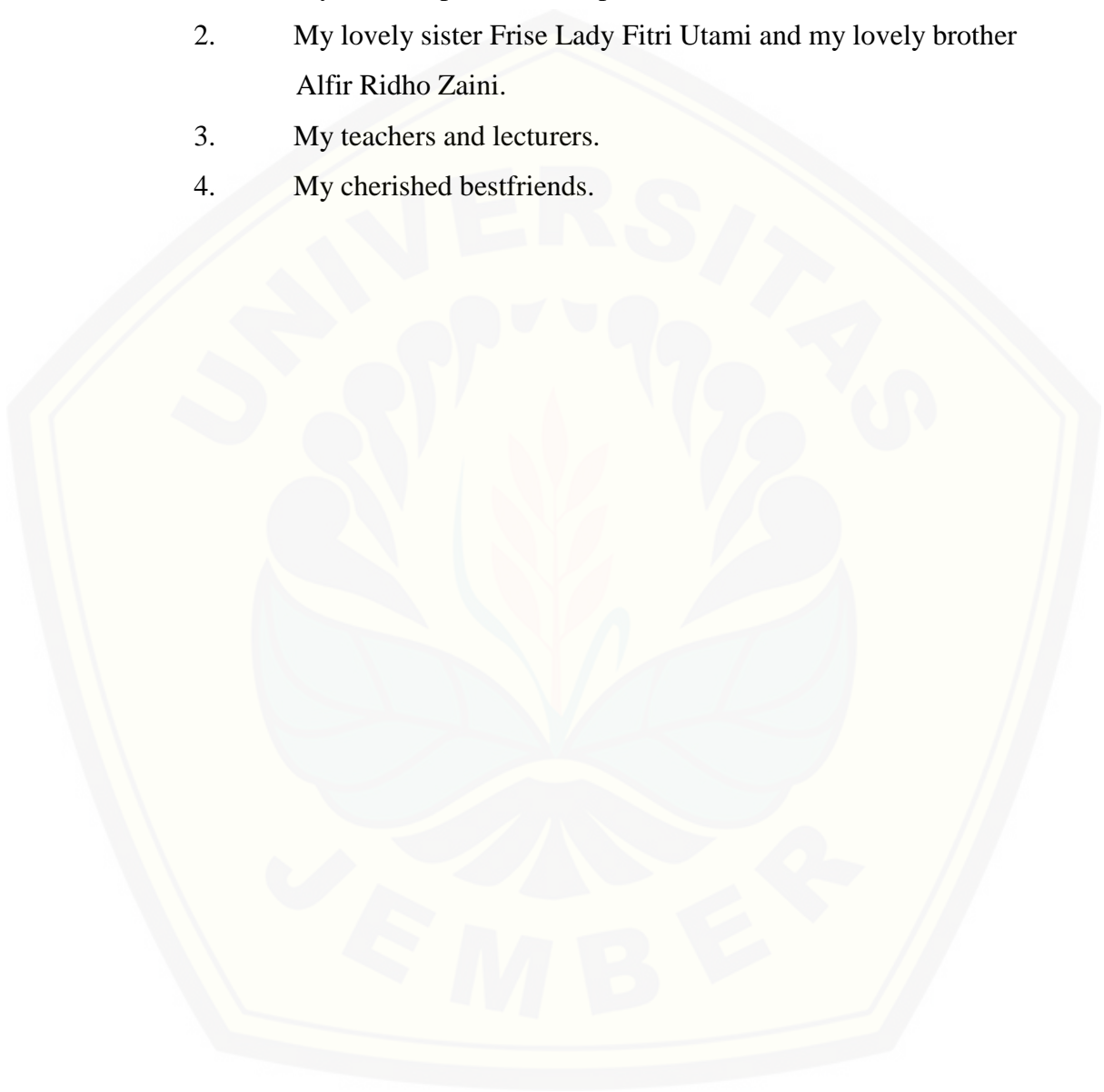
MOTTO

Words are labels for the things we see and the things we feel. Without such labels we are lost or at least confused.

- *Garrad Beck*

STATEMENT OF AUTHENTICITY

I certify that this thesis is an original and authentic piece of work made by the author myself. All materials incorporated from secondary source have been fully acknowledged and referenced.

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

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The Writer

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IMPROVING THE EIGHTH GRADE STUDENTS'
VOCABULARY ACHIEVEMENT BY USING ENGLISH SONGS
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THESIS

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Secondly, I do realize that this thesis would not be finished without people who kindly showed their support in the thesis writing. I would like to express my appreciation and sincere thanks to:

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Jember, June 28th, 2019
The Writer

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SUMMARY

Improving the Eighth Grade Students' Vocabulary Achievement by Using English Songs at Junior High School in Rogojampi; Dwi Mercy Fajrin, 120210401093; 2019: 23 pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, University of Jember.

This Classroom Action Research was conducted at SMPN 2 Rogojampi to improve the eighth grade students' vocabulary achievement by using English songs. The researcher used the eighth grade students especially class 8H as participants of this research. The researcher conducted the preliminary study by interviewing with the English teacher at SMPN 2 Rogojampi that was found the students 8H had difficulties in learning vocabulary because the students did not know many English words, so it was difficult for the students to memorize new vocabulary. This is also shown by the students' average score was 69.26**.** The researcher tried to overcome the problem by using English songs as a media in teaching vocabulary.

Cycle 1 was done in three meeting including the vocabulary test. The result in the first meeting showed that there were 16 students (47%) of 34 students who were categorized as active students and there were 20 students (58%) of 34 students who were actively involved in the second meeting. Thus, the average result of the students' active participation was 52.9%. In means that, the result of observation in Cycle 1 had not achieved the standard requirements.

Meanwhile, the result of vocabulary test showed that the percentage were only 19 students (55.8 %) of 34 students. It means that the result of vocabulary test in Cycle 1 did not achieve the target score. So, the action in Cycle 2 was needed to conduct in order to improve the students' vocabulary achievement by using English song.

Cycle 2 was conducted by revising some necessary aspects relating to the use of English songs in teaching vocabulary in this research. The classroom observation and vocabulary test in Cycle 2 showed an improvement. Based on the

result of the students' active participation in the first meeting was 73.5 % and 79.4% in the second meeting. In addition, the average of students' active participation in Cycle 2 was 76.4 %. Meanwhile, the result of the students' vocabulary test in Cycle 2 showed an improvement that there were 26 students (76.4 %) of 34 students who got score at least 75.

Based on the result above, it could be concluded that the actions in Cycle 2 had achieved the criteria of success of the research. That showed that there were an improvement in Cycle 1 to Cycle 2, that was 75% or more of students could achieve the standard score that is 75. Therefore, it could be summarized that the use of English songs could improve the eighth grade students' vocabulary achievement at Junior High School in Rogojampi.

TABLE OF CONTENT

LIST OF APPENDICES

LIST OF TABLES

CHAPTER I

INTRODUCTION

This chapter presents the discussions of some aspects related to the research problems. They include research background, research questions, and research contribution.

1.1   Research Background

There are four skills that the learners should learn in learning English, such as listening, speaking, reading, and writing. To support those skills learners should also master vocabulary which is an important part of language because vocabulary is the tool of thought which can help the learners understand others' ideas or expressions. Nation (2001) states that teaching vocabulary is one of the least efficient ways to develop learners. Furthermore, having different learning opportunities improves learners' overall language ability by improving their vocabulary (Linse, 2005). It is obvious that vocabulary is the important language component to support the learners' to masterthe language skills.

There were eight classes of grade VIII at SMPN 2 Rogojampi, 8A up to 8H. Class 8H was chosen because the students of this class have some problems in vocabulary. This is also shown by the students' average score was 69.26. The problem happened in that class because the students did not know many English words, so it was difficult for the students to memorize new vocabulary. The students also felt bored in the class because teacher still taught them with no variations or other media to teach vocabulary. It made the students passive when the teacher explained the materials in the class. Therefore, the students were not interested in improving their vocabulary.

Based on the explanation above, the teacher should find some ways to make the teaching and learning process more interesting. One of the ways to make the teaching learning process more interesting is by using media. Songs will be good media to solve the problems above. Shen (2009) states that EFL learners are easily moved and motivated by the singer, the music, the variety of rhythm and

1

the popular themes. Furthermore, according to Millington (2011) songs play an important role in the development of children learning a second languange. In addition, English song creates the class more interesting and the students can be motivated in learning English. So, songs is one of media that can be used to teach vocabulary. It makes the students more interested and enjoyable during the teaching learning process especially in teaching English.

Based on the background of study above, the researcher was interested in investigating a research entitled "Improving the Eighth Grade Students' Vocabulary Achievement by Using English Songs at Junior High School in Rogojampi."

1.2 Research Questions

Based on the background above, the researcher formulates the research questions as follows:

1. Could the use of English songs improve the eighth grade students' vocabulary achievement?
2. Could the use of English songs improve the students' active participations in the vocabulary teaching learning process?

1.3 Research Objectives

The objectives of this research is formulated as follows:

1. To improve the eighth grade students' vocabulary achievement by using English songs at junior high schoolin Rogojampi.
2. To improve the students' active participation in the vocabulary teaching learning process.

1.4 Research Contribution

The result of this research is expected to give practical and empirical contribution. Empirically, it is expected to the next researcher to be able use the English song as a reference in teaching vocabulary to help the students understand the unfamiliar words easily. Practically, English teacher is expected to be able apply the use of English song as a media to improve the students' vocabulary and make the students interested and enjoy the teaching learning process.

CHAPTER II
RELATED LITERATURE REVIEW

This chapter consists of some aspects dealing with the related review. They are theoretical framework, conceptual review, and previous result review.

2.1 Theoretical Framework
2.1.1 Vocabulary in ELT

Vocabulary is the important language component which will make a language meaningful. It is impossible to learn a language without vocabularies or words to support it (River, 1981). Vocabulary can support the four language skills in learning English such as listening, speaking, reading, and writing, so that the learners are able to master the English fluently. Linse (2005) states that the learners' vocabulary development is an important aspect of a language development. Therefore, it can be concluded that vocabulary is an important role in gaining the success of language learning.

Vocabulary can be divided into two types, major vocabulary and minor vocabulary (Hatch and Brown, 1995:218). Major vocabulary or sometimes is called as large vocabulary includes nouns, verbs, adjectives and adverds. Meanwhile, minor vocabulary or sometimes is called as small vocabulary includes pronouns, prepositions, conjunctions, and interjections. In this research, the researcher will focus on the large vocabulary. Based on the Curriculum 2013, this type is the materials for the eighth grade students. The part of speech related to large vocabulary will be reviewed in the following part:

a. Noun

According to Hatch and Brown (1995:219), a noun is a word used to name or identify any of a class of things, people, or places. Furthermore, Thomson and Martinet (1986) state that there are four kinds of nouns, they are:

Firstly, Common noun. It refers to anything that we can see, touch, hear, and taste. We need to add an article (*a*, *an*, or *the*) in front of the word, forexamples are a chair, an apple, the board. Secondly, Proper nouns. They are names of people, places, days, months, and things.

3

We need to use capital letter if the word refers to proper noun. For examples are Sarah, Saturday, July, America. Thirdly, Abstract nouns. It refers to anything that we cannot see touch, or feel but still exists. The examples are love, beauty, fear, happy. Fourthly, Collective nouns which is used to describe a number of people or things considered together as a unit. For examples are family, team, squad.In this research, the researcher will focus on common noun, proper noun, and abstract noun.

b. Verb

A verb is a word (or group of words) used to describe an action, experience, or state. Thomson and Martinet (1986:15) classify the verbs into two kinds, namely:

First, Auxiliary Verbs. It is a kind of verb to form a tense or an expression.Examples: are, have, can, could, may, must, shall, should, will, to need, etc.Second, Ordinary Verbs which is a verb that is not categorized as an auxiliary verb.Instead, they are categorized as regular verbs and irregular verbs.Regular verbs are verb that the simple past and past participle are formed by adding "-d" or "-ed" to the invitive. For examples: repaired, walked, heard, moved. However, an irregular verbs are verbs that the simple past and the past participle are not added by "-d" or "-ed". For examples: saw, drank, wrote, went. In this research, the researcher will focus on ordinary verb.

c. Adjective

Thomson and Martinet (1986:33) classify adjectives into six types namely demonstrative adjective, distributive adjective, quantitative adjective, qualitative adjective, interrogative adejctive, and possessive adjective. In this research, the researcher will focus on the qualitative adjective. It is to describe more about the size, shape, color, condition of nouns. For examples: clever, dry, fat, beautiful, smart.

d. Adverb

An adverb is a word which gives information about place, time, manner. Thomson and Martinet (1986:47) classifykinds of adverbs into eight types, namely adverb of manner, adverb of place, adverb of time, adverb of

frequency, adverb of degree, and adverb of emphasize, adverb of interrogative, and adverb of relative. In this research, the researcher will focus on adverb of manners, place, and time.

Adverb of manner is used to show how something happens, for examples: slowly, happily, quickly. Meanwhile, adverb of place is used to show where something happens, for examples: there, here, down. And adverb of time is used to show when an action happens, for examples: now, yesterday, tomorrow, later, soon.

2.1.2   The Definition of Song

There are some definitions of songs from some sources, such as:

a. Song is a short musical composition of words and music. (https://www.merriam-webster.com/dictionary/song).

b. Song is a short poem or other set of words set to music or meant to be sung. (https://en.oxforddictionaries.com/definition/song).

Therefore, a song is relatively short musical composition for the human voice, which features words and lyrics (Richard, 2002). Besides, a song usually is accompanied by music instruments. From the definitions above, it can be concluded that song is a kind of arts work that are intended to be sung either with or without instrumental accompaniments.

There are many genre of songs, such as pop song, jazz, hip hop, and so on. In this research, the researcher focused on pop song as a media in teaching vocabulary. Lems (2001) states that pop song is written to be easily understood and enjoyed. Song should be popular, In addition, the students will learn the vocabulary from the easy lyric, which is easily heard by the students. It can be concluded that using pop song can create a good atmosphere in teaching learning process. It can help the students easy to memorize the lyric.

According to Millington (2011), students often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable. It means that the students can learn a new vocabulary and memorize it by the lyric and they can simply enjoy hearing the song. In addition,

using song can motivate the students and make them feel relaxed during the teaching and learning process.

2.1.3 Songs in Teaching Vocabulary

According to Karim and Hasbulloh (1986:6.25), songs have many advantages for teaching English, such as:

First, songs can increase students' motivation in learning language. The students who have low ability feel that they have reached something when they are singing. Second, songs give an opportunity to the students to practice the language without feeling bored. Third, the students can memorize the vocabulary through the song easily. They can learn a new vocabulary, pronunciation, intonation, rhythm, and sound of the song. Fourth, the use of songs can create the participation between students to sing in the group. The use of songs also has some disadvantages. Murphey (1992) exposes some disadvantages of the use of songs. Firstly, loudly playing songs may disturb neighbouring classes. Secondly, some students get too excited and may forgot the discipline. Thirdly, it might be takes too much time to prepare the media.

From the problem above, the teacher plays the songs as clearly possible so that the teacher asks the students not to produce loud voice in order not to disturb the neighbouring classes. The teacher asks the students to do the activity with the limited time.

2.1.4 Students' Participations in Teaching and Learning Process

In this research, the students' active participation means the students' activity to take a part in learning vocabulary in the classroom. The indicators of the students' active participation are: 1) The students ask the researcher during the teaching learning process, 2) The students answer the researcher's oral question, 3) The students do the exercise based on the song, and 4) the students sing the song. The students will categorized active if the fulfil at least three indicators.

2.2 **Conceptual Review**

2.2.1 **The Students' Vocabulary Achievement**

Achievement is something achieved or done successfully with effort or skill (Hornby, 1995:10). Furthermore, Hughes (2003:11) states that there are four types of test namely proficiency test, achievement test, diagnostic test, and placement test. In this research, the researcher will use the achievement test since the researcher wants to know the students' vocabulary achivements. The students' vocabulary achievement is indicated by the scores of vocabulary test covering the materials of nouns, verbs, adejctives and adverbs.

2.2.2 **The Criteria of Selecting Songs**

There are many kinds of English song, but not all English songs are appropriate to be applied in teaching the vocabulary. Lems (2001) states that three criteria of selecting song. Firstly, song lyric should be clear and loud. Secondly, the language of the song must be suitable with the level of students. Thirdly, the recording of song should be good and clear. In conclusion, the teacher should be selective in choosing the English song. Besides, the song should contain more vocabularies, so that the students can learn and enrich more vocabulary. Karim and Hasbullah (1986:6.26) mention some steps in selecting songs. They are as follows:

The first, write or collect songs that can be appplied in teaching language. Second, write vocabulary and structure that must be known by the students. Third, choose the songs which have simple and appropriate rhythm. Choosing the appropriate songs will be very important in teaching vocabulary.Before the class begins the teacher can check the songs and the vocabulary in that song. Fourth, the song must be interesting for the students.

The English songs used in this research are "One Big Family" by Maher Zain, "I Believe" by Maher Zain f. Irfan Makki, "Close To You" by Maher Zain, "Hold My Hand" by Maher Zain, "Always be There" by Maher Zain and "Guide Me All The Way" by Maher Zain. The researcher was chosen those songs because the lyric contains many vocabularies, common words, and there is repetition of vocabulary. Those songs have simple lyric that the students be able to memorize

the vocabulary from the lyric easily. Besides, those songs have relevance to KI 1 that the students will get the moral value from the song.

2.3   Previous Study

The previous researcher who conducted the same topic with this research was conducted the classroom action research and experimental research. There were four researchers who conducted the research in experimental research, and there was only one researcher which conducted in classroom action research.

Some previous studies of vocabulary achievement through English songs were conducted by some researchers. Kayyis (2015) research entitled "Building Vocabulary Using Pop Songs". The result of the study showed that there was a significant difference in the student's vocabulary mastery between the experimental group who were taught using English pop songs and that taught without using English pop songs as a medium. The mean of post test score of the experimental group was 16.93 while the mean score of the control group was 14.54. The result of t-test shows that t-observed value which is higher than the t-value of the table (2.572>1.99), with a probability value of 0.008 which is lower than the significance level (0.008 < 0.05). In conclusion, the use of English pop songs could improve the students' vocabulary mastery.

Another research was done by Limbong (2012) research entitled " Enriching Students' Vocabulary Using English Pop Songs". The result of study showed that by the increase of the mean scores of the tests conducted, i.e. 33.57 (in the pre-test) to 50 (post-test of cycle I) to and 80 (post-test of cycle II), and the use of stories in each cycle significantly enriched the students' vocabulary mastery. The t-test in two cycles shows that t-count (7.087)> t-table (1.725) and t-count (9,216) > t-table (1.275) respectively. Based on the findings, it could be concluded that use of pop songs were effective to enrich students' vocabulary.

Another research was done by Azman (2011) research entitled "The Effectiveness of Using Songs in Youtube to Improve Vocabulary Competence Among Upper Secondary School Studies". The result of the research showed that the mean difference for the pretest and posttest of the control group is -0.853. On

the other hand, the mean difference of the eperimental group is -7.971 which reveals a larger difference. However, the p-value for the control group was 0.466 which is higher than the criterion, $p \leq 0.05$, therefore, it was statistically significant. It could be concluded, using song in Youtube to improve the vocabulary competence among secondary school students was indeed an interesting and effective method.

Another research was done by Darban*et al* (2012) research entitled " The Effect of Using Games, Songs, and Stories on Young Iranian EFL Learners' Achievement". The research showed that the mean difference observed between the scores of the learners in experimental group was statistically significant at .05 level of significant. In addition, the use of those activities could affect the learners' achievements and help them to improve their vocabulary.

Another research was done by Phisutthangkoon and Panich (2016) entitled "Effectiveness of English Songs Activities on Vocabulary Learning and Retention". The researchers showed that students had positive attitudes toward using song activities to develop their vocabulary learning and retention. In addition, the effectiveness of the songs in language learning helps the students relax and the students enjoyed the song activities and preffered to learn new vocabulary through the song. It could be concluded that learning English through song activities could encourage students to develop their vocabulary.

From those five previous researchers, it could be concluded that the result of the use of English songs could improve the students' vocabulary achievement. Furthermore, this research conducted the classroom action research to improve the eighth grade students' vocabulary achievement, while the previous researcher conducted the research to develop the students' vocabulary learning and retention.

CHAPTER III

THE STUDY

This chapter presents the research methods. They are research design, research context, research participant, data collection method and data analysis method that will be presented respectively in the following parts.

3.1   Research Design

The research design is classroom action research (CAR) used to improve the eighth grade students' vocabulary by usingEnglish song in Rogojampi. Elliot (1991:69) defines that action research as the study of a social situation, with a view to improve the quality of action. It means that it is followed by a list of methods and techniques for gathering and analyzing data. Arikunto (2010: 91) states that in conducting the classroom action research, the resecher needs to do it collaboratively with another reseacher or team. Dealing with the statements above, the classroom action research will be conducted collaboratively with the English teacher of the eighth grade at SMPN 2 Rogojampi. The detail activities of the research are as follows:

First, the interview was done with the English teacher to find out the problem faced by the student, the class with the lowest score. Second, the researcher was finding out the class which was had problems in learning vocabulary based on the previous score by the English teacher. Third, the researcher was determining the class as the research subject. Fourth, the researcher was planning the action by constracting the lesson plans and the materials for the first cycle, meeting 1, meeting 2 collaboratively with the Englsih teacher. Fifth, the researcher was implementing the action in the first cycle in teaching vocabulary by using English song. Sixth, observing the students' activities conducted by Englsih teacher. Seventh, the researcher was conducting vocabulary test to the students by using English song. Eighth, was analyzing the result of vocabulary test. Ninth, the researcher did the reflection.

3.2   Research Context

The research context of this research was determined by using purposive method which is employed to choose a research area based on certain purpose or reasons (Arikunto, 2010:16). This research was conducted at SMPN 2 Rogojampi and the research was focused on the eighth grade students, because they had a problem in vocabulary and teaching vocabulary by using English songs had never been applied in this class. Furthermore, the Headmaster and the English teacher of SMPN 2 Rogojampi gave the permission to the researcher to conduct this classroom action research.

3.3   Research Participants

The subject of this research was the eighth grade students of SMPN 2 Rogojampi. The eighth grade is divided into eight classes. They are class 8A up to 8H. Based on the preliminary study, class 8H was chosen because this class experienced difficulties in vocabulary which shown by their vocabulary score with the lowest score of vocabulary 69.26. Besides, there were only a few students who participate actively in the teaching learning process.

3.4   Data Collection Method

In this classroom action research, the data collection method was done by using an observation and vocabulary test, documentation and interview.

3.4.1   Observation

Observation was aimed to measure the students' active participation in teaching learning process. Arikunto (2010:159) says that checklist is a list of variables from which data is going to be collected. Therefore, in taking the data, the form of checklist is used as an observation guide in observing the students' active participation. The students will be categorized as active students if 75% of the students fulfil at least three indicators of observation checklist stated in the checklist.

Table 3.1. Table of observation is as below:

No.	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							

The indicators of observation are:

1. The students ask the teacher during the teaching learning process.
2. The students answer the teacher's oral question.
3. The students do the exercise given by the teacher.
4. The students sing the song.

3.4.2   Vocabulary Test

According to Thornbury (2002:11) without testing, there is no reliable means to know how effective the teaching and learning process which has been conducted. Therefore, vocabulary test is conducted to collect the data of students' vocabulary after teaching and learning process by using English song. There are four types of test, they are proficiency test, achievement test, diagnostic test, and placement test (Hughes, 2003:11). Achievement test is used in this research is to improve the students' vocabulary achievement by using English song. According to Fraenkle *et al*. (2012:127) achievement test is a test that measures an individual's knowledge or skill in a given area or subject. Further, the purpose of achievement test is to measure how successful individual students have achieved the goal of teaching learning process (Hughes, 2003:13).

A good test must be valid and reliable. A test is said to be valid if it measures accurately what is intended to be measured (Hughes, 2003:26). In addition, the test adminiterred should fullfill validity and reliability. As defined by Hughes (2003:13) a test is reliable if it gives the same result when scored by different people or administered in different occasions. Arikunto (2010:266)

divides two kinds of test, namely teacher-made test and standardized tests. In this case, the researcher used a teacher-made test which the test was constructed by the researcher in considering the materials that was taught. In this research, the test was in the form of fill in the blank, classify the words, and fill in the blank in sentences.

In this research, the students were given the test as follows: 1) fill in the blank lyric (10 items), each correct item will be scored 4 point. 2) classify the words into noun (3 items), verb (3 items), adjectives (3 items), adverb (3 items) and the meaning (3 items). Each correct item in one coloumn (noun, verb, adjective, adverb, meaning) will be scored 3 point. 3) fill in the blank sentence (5 items), each correct item will be scored 3 point. The wrong answer for all items would be scored zero. Thus, the test consists 30 items, the total score is 100 point. And the time allocation for the test is 90 minutes.

3.4.3 Interview

In this research, the interview was conducted in the preliminary study to get some information about the curriculum used at SMPN 2 Rogojampi, the schedule of English subject in a week, the vocabulary materials and the media used, and also the problems faced by the students in vocabulary.

3.4.4 Documentation

Documentation was used to gain data about the names of the subjects and the students' vocabulary score of the eighth grade students from the English teacher at SMPN 2 Rogojampi.

3.5 Data Analysis Method

In this research, the data analysis method would be collected by using a vocabulary test. The result of the vocabulary test in the form of the students' score that would be analyzed to find the mean score.

The formula used to find the mean score as follow:

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

$\overline{X}$	= the mean score
$\sum X$	= the total score of students' vocabulary test
N	= the number of students

(Adopted from Fraenkle et al, 2012:196)

Furthermore, in order to calculate the percentage of the research participants who could reach score at least 75. The score is analyzed by applying the following formula:

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

Notes:

E = the percentage of the students who gain score $\geq$ 75

n = the number of the students who get the vocabulary test score $\geq$ 75

N = the number of the students

(Adopted from Ali, 1993:186)

Meanwhile, to find the percentage of the students' participation that will analyzed by using the following the formula:

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

Notes:

E = the percentage of the students who are active

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

N = The number of the students.

(Adopted from Ali, 1993:186)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestion. The research conclusion and suggestion are going to be presented in the following section.

5.1   Conclusion

Based on the result of the data analysis of the observation and vocabulary test, it can be concluded that:

1. The use of English songs could improve the eighth grade students vocabulary achievement in the teaching learning process at SMPN 2 Rogojampi. It could be seen from the improvement of students' vocabulary result test. The average score improved from 69.38 to 79.1 in Cycle 2. In addition, the percentage of students' who got score $\geq$ 75 also improved, from 55.8 % in Cycle 1 to 76.4% in Cycle 2.

2. The use of English songs could improve the eighth grade students' active participation in the teaching learning process at SMPN 2 Rogojampi. It could be seen from the improvement of students' active participation in each cycle had been conducted. In Cycle 1, the students' active participation improved from 47 % in the first meeting to 58.8 % in the second meeting. The improvement continued in Cycle 2 from 73.5 % in the first meeting to 79.4 % in the second meeting.

5.2   Suggestion

Considering of the result of this research, some suggestions are proposed to the English teacher, the students, and the future researcher:

5.2.1   The English teacher

Based on the research result, it is suggested to the English teacher that the use of English songs as media could improve the students' vocabulary achievement and the students' active participation especially in teaching vocabulary. In addition, it could be used as an alternative reference in teaching vocabulary because it could make the students more interested and enjoy in the teaching learning process.

5.2.2 The students

The students are suggested to improve their vocabulary achievement by using English songs. It could help the students understand the meaning and classify the vocabulary including noun, verb, adjective, and adverb. Therefore, English song could help the students to develop and enlarge their vocabulary.

5.2.3 The future researchers

The future researchers are suggested to use the English song in teaching vocabulary as a reference and source of information to conduct another research dealing with the use of English songs as media in the same or different aspect to improve the students' vocabulary achievement.
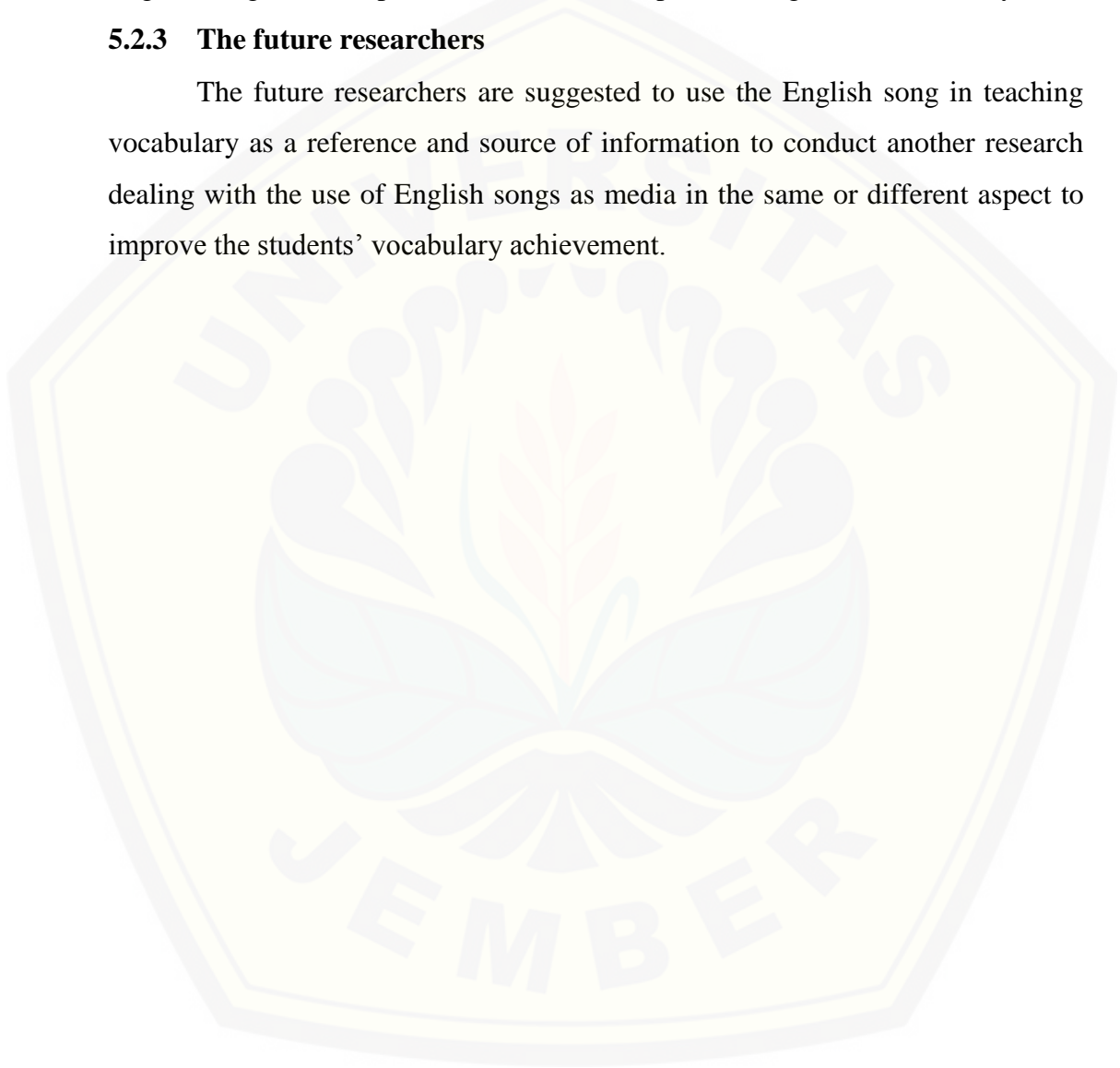
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Appendix A
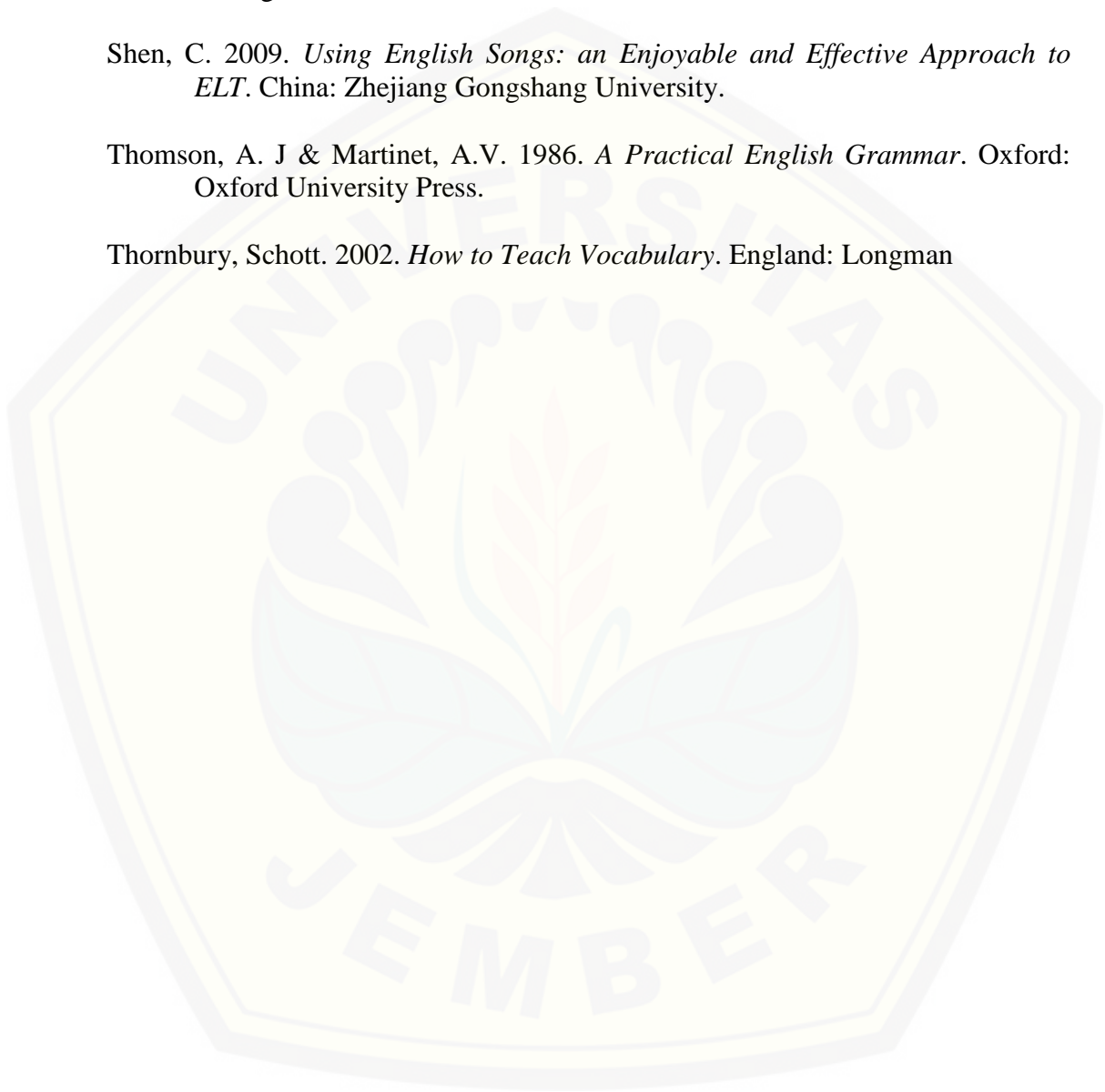
RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hyphotheses
Improving the Eighth Grade Students' Vocabulary Achievements by Listening to English Songs at SMPN 2 Rogojampi	1. How can the use of English songs improve the eighth grade students' vocabulary achievement? 2. How can the use of English songs improve the students' active participation in the vocabulary teaching learning process?	1. **Independent Variable:** Teaching vocabulary by using English Songs 2. **Dependent Variable:** a. The students' vocabulary achievement b. The students' active participation in vocabulary teaching learning process	I. **The steps:** 1. The use of English song in teaching vocabulary: - Noun - Verb - Adverb - Adjective	1. **Subjects:** The eighth grade students of SMPN 2 Rogojampi 2. **Informant:** The English teacher of SMPN 2 Rogojampi 3. **Documents:** a. The names of the subjects b. The students' vocabulary score from the teacher	1. **Research Design:** Classroom Action Research with the cycle model (two cycles). The stage of each cycle: a. Planning the action. b. Implementing the action. c. Observing the action. d. Evaluating and Reflecting the action 2. **Area Determination Method:** Purposive Method 3. **Subject Determination Method:** Purposive Method 4. **Data Collection Method:** - Vocabulary test - Observation - Interview - Documentation 5. **Data Analysis:** - The data from the observation are analyzed statistically by using following formula:	1. The use of English songs can improve the eighth grade students' vocabulary achievement at SMPN 2 Rogojampi 2. The use of English songs can improve the students' active participation in vocabulary teaching learning process

					$$E = \frac{n}{N} \text{X } 100\%$$ **Notes:** E : The percentage of the students are active n : The number of the students who are categorized as active students. N : The number of students. *(Adopted from Ali, 1993:186)* - The data was taken from vocabulary test will be analyzed quantitatively by the following formula: $$E = \frac{n}{N} \text{X } 100\%$$ Notes: E = the percentage of the students who achieve $\geq$ 75 as the minimum score. n = the total number of the students who achieve $\geq$ 75 as the minimum score. N = the total number of the students *(Adopted from Ali, 1993:186)*	

The Result of Interview with the English Teacher

Interviewee   : Pujianto, S. Pd

Interviewer   : Dwi Mercy Fajrin

Place   : SMPN 2 Rogojampi

No.	The Researcher's Questions	The Teacher's Answer
1.	What Curriculum do you use in teaching English?	Curriculum 2013.
2.	What grade do you teach?	The Eighth Grade.
3.	How many times do you teach English in a week?	2 times in a week.
4.	What materials do you use in teaching English?	I use LKS.
5.	Is there any problems faced by the students? What is the problem?	Yes, the students still have difficulties in mastery the vocabulary.
6.	How do you solve the problem?	I ask them to search in the dictionary and memorize it.
7.	Have you ever used English song in teaching vocabulary? Why not?	No, I have not. Because I always use picture in teaching vocabulary.

The Students' Previous Score of SMPN 2 Rogojampi

No.	Class							
	8A	8B	8C	8D	8E	8F	8G	8H
1.	70	70	90	75	80	75	80	**80**
2.	80	60	75	70	75	90	65	**65**
3.	75	75	80	80	90	85	75	**75**
4.	70	80	85	85	65	85	75	**75**
5.	85	85	75	80	50	80	80	**80**
6.	70	80	65	85	55	80	75	**75**
7.	65	90	80	70	75	85	60	**60**
8.	80	50	70	75	80	70	40	**40**
9.	75	55	85	70	85	75	50	**50**
10.	80	60	85	60	90	70	75	**75**
11.	85	75	80	65	45	75	65	**65**
12.	80	75	80	80	85	80	70	**40**
13.	60	80	85	85	80	90	85	**85**
14.	75	80	80	85	75	85	70	**90**
15.	85	85	90	90	80	80	75	**75**
16.	75	90	75	70	80	70	70	**70**
17.	65	80	65	75	85	70	80	**80**
18.	85	75	85	75	80	75	65	**65**
19.	60	75	65	75	75	85	80	**80**
20.	75	80	80	70	45	80	70	**40**
21.	85	75	75	80	60	85	75	**75**
22.	85	70	80	85	80	85	55	**55**
23.	75	40	85	80	85	60	60	**60**
24.	90	75	80	80	80	65	45	**45**
25.	75	80	80	85	80	70	75	**75**
26.	70	85	85	80	85	75	75	**75**
27.	85	75	85	75	75	70	80	**80**
28.	75	80	80	75	80	80	85	**85**
29.	65	85	90	70	85	90	90	**90**
30.	75	60	85	85	70	80	70	**70**
31.	80	75	80	75	80	85	65	**65**
32.	80	80	85	70	75	80	80	**80**
33.	90	85	80	85	80	85	70	**70**
34.		75	85	80	85	80	80	**80**
35		90		85	80	85		
36		75		90	80	75		
	76.51	75.13	81.02	75.69	75.6	78.75	77.6	**69.26**

LESSON PLAN

CYCLE 1 (Meeting 1)

School : SMPN 2 Rogojampi

Subject : English

Level/Semester : VIII/2

Language Component : Vocabulary

Language Skill : Listening

Time Allocation : 2 x 45 minutes

A. CORE COMPETENCE

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 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.

KI 3 : Memahami pengetahuan (faktual, konseptual, an prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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.

B. BASIC COMPETENCE

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

Indicator: Showing seriousness during the teaching and learning process.

3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.

Indicator: Understanding about the large vocabulary based on the song

4.4 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indicator: Identifying the vocabulary which are noun, verb, adjective, or adverb correctly.

C. Learning Objectives
- The students are able to answer the vocabulary exercises based on the song correctly.
- The students are able to classify which one is noun, verb, adverb, or adjective correctly.
- The students are able to show enthusiasm while listening to the song.
- The students are able to show responsibility when doing the exercises.

D. Learning Materials
Enclosed.

E. Teaching and Learning Strategy
Approach : Scientific Approach
Method : Observing, Questioning, Exploring, Associating, Communicating

F. Media, Equipment and Learning Sources
Media : English songs, students' worksheet, white board, and board maker.
Equipment : Laptop and speaker.
Learning Sources : Internet.

G. Teaching and Learning Activities

Activities	Time
1. Set Induction - **Greeting:** a. The teacher is greeting and checking the attendance list. b. The teacher is giving leading question related to the topic. c. The teacher is starting the learning objectives.	10'
2. Main Activity **Observing:** a. The teacher is explaining about large vocabulary (noun, verb, adjective, and adverb). **Questioning:** b. The teacher is giving the chance to the students to ask question about the material. **Exploring:**	**75'**

c. The teacher is guiding the students to observe an example about the material. **Associating:** d. The teacher is distributing the worksheet to the students. e. The teacher is playing the song. f. The teacher is asking the students to listen to the song carefully. g. The teacher is asking the students to work individually and to do the task 1, 2, and 3. **Communicating:** h. The teacher is asking the students to discuss the answer of the task. i. The teacher is asking the students to sing together.		
3. Closure a. The teacher is guiding the students to conclude the lesson. b. The teacher is closing the lesson.	**5'**	

Jember,

The Reseacher

<u>Dwi Mercy Fajrin</u>
120210401093

INSTRUCTIONAL MATERIAL

I. **Pre-Activities**

Leading question:
1. Do you like singing?
2. What kind of songs do you like?

II. **Main activities**

- **Explanation about large vocabulary (noun, verb, adverb and adjective)**

  - <u>Noun</u> : it refers to the name of person, place, thing which has a function as a subject or an object in a sentence.

    For example: a book, an egg, a table.
  - <u>Verb</u> :it used to describe an action.

    For example: play, go, write, read.
  - <u>Adjective</u> : it refers to a word that modifies a noun.

    For example: clever, handsome, red.
  - <u>Adverb</u> : it refers to a word that modifies a verb, adjective or another adverb.

    For example: happily, here, there, tomorrow, yesterday.

TASK 1.

Listen to the song carefully. Fill in the blank by using the correct words in the box based on the song!

"One Big Family" by Maher Zain

I 1)_____ why you and me fight each other
Don't you see the similarities between us?
Take a minute and see yourself in the 2)_____
You 3)_____ like me: those eyes, 4)_____ - you can't deny

Have you thought about
Why we look the same?
Why we feel the same?
Don't tell me it's by chance

Oh, you're my brother
You're my sister
We're one big family
Oh, you're my brother
You're my sister
Just one big family

It doesn't matter if you live far away from me
You feel I feel, you bleed I bleed, you cry and I cry
We 5)_____ and dream
Sometimes we're sad, sometimes we're happy
You breathe I breathe
We love, walk, 6)_____ and we 7)_____

I care about you
And I 8)_____ you could realize
There's no difference between us two
We're part of one 9)_____
No matter how 10)_____ you are
And even if we don't know each other
Oh, you and me, me and you, we are one

sleep	talk	far	wish	smile
wonder	family	mirror	lips	look

TASK 2

Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning!3 words for each!

No.	Noun	Verb	Adjective	Adverb	Meaning
1.					
2.					
3.					

TASK 3.

Fill in the blanks the following sentences based on the words in the box!

> see   tell   sadly   breathe   live

1. In this hope he was _____ disappointed.
2. She was able to _____ deeply after she knew the truth.
3. Now i'm going to _____ a secret.
4. It was dark here, he could't _____ anything.
5. Where do you _____?

ANSWER KEY

Task 1.

1.	Hold	6. Good
2.	White	7. Know
3.	Tonight	8. Stand
4.	Keep	9. Small
5.	See	10. Here

Task 3.

1. Sadly
2. Breathe
3. Tell
4. See
5. Live

Appendix E

LESSON PLAN

CYCLE 1 (Meeting 2)

School : SMPN 2 Rogojampi

Subject : English

Level/Semester : VIII/2

Language Component : Vocabulary

Language Skill : Listening

Time Allocation : 2 x 45 minutes

H. CORE COMPETENCE

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 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.

KI 3 : Memahami pengetahuan (faktual, konseptual, an prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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.

I. BASIC COMPETENCE

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

Indicator: Showing seriousness during the teaching and learning process.

3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.

Indicator: Understanding about the large vocabulary based on the song.

4.4 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indicator: Identifying the vocabulary which are noun, verb, adjective, or adverb correctly.

J. Learning Objectives

- The students are able to answer the vocabulary exercises based on the song correctly.
- The students are able to classify which one is noun, verb, adverb, or adjective correctly.
- The students are able to show enthusiasm while listening to the song.
- The students are able to show responsibility when doing the exercises.

K. Learning Materials

Enclosed.

L. Teaching and Learning Strategy

Approach : Scientific Approach

Method : Observing, Questioning, Exploring, Associating, Communicating

M. Media, Equipment and Learning Sources

Media : English songs, students' worksheet, white board, and board maker.

Equipment : Laptop and speaker.

Learning Sources : Internet.

N. Teaching and Learning Activities

Activities	Time
4. Set Induction - **Greeting:** d. The teacher is greeting and checking the attendance list. e. The teacher is giving leading question related to the topic. f. The teacher is starting the learning objectives.	**10'**

5. Main Activity
    Observing:
j. The teacher is explaining about large vocabulary (noun, verb, adjective, and adverb).
    Questioning:
k. The teacher is giving the chance to the students to ask question about the material.
    Exploring:
l. The teacher is guiding the students to observe an example about the material.
    Associating:
m. The teacher is distributing the worksheet to the students.
n. The teacher is playing the song.
o. The teacher is asking the students to listen to the song carefully.
p. The teacher is asking the students to work individually and to do the task 1, 2, and 3.
    Communicating:
q. The teacher is asking the students to discuss the answer of the task.
r. The teacher is asking the students to sing together.
	75'

6. Closure c. The teacher is guiding the students to conclude the lesson. d. The teacher is closing the lesson.	**5'**

Jember,

The Reseacher

<u>Dwi Mercy Fajrin</u>

120210401093

INSTRUCTIONAL MATERIAL

III.   Pre-Activities

Leading question:

3. Do you like singing?
4. What kind of songs do you like?

IV.   Main activities

- **Explanation about large vocabulary (noun, verb, adverb and adjective)**

    -   <u>Noun</u>   : it refers to the name of person, place, thing which has a function as a subject or an object in a sentence.

        For example: a book, an egg, a table.

    -   <u>Verb</u>   : it used to describe an action.

        For example: play, go, write, read.

    -   <u>Adjective</u> : it refers to a word that modifies a noun.

        For example: clever, handsome, red.

    -   <u>Adverb</u>   : it refers to a word that modifies a verb, adjective or another adverb.

        For example: happily, here, there, tomorrow, yesterday.

TASK 1.

Listen to the song carefully. Fill in the blank by using the correct words in the box based on the song!

"I Believe" by: Maher Zain

When you're searching for the 1)_____
And you see no 2)_____ in sight
Be sure and have no doubt
He's 3)_____ close to you

He's the one who knows you best
He knows what's in your heart
You'll find your 4)_____ at last
If you just have faith in Him

You're always in our hearts and minds
Your name is mentioned every day
I'll 5)_____ you no matter what
My biggest wish is to see you one day
I believe, I believe
Do you believe, oh do you believe?

Coz I 6)_____
In a man who used to be
So full of love and 7)_____
He fought for peace and liberty
And never would he hurt anything
He was a 8)_____ for mankind
A 9)_____ till the end of time
No creature could be compared to him
So full of light and blessings

You're always in our hearts and minds
Your name is mentioned every day
I'll follow you no matter what
If God wills we'll meet one day

If you lose your way
Believe in a 10)_____ day
Trials will come
But surely they will fade away
If you just believe

What is plain to see
Just open your heart
And let His love flow through

hope	believe	harmony	light	always
peace	follow	teacher	better	mercy

TASK 2

Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning! 3 words for each!

No.	Noun	Verb	Adjective	Adverb	Meaning
1.					
2.					
3.					

TASK 3.

Fill in the blanks the following sentences based on the words in the box!

meet	lose	best	mention	mind

1. I _____ the book in the library.
2. You have to do the _____, so you get the good score.
3. Never _____, something will happen pretty soon.
4. Please _____ your name if you want to ask her.
5. It's nice to _____ you both.

ANSWER KEY

Task 1.

6.	Light	6.	Believe
7.	Hope	7.	Harmony
8.	Always	8.	Mercy
9.	Peace	9.	Teacher
10.	Follow	10.	Better

Task 3.

1. Lose
2. Best
3. Mind
4. Mention
5. Meet

Appendix F

VOCABULARY TEST (Cycle 1)

I. Listen to the song carefully. Fill in the blank lyric by choosing the correct answer in the box based on the song!

"Close To You" by Maher Zain

I'm sitting 1)_____ on this 2)_____
I'm thinking about Your creation
It's so 3)_____ out here
A symphony of 4)_____
Oh oh, it's taking my breath away
I'm so blessed out here 5)_____

Allahu, Allah, Allah, Allah, Allah
I see the sun, the stars, the moon
I join them all in praising You
Allahu, Allah, Allah, Allah, Allah
I feel alive and I feel so good
I feel so close, so close to You

Looking out at the 6)_____
That makes us blue to the Universe
Wish I could see the world from 7)_____
SubhanAllah The Creator
Allah, Allah, Allah, Allah
Oh oh, and it's taking my breath away
I'm so thankful I can say, just say...

And everywhere I 8)_____ around me
Your creation's so 9)_____
And the more that think about it
Makes me love You even more
How the river finds the way to the valley
Is just so magical
And the way the night turns into day
It's a 10)_____!

ocean	look	miracle	here	mountain
nature	today	space	beautiful	wonderful

II. Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning! 3 words for each!

No.	Noun	Verb	Adjective	Adverb	Meaning
1.					
2.					
3.					

III. Fill in the blanks the following sentences based on the words in the box!

river   find   here   think   thankful

1. She didn't come _____ to talk to me.
2. Im so _____ that I could spent the free time with my family.
3. I _____ you should change your mind before you do it.
4. You will across the _____ to get his home.
5. If you _____ my key, please tell me.

ANSWER KEY

I.

11. Here	6. Ocean
12. Mountain	7. Space
13. Beautiful	8. Look
14. Nature	9. Wonderful
15. Today	10. Miracle

III.

6. Here
7. Thankful
8. Think
9. River
10. Find
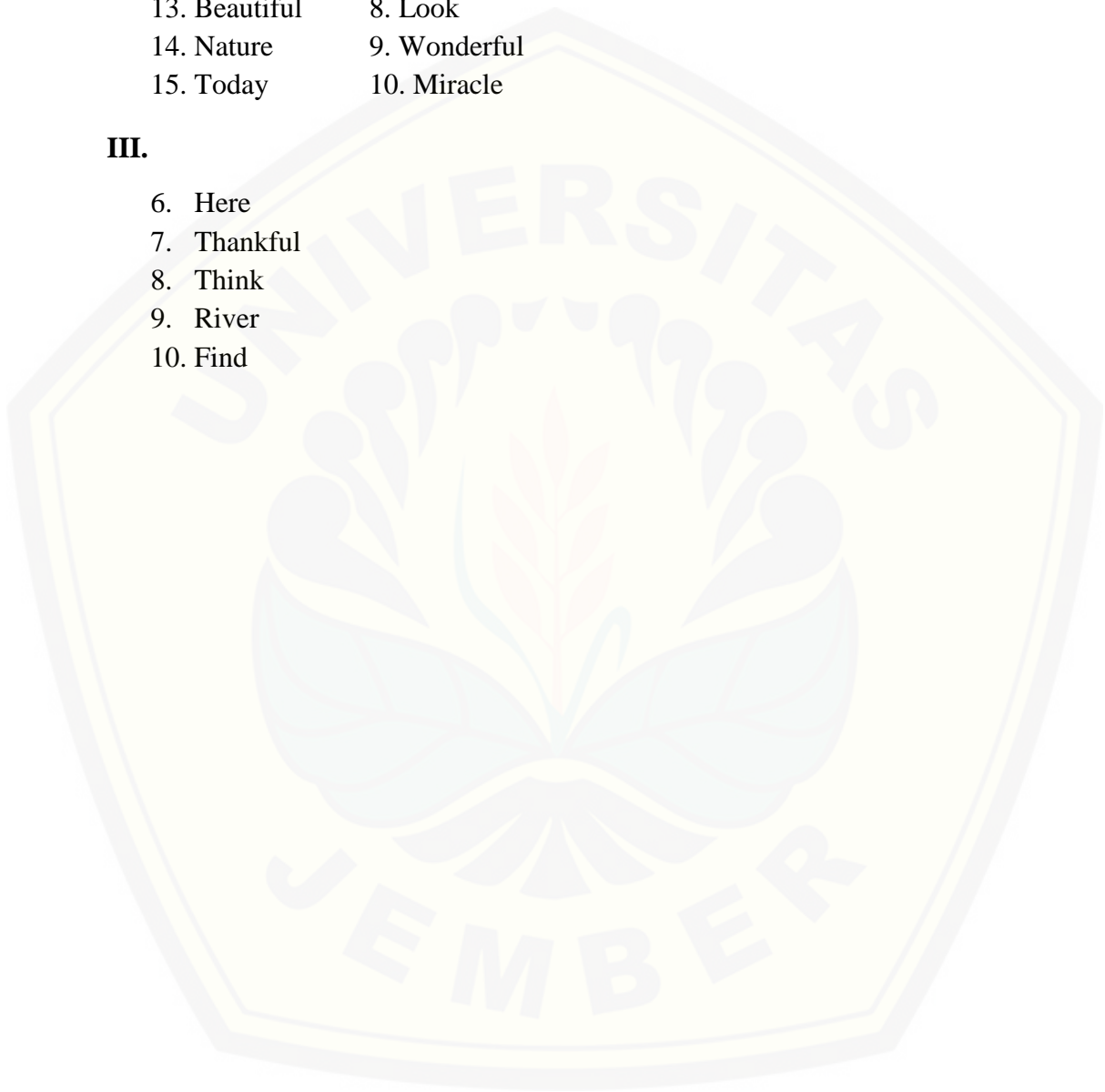
Classification of the test items based on the indicators

Indicators	Items Number
Nouns	I) 2, 4, 6, 7, 10. III) 4.
Verbs	I) 8. III) 3, 5.
Adjective	I) 3, 9. III) 2.
Adverbs	I) 1, 5. III) 1.

Appendix G

LESSON PLAN

CYCLE 2 (Meeting 1)

School   : SMPN 2 Rogojampi

Subject   : English

Level/Semester   : VIII/2

Language Component : Vocabulary

Language Skill   : Listening

Time Allocation   : 2 x 45 minutes

O. CORE COMPETENCE

KI 1   :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 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.

KI 3   :Memahami pengetahuan (faktual, konseptual, an prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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.

P. BASIC COMPETENCE

1.1   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

Indicator: Showing seriousness during the teaching and learning process.

3.3   Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.

Indicator: Understanding about the large vocabulary based on the song.

48

4.4   Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indicator: Identifying the vocabulary which are noun, verb, adjective, or adverb correctly.

Q. Learning Objectives

- The students are able to answer the vocabulary exercises based on the song correctly.
- The students are able to classify which one is noun, verb, adverb, or adjective correctly.
- The students are able to show enthusiasm while listening to the song.
- The students are able to show responsibility when doing the exercises.

R. Learning Materials

Enclosed.

S. Teaching and Learning Strategy

Approach : Scientific Approach

Method   : Observing, Questioning, Exploring, Associating, Communicating.

T. Media, Equipment and Learning Sources

Media   : English songs, students' worksheet, white board, and board maker.

Equipment   : Laptop and speaker.

Learning Sources : Internet.

U. Teaching and Learning Activities

Activities	Time
7. Set Induction g. The teacher is greeting and checking the attendance list. h. The teacher is giving leading question related to the topic. i. The teacher is starting the learning objectives.	**10'**
8. Main Activity **Observing:** s. The teacher is explaining about large vocabulary	

	(noun, verb, adjective, and adverb).	**75'**
	Questioning:	
t.	The teacher is giving the chance to the students to ask question about the material.	
	Exploring:	
u.	The teacher is guiding the students to observe an example about the material.	
	Associating:	
v.	The teacher is distributing the worksheet to the students.	
w.	The teacher is playing the song.	
x.	The teacher is asking the students to listen to the song carefully.	
y.	The teacher is asking the students to work individually and to do the task 1, 2, and 3.	
	Communicating:	
z.	The teacher is asking the students to discuss the answer of the task.	
aa.	The teacher is asking the students to sing together.	
9. Closure		**5'**
e.	The teacher is guiding the students to conclude the lesson.	
f.	The teacher is closing the lesson.	

Jember,

The Reseacher

Dwi Mercy Fajrin

120210401093

INSTRUCTIONAL MATERIAL

V. **Pre-Activities**

Leading question:

5. Do you like singing?
6. What kind of songs do you like?

VI. **Main activities**

- **Explanation about large vocabulary (noun, verb, adverb and adjective)**

  - <u>Noun</u>   : it refers to the name of person, place, thing which has a function as a subject or an object in a sentence.

    For example: a book, an egg, a table.

  - <u>Verb</u>   : it used to describe an action.

    For example: play, go, write, read.

  - <u>Adjective</u> : it refers to a word that modifies a noun.

    For example: clever, handsome, red.

  - <u>Adverb</u>   : it refers to a word that modifies a verb, adjective or another adverb.

    For example: happily, here, there, tomorrow, yesterday.

TASK 1.

Listen to the song carefully. Fill in the blank by using the correct words in the box based on the song!

"Hold My Hand" by : Maher Zain

I hear the flowers kind of crying 1)_____
The breeze is sounding sad, oh no
Tell me when did we become so cold and 2)_____ inside
Lost our way long time ago
Did we really turn that blind?
We don't see that we keep hurting each other no
All we do is just 3)_____

Now we 4)_____ the same bright sun
The same round 5)_____
Why don't we share the same love?
Tell me why not
Life is shorter than most had thought

Hold my hand
There are many ways to do it right
Hold my hand
Turn around and see what we've left behind
Hold my hand my friend
We could save the good spirit in me and you
For another chance
And let's pray for the beautiful world
The beautiful world I share with you

6)_____ seem like they've lost their smile
On the new bloody play grounds, oh no
How could we 7)_____ heart breaking crying sounds
And we're still going on like nobody really cares
And we just stopped feeling all the 8)_____ we cause
Like it's a daily basic affair

Now we share the same bright sun
The same round moon
Why don't we share the same love?
Tell me why not
Life is shorter than most had thought

No matter how far I might be
I'm always going to be your 9)_____

There's only one small planet where to be
So I'm always going to be your neighbour
We cannot hide, we can't 10)_____
That we're always going to be neighbours
Your neighbour, my neighbour, we're neighbours

> loud   empty deny share   pain
>
> children ignore moon neighbour fight

TASK 2

Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning! 3 words for each!

No.	Noun	Verb	Adjective	Adverb	Meaning
1.					
2.					
3.					

TASK 3.

Fill in the blanks the following sentences based on the words in the box!

> bright   neighbour   share small now

6. _____ I am going to tell you a secret.
7. She always _____ her foods to her friend.
8. My _____ has an annoying dog.
9. It is very a _____ window.
10. The sun was shine so _____ yesterday.

ANSWER KEY

Task 1.

16.	Loud	6. Children
17.	Empty	7. Ignore
18.	Fight	8. Pain
19.	Share	9. Neighbour
20.	Moon	10. Deny

Task 3.

11. Now
12. Share
13. Neighbour
14. Small
15. Bright

Appendix H

LESSON PLAN

CYCLE 2 (Meeting 2)

School   : SMPN 2 Rogojampi

Subject   : English

Level/Semester   : VIII/2

Language Component : Vocabulary

Language Skill   : Listening

Time Allocation   : 2 x 45 minutes

V. CORE COMPETENCE

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 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.

KI 3 :Memahami pengetahuan (faktual, konseptual, an prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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.

W. BASIC COMPETENCE

1.1   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

Indicator: Showing seriousness during the teaching and learning process.

3.3   Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.

Indicator: Understanding about the large vocabulary based on the song.

55

4.4 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indicator: Identifying the vocabulary which are noun, verb, adjective, or adverb correctly.

X. Learning Objectives

- The students are able to answer the vocabulary exercises based on the song correctly.
- The students are able to classify which one is noun, verb, adverb, or adjective correctly.
- The students are able to show enthusiasm while listening to the song.
- The students are able to show responsibility when doing the exercises.

Y. Learning Materials

Enclosed.

Z. Teaching and Learning Strategy

Approach : Scientific Approach

Method : Observing, Questioning, Exploring, Associating, Communicating

AA. Media, Equipment and Learning Sources

Media : English songs, students' worksheet, white board, and board maker.

Equipment : Laptop and speaker.

Learning Sources : Internet.

BB. Teaching and Learning Activities

Activities	Time
10. Set Induction j. The teacher is greeting and checking the attendance list. k. The teacher is giving leading question related to the topic. l. The teacher is starting the learning objectives.	**10'**
11. Main Activity	

Observing: bb. The teacher is explaining about large vocabulary (noun, verb, adjective, and adverb). **Questioning:** cc. The teacher is giving the chance to the students to ask question about the material. **Exploring:** dd. The teacher is guiding the students to observe an example about the material. **Associating:** ee. The teacher is distributing the worksheet to the students. ff. The teacher is playing the song. gg. The teacher is asking the students to listen to the song carefully. hh. The teacher is asking the students to work individually and to do the task 1, 2, and 3. **Communicating:** ii. The teacher is asking the students to discuss the answer of the task. jj. The teacher is asking the students to sing together.	**75'**
12. Closure g. The teacher is guiding the students to conclude the lesson. h. The teacher is closing the lesson.	**5'**

Jember,

The Reseacher

<u>Dwi Mercy Fajrin</u>

120210401093

INSTRUCTIONAL MATERIAL

VII.   **Pre-Activities**

Leading question:

7.   Do you like singing?

8.   What kind of songs do you sing?

VIII.   **Main activities**

- **Explanation about large vocabulary (noun, verb, adverb and adjective)**

  - Noun   : it refers to the name of person, place, thing which has a function as a subject or an object in a sentence.

    For example: a book, an egg, a table.

  - Verb   : it used to describe an action.

    For example: play, go, write, read.

  - Adjective : it refers to a word that modifies a noun.

    For example: clever, handsome, red.

  - Adverb   : it refers to a word that modifies a verb, adjective or another adverb.

    For example: happily, here, there, tomorrow, yesterday.

TASK 1.

Listen to the song carefully. Fill in the blank by using the correct words in the box based on the song!

"Always Be There"by: Maher Zain

If you 1)_____ me about love and what I know about it
My 2)_____ will be
It's everything about Allah, the 3)_____ love to our souls
He's the Creator of you and me
The heavens and the whole 4)_____
The One that made us whole and 5)_____
The Guardian of His true believers

So when the time gets hard
And there's no way to turn
As He promised
He will always be there
To bless us with His love
And His mercy 'cause
As He promised
He will always be there
He's always watching us, guiding us
And He knows what's deep in our hearts
So when you lose your way
To Allah you should turn
'Cause as He promised
He will always be there

He brings us out from the darkness into the light, Subhanallah
Capable of everything
We should never feel 6)_____ of anything
As long as we follow His 7)_____ all the way
Through our short time we have in this life
8)_____ it'll all be over and well be
In His 9)_____ and we'll all be 10)_____

> universe afraid pure   ask   guidance
>
> heaven fine   soon   free   answer

TASK 2

Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning! 3 words for each!

No.	Noun	Verb	Adjective	Adverb	Meaning
1.					
2.					
3.					

TASK 3.

Fill in the blanks the following sentences based on the words in the box!

> short   deeply   ask feel   get

1. You have to study so hard to _____ a good score.
2. I take a breathe _____ then I tell them everything.
3. I thing it would be make me _____ better.
4. He should write the homework in a _____ time.
5. Lena just wanted him to _____ a question.

ANSWER KEY

Task 1.

21. Ask	6. Afraid
22. Answer	7. Guidance
23. Pure	8. Soon
24. Universe	9. Heaven
25. Free	10. Fine

Task 3.

1. Get
2. Deeply
3. Feel
4. Short
5. Ask

Appendix I

VOCABULARY TEST (Cycle 2)

I. Listen to the song carefully. Fill in the blank lyric by choosing the correct answer in the box based on the song!

"Guide Me All The Way" by: Maher Zain

I know that You could 1)_____
2)_____ away every thing You've given me
And I try to 3)_____
Not to take anything for granted
'Cause I know that one day
Suddenly this will all come to an end
So my last 4)_____ is for you to be pleased with Me

Allah, Ya Allah
Guide me all the way to your Jannah
Ya Allah, Ya Allah
Don't let me go astray 'cause I need you
By my side, I wish to be close
Close to You throughout my life
Ya Allah, oh Allah!
Be with me all the way

I know that sometime I do
I do 5)_____ that my next breath could be the last
Forgive me 'cause I cant thank you enough
Forgive me when I doubt your love
6)_____ I 7)_____ for that day
when all this stops and comes to an end
So my last wish is for You to be pleased with me

Day by day passes
And I 8)_____ that my time could be 9)_____
So I pray: O God let this world be in my hands
And not in my 10)_____
'Cause soon I'll have to leave it *[x2]*

take	near	now	think	remember
wish	forget	easily	heart	pray

II. **Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning! 3 words for each!**

No.	Noun	Verb	Adjective	Adverb	Meaning
1.					
2.					
3.					

III. **Fill in the blanks the following sentences based on the words in the box!**

> Guide   remember   suddenly   last   pass

1. I _____ that you do the best performance.
2. _____ he forgot the story that he wants to tell.
3. She could _____ the test and she was very happy.
4. The tour _____ is telling the history of Bedugul Lake.
5. The teacher is asking Nia to read the _____ paragraph.

ANSWER KEY

I.

26. Easily	6. Now
27. Take	7. Pray
28. Remember	8. Think
29. Wish	9. Near
30. Forget	10. Heart

III.

6. Remember
7. Suddenly
8. Pass
9. Guide
10. Last
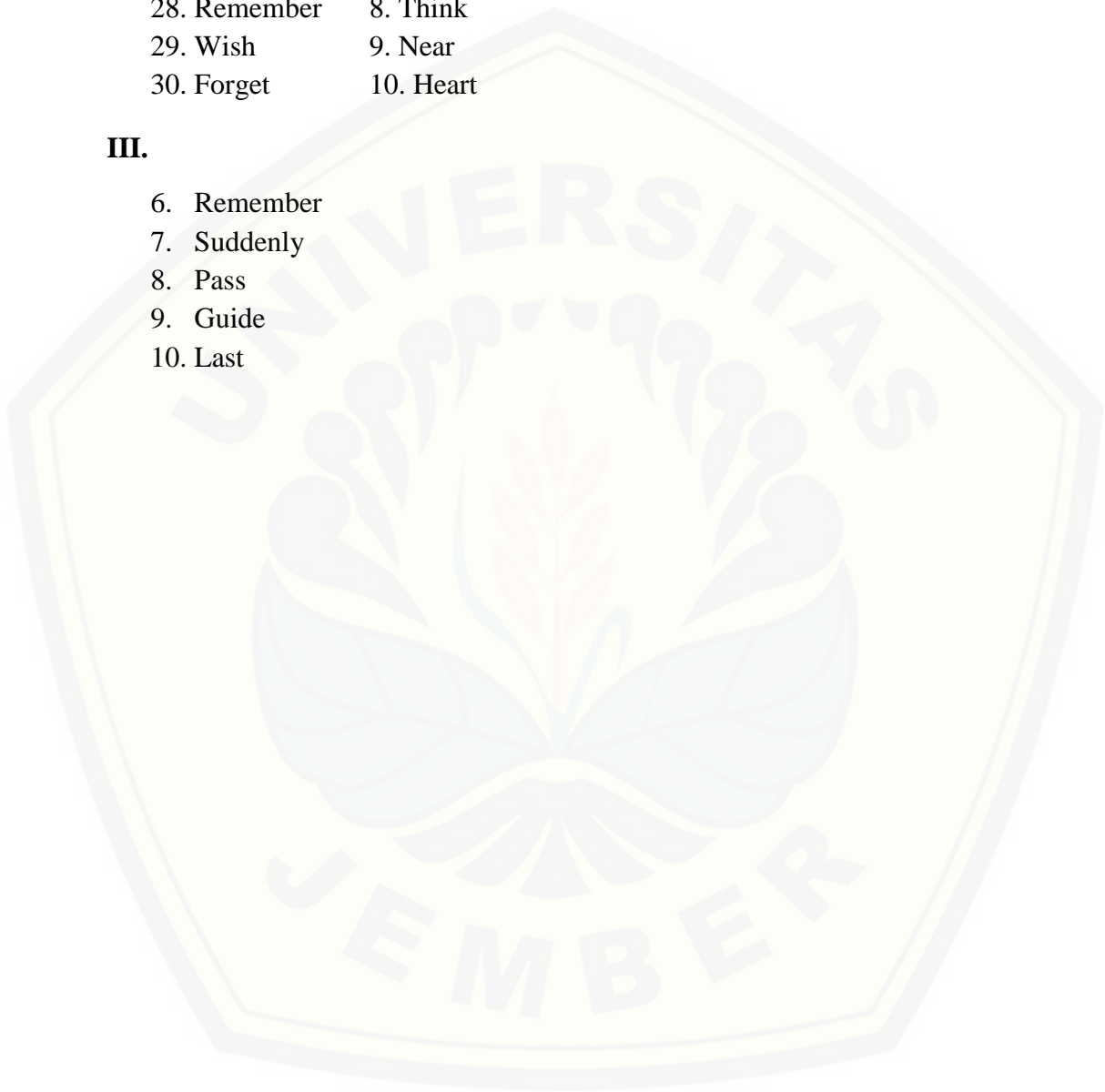
Classification of the test items based on the indicators

Indicators	Items Number	
Nouns	I)	10.
	III)	4.
Verbs	I)	2, 3, 4, 5, 7, 8.
	III)	1, 3.
Adjective	I)	9.
	III)	-
Adverbs	I)	1, 6.
	III)	2, 5.

Appendix J
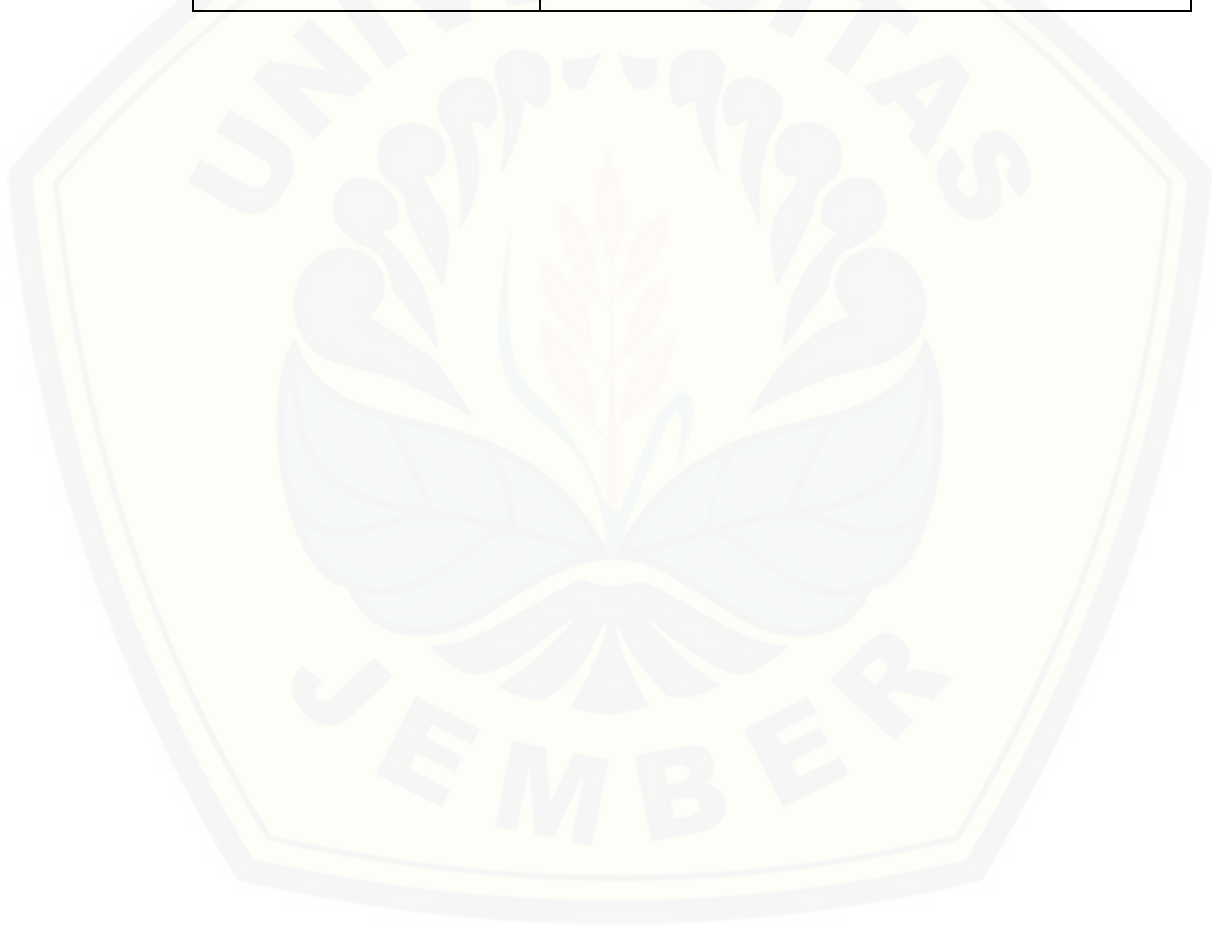
Table 4.1 The Result of Observation in Cycle 1

No.	Name (in initial)	Meeting 1						Meeting 2					
		1	2	3	4	A	P	1	2	3	4	A	P
1.	ADA	-	√	√	√	√		√	√	√	√	√	
2.	AN	√	√	√	√	√		√	-	√	√	√	
3.	ACB	√	-	√	√	√		-	√	√	√	√	
4.	AKMK	√	√	√	√	√		-	√	√	√	√	
5.	DANW	-	√	√	√	√		√	√	√	√	√	
6.	DML	√	-	√	√	√		√	-	√	√	√	
7.	EYA	-	-	√	-		√	-	-	√	√		√
8.	EU	√	√	√	√	√		√	√	√	√	√	
9.	FN	√	-	√	√	√		√	-	√	√	√	
10.	FNIF	-	-	-	√		√	√	-	√	√	√	
11.	FBA	-	-	√	-		√	√	√	√	√	√	
12.	HRM	-	-	√	-		√	√	-	√	-		√
13.	IAFL	√	√	√	√	√		√	√	√	√	√	
14.	KCM	√	-	√	√	√		√	-	√	√	√	
15.	KYPP	-	-	√	-		√	-	-	√	√		√
16.	MA	-	-	√	√		√	-	√	-	√		√
17.	MAF	-	-	-	√		√	-	-	√	√		√
18.	MT	-	-	√	-		√	-	-	√	√		√
19.	MHM	√	-	√	-		√	-	-	-	√		√
20.	MR	-	-	√	√		√	-	-	√	-		√
21.	NS	√	√	√	√	√		√	-	√	√	√	
22.	PAPM	-	-	√	√		√	-	-	√	√		√
23.	PLL	-	-	√	-		√	-	-	√	-		√
24.	PSF	√	√	√	√	√		√	√	√	√	√	
25.	P	-	-	√	√		√	√	-	-	√		√
26.	RM	-	-	√	-		√	-	-	-	√		√
27.	RR	-	-	√	√		√	√	-	√	√	√	
28.	RM	-	√	√	-		√	√	√	√	√	√	
29.	RA	-	-	√	-		√	-	-	√	-		√
30.	SAR	-	-	√	√		√	-	-	√	√		√
31.	SN	√	√	√	√	√		√	-	√	√	√	
32.	SNPE	√	-	√	√	√		√	-	√	√	√	
33.	SN	√	√	√	√	√		√	√	√	√	√	
34.	SL	√	√	√	-	√		√	-	√	√	√	
Total						16	18					20	14
Total Students						34						34	

66

Table 4.4 The Result of the Observation in Cycle 2

No.	Name (in initial)	Meeting 1						Meeting 2					
		1	2	3	4	A	P	1	2	3	4	A	P
1.	ADA	√	√	√	√	√		√	√	√	√	√	
2.	AN	√	-	√	√	√		√	√	√	√	√	
3.	ACB	√	√	√	√	√		√	-	√	√	√	
4.	AKMK	√	-	√	√	√		-	√	√	√	√	
5.	DANW	-	√	√	√	√		-	√	√	√	√	
6.	DML	√	√	√	√	√		√	√	√	√	√	
7.	EYA	-	-	√	√		√	√	-	√	√	√	
8.	EU	-	√	√	√	√		√	√	√	√	√	
9.	FN	√	√	√	√	√		√	-	√	√	√	
10.	FNIF	√	-	√	√	√		-	√	√	√	√	
11.	FBA	√	√	√	√	√		√	√	√	√	√	
12.	HRM	-	-	√	√		√	-	-	√	√		√
13.	IAFL	√	√	√	√	√		√	√	√	√	√	
14.	KCM	√	-	√	√	√		√	√	√	√	√	
15.	KYPP	√	√	√	√	√		√	-	√	√	√	
16.	MA	√	√	-	-		√	-	-	√	-		√
17.	MAF	√	-	√	-		√	-	-	-	√		√
18.	MT	-	-	√	-		√	-	-	-	√		√
19.	MHM	√	√	√	√	√		√	√	√	√	√	
20.	MR	√	-	√	√	√		√	-	√	√	√	
21.	NS	-	√	√	√	√		√	√	√	√	√	
22.	PAPM	√	√	√	√	√		√	√	√	-	√	
23.	PLL	-	-	√	-		√	-	-	-	√		√
24.	PSF	√	-	√	√	√		√	-	√	√	√	
25.	P	√	√	√	√	√		√	√	√	-	√	
26.	RM	√	-	√	√	√		√	√	√	√	√	
27.	RR	-	-	√	-		√	√	-	-	√		√
28.	RM	√	-	√	-		√	√	-	√	√	√	
29.	RA	√	-	-	-		√	-	-	√	-		√
30.	SAR	√	-	√	√	√		√	√	√	√	√	
31.	SN	√	√	√	√	√		√	√	√	√	√	
32.	SNPE	√	-	√	√	√		√	-	√	√	√	
33.	SN	√	√	√	√	√		√	√	√	√	√	
34.	SL	√	-	√	√	√		√	√	√	√	√	
Total						**25**	**9**					**27**	**7**
Total Students						**34**						**34**	

Appendix L

Table 4.3 The Result of Students' Vocabulary Test in Cycle 1

No.	The students' name (In initial)	Score	Achieved	Not Achieved
1.	ADA	80	√	
2.	AN	77	√	
3.	ACB	90	√	
4.	AKMK	77	√	
5.	DANW	75	√	
6.	DML	78	√	
7.	EYA	56		√
8.	EU	80	√	
9.	FN	76	√	
10.	FNIF	75	√	
11.	FBA	80	√	
12.	HRM	58		√
13.	IAFL	80	√	
14.	KCM	75	√	
15.	KYPP	50		√
16.	MA	45		√
17.	MAF	72		√
18.	MT	60		√
19.	MHM	56		√
20.	MR	41		√
21.	NS	84	√	
22.	PAPM	57		√
23.	PLL	60		√
24.	PSF	80	√	
25.	P	50		√
26.	RM	44		√
27.	RR	78	√	
28.	RM	75	√	
29.	RA	67		√
30.	SAR	56		√
31.	SN	80	√	
32.	SNPE	84	√	
33.	SN	91	√	
34.	SL	74		√
Total Score		**2359**	**19**	**15**
Average		**69.38**	**Total students = 34**	

Table 4.6 The Result of the Students' Vocabulary Test in Cycle 2

No.	The students' name (In initial)	Score	Achieved	Not Achieved
1.	ADA	95	√	
2.	AN	80	√	
3.	ACB	94	√	
4.	AKMK	78	√	
5.	DANW	78	√	
6.	DML	87	√	
7.	EYA	70		√
8.	EU	84	√	
9.	FN	80	√	
10.	FNIF	80	√	
11.	FBA	87	√	
12.	HRM	67		√
13.	IAFL	91	√	
14.	KCM	77	√	
15.	KYPP	75	√	
16.	MA	72		√
17.	MAF	77	√	
18.	MT	75	√	
19.	MHM	75	√	
20.	MR	70		√
21.	NS	91	√	
22.	PAPM	70		√
23.	PLL	75	√	
24.	PSF	94	√	
25.	P	60		√
26.	RM	67		√
27.	RR	80	√	
28.	RM	78	√	
29.	RA	72		√
30.	SAR	75	√	
31.	SN	87	√	
32.	SNPE	84	√	
33.	SN	87	√	
34.	SL	78	√	
Total Score		**2690**	**26**	**8**
Average		**79.1**	**Total students = 34**	

Appendix N

The Sample of Students' Worksheet of Vocabulary Test in Cycle 1

The High Score

Siti nurjanah

(91)

VOCABULARY TEST

I. Listen to the song carefully. Fill in the blank lyric by choosing the correct answer in the box based on the song!

"Close To You"

I'm sitting 1) Here on this 2) mountain
I'm thinking about Your creation
It's so 3) Beauhful out here
A symphony of 4) Nature
Oh oh, it's taking my breath away
I'm so blessed out here 5) today

Allahu, Allah, Allah, Allah, Allah
I see the sun, the stars, the moon
I join them all in praising You
Allahu, Allah, Allah, Allah, Allah
I feel alive and I feel so good
I feel so close, so close to You

10×9 = 90

Looking out at the 6) ocean
That makes us blue to the Universe
Wish I could see the world from 7) space
SubhanAllah The Creator
Allah, Allah, Allah, Allah
Oh oh, and it's taking my breath away
I'm so thankful I can say, just say...

And everywhere I 8) look around me
Your creation's so 9) wonderful
And the more that think about it
Makes me love You even more
How the river finds the way to the valley
Is just so magical
And the way the night turns into day
It's a 10) miracle !

Source: https://www.azlyrics.com/lyrics/maherzain/closetoyou.html

ocean	look	miracle	here	mountain
nature	today	space	beautiful	wonderful

II. Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning! 3 words for each!

No.	Noun	Verb	Adjective	Adverb	Meaning V
1.	mountain	sit	Blessed	Here	duduk
2.	moon	Think	Blue	Out	berfikir
3.	ocean	Take	beautiful	night	ambil

15 × 3 = 15

III. Fill in the blanks the following sentences based on the words in the box!

| river | find | here | think | thankful |

1. She didn't come __here__ to talk to me.
2. Im so __think__ that I could spent the free time with my family.
3. I __find__ you should change your mind before you do it.
4. You will across the __river__ to get his home.
5. If you __thankful__ my key, please tell me.

71

The Low Score

MOHAMAD ROSID

(41)

VOCABULARY TEST

I. Listen to the song carefully. Fill in the blank lyric by choosing the correct answer in the box based on the song!

"Close To You"

I'm sitting 1) here on this 2) mountain
I'm thinking about Your creation
It's so 3) wonderful out here
A symphony of 4)
Oh oh, it's taking my breath away
I'm so blessed out here 5) nature

Allahu, Allah, Allah, Allah, Allah
I see the sun, the stars, the moon
I join them all in praising You
Allahu, Allah, Allah, Allah, Allah
I feel alive and I feel so good
I feel so close, so close to You

Looking out at the 6) ocean
That makes us blue to the Universe
Wish I could see the world from 7) space
SubhanAllah The Creator
Allah, Allah, Allah, Allah
Oh oh, and it's taking my breath away
I'm so thankful I can say, just say...

And everywhere I 8) miracle around me
Your creation's so 9) beautiful
And the more that think about it
Makes me love You even more
How the river finds the way to the valley
Is just so magical
And the way the night turns into day
It's a 10) miracle!

Source: https://www.azlyrics.com/lyrics/maherzain/closetoyou.html

ocean	look	miracle	here	mountain
nature	today	space	beautiful	wonderful

72

II. Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning! 3 words for each!

No.	Noun	Verb	Adjective	Adverb	Meaning V
1.	mountain	see	Beautiful	here	⌐
2.	Moon	about	Breath	more	⌐
3.	Feel	—	—	way	⌐

III. Fill in the blanks the following sentences based on the words in the box!

river	find	here	think	thankful

1. She didn't come _here_ to talk to me.
2. Im so _think_ that I could spent the free time with my family.
3. I _thankful_ you should change your mind before you do it.
4. You will across the _river_ to get his home.
5. If you _____ my key, please tell me.

73

Appendix O

The Sample of Students' Worksheet of Vocabulary Test in Cycle 2

The High Score

Name : AHANTI DWI AGUSTIN

(95)

VOCABULARY TEST

I. Listen to the song carefully. Fill in the blank lyric by choosing the correct answer in the box based on the song!

"Guide Me All The Way"

I know that You could 1) Easily
2) take away every thing You've given me
And I try to 3) remember
Not to take anything for granted
'Cause I know that one day
Suddenly this will all come to an end
So my last 4) Wish is for you to be pleased with Me

Allah, Ya Allah
Guide me all the way to your Jannah
Ya Allah, Ya Allah
Don't let me go astray 'cause I need you
By my side, I wish to be close
Close to You throughout my life
Ya Allah, oh Allah!
Be with me all the way

I know that sometime I do
I do 5) forget that my next breath could be the last
Forgive me 'cause I cant thank you enough
Forgive me when I doubt your love
6) now I 7) Pray for that day
when all this stops and comes to an end
So my last wish is for You to be pleased with me

Day by day passes
And I 8) think that my time could be 9) Near
So I pray: O God let this world be in my hands
And not in my 10) Heart
'Cause soon I'll have to leave it *[x2]*

10×9: 40

Source: https://www.azlyrics.com/lyrics/maherzain/guidemealltheway.html

take	near	now	think	remember
wish	forget	easily	heart	pray

74

II. Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning! 3 words for each!

No.	Noun	Verb	Adjective	Adverb	Meaning V
1.	heart	know	Pleesed	fast	—
2.	way	go	Love	—	pergi
3.	hand	pray	✓	—	berdoa

10 x

III. Fill in the blanks the following sentences based on the words in the box!

Guide	remember	suddenly	last	pass

,²15

1. I _remember_ that you do the best performance.
2. _Suddenly_ he forgot the story that he wants to tell.
3. She could _pass_ the test and she was very happy.
4. The tour _Guide_ is telling the history of Bedugul Lake.
5. The teacher is asking Nia to read the _last_ paragraph.

75

The Low Score

Nama : prasetyo

60

VOCABULARY TEST

I. Listen to the song carefully. Fill in the blank lyric by choosing the correct answer in the box based on the song!

"Guide Me All The Way"

I know that You could 1) easily
2) take away every thing You've given me
And I try to 3) now
Not to take anything for granted
'Cause I know that one day
Suddenly this will all come to an end
So my last 4) wish is for you to be pleased with Me

Allah, Ya Allah
Guide me all the way to your Jannah
Ya Allah, Ya Allah
Don't let me go astray 'cause I need you
By my side, I wish to be close
Close to You throughout my life
Ya Allah, oh Allah!
Be with me all the way

6x4:29

I know that sometime I do
I do 5) near that my next breath could be the last
Forgive me 'cause I cant thank you enough
Forgive me when I doubt your love
6) now I 7) pray for that day
when all this stops and comes to an end
So my last v.ish is for You to be pleased with me

Day by day passes
And I 8) easily that my time could be 9) remember
So I pray: O God let this world be in my hands
And not in my 10) Heart
'Cause soon I'll have to leave it [x2]

Source: https://www.azlyrics.com/lyrics/maherzain/guidemealltheway.html

take	near	now	think	remember
wish	forget	easily	heart	pray

76

II. **Classify the words taken from the song into Noun, Verb, Adjective, or Adverb and its meaning! 3 words for each!**

No.	Noun	Verb	Adjective	Adverb	Meaning V
1.	heart	know	day	soar	tahu
2.	think	go	life	near	pergi
3.	hand	pray	/	/	berdoa

III. **Fill in the blanks the following sentences based on the words in the box!**

Guide	remember	suddenly	last	pass

1. I _pass_ that you do the best performance.
2. _remember_ he forgot the story that he wants to tell.
3. She could _sudden_ the test and she was very happy.
4. The tour _guide_ is telling the history of Bedugul Lake.
5. The teacher is asking Nia to read the _last_ paragraph.

Appendix P

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

Nomor   27 7. 2 /UN25.1.5/PL.5/2018   29 MAR 2018
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala SMPN 2 Rogojampi
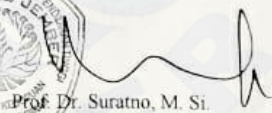Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Dwi Mercy Fajrin
NIM   : 120210401093
Jurusan   : Pendidikan Bahasa dan Seni
Program studi   : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "Improving The Eighth Grade Students' Vocabulary Achievement by Using English Songs at Junior High School in Rogojampi" di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik, kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan 1,

Prof. Dr. Suratno, M. Si.
NIP 19670625 199203 1 003

78