IDENTIFYING THE EFFECTIVENESS OF USING SONGS TO TEACH PARTS OF SPEECH

(An Experimental Research with Seventh Grade Students of SMPN 1 Bansari Temanggung in the Academic Year of 2009/2010)

A FINAL PROJECT

Submitted in Partial Fulfillment of the
Requirement for Degree of Bachelor of Islamic Education
In English Language Education

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EDUCATION FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
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RATIFICATION

The thesis with title Identifying the Effectiveness of Using Songs to Teach Parts of Speech (An Experimental Research with Seventh Grade Students of SMPN 1 Bansari Temanggung in the Academic Year of 2009/2010) has been ratified by the team of examiner of thesisof Education Faculty Walisongo State Institute for Islamic Studies Semarang on:

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iii

ABSTRACT

Resmi Handayani (Student Number: 053411075). Identifying the Effectiveness of using Songs to Teach Parts of Speech (An Experimental Research with the Seventh Grade Students of SMP Negeri 1 Bansari Temanggung in the Academic Year of 2009/2010). Thesis, Semarang: Bachelor program of English Language Education of Walisongo State Institute for Islamic Studies, 2010.

Key Words: parts of speech, songs, teaching parts of speech.

The background of the study in this research is based on the phenomena that students in Junior High School usually get bored to learn grammar, so that the students get difficulties in mastering grammar. Grammar as one component of language that is difficult to be mastered by students takes very important role in composing language. So the teacher should device a good exercise or a way of teaching grammar. To make easier and more interesting, the researcher teaches grammar parts of speech using songs, because of songs helps the teacher to draw the students' interest and to engage the students' motivation. It is also make learning fun and help students to absorb the material. The researcher chooses parts of speech as material because learning about parts of speech is the first step in grammar study just as learning the letter of the alphabet is the first step to be able to read and write. Parts of speech also help to construct good sentence. So that, to studying about grammar, the students must mastery about parts of speech first.

The problem of this research is how is the effectiveness of using songs to teach parts of speech in the seventh grade students of SMPN 1 Bansari Temanggung?

The main objective of this study is to find out the effectiveness of using songs to teach parts of speech in the seventh grade students of SMP Negeri 1 Bansari Temanggung.

This is an experimental study. The data were obtained by giving test to the experimental class and control class after giving a different learning to both classes. The teacher gave three times teaching to both classes. There were two kinds of test. They were pre-test and post test. Before items of the test given to the students, the researcher gave tryout test to analyze validity, reliability, difficulty level and the discriminating power of each item.

After the data were collected, the researcher analyzed it. The first analysis data is from the beginning of control class and experimental class that is taken from the pre test score. It is the normality test and homogeneity test. It is used to know that two groups are normal distribution and have same variant. Another analysis data is from the ending of control class and experimental class. It is used to prove the truth of hypothesis that has been planned.

The result of the research shows that mean of parts of speech test score of experimental class (the students who taught using songs) are 83.75 and the mean of parts of speech test score of control class (the students who taught without using songs) are 75.75. Using songs is more effective than without using songs method in teaching parts of speech. It is showed of the mean of experimental class is higher than control class (83.75 > 75.75). On the other hand, the test of hypothesis using t-test formula shows the score of the t-test is higher

than the score of the t-table. The score of t-test is 2.374, while the score of t-table on α = 5% is 1.99 (2.374 >1.99). The hypothesis is accepted.

The result of this study is expected to be an information material for English teachers in teaching parts of speech and students who need it as reference.

A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, June 21th 2010

The Researcher,

Resmi Handayani
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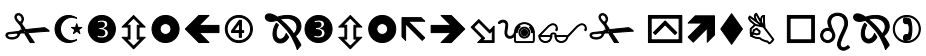
MOTTO



"Surely, there is ease after hardship" (Al-Inshirah: 6)[1]

DEDICATION

[1] Muhammad Zafrulla Khan, *The Quran*, (London and Dublin: R. J. Ackford Ltd. Chichester. Sussex, 1981), p. 623.

The thesis is dedicated to:

- My beloved father and mother (Bp. Suyamin and Ibu Syarofah) who always support emotionally and materially with prayer, love, and patience.
- My beloved brother, (Amrul Hidayat) who always support and motivate the researcher to finish this thesis.
- All my beloved family in Temanggung.
- Someone who always be in my heart who always support, advice and motivate the researcher to finish this thesis.
- All my friends of TBI 2005, especially TBI A.
- All my friends at BPI I1a Boarding house.
- All people who give support, advice and pray.

ACKNOWLEDGEMENT

First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project. Without Him, I couldn't stay patient and in control in writing this final project from the first page to the last page.

Shalawat and salam for the Prophet Muhammad who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

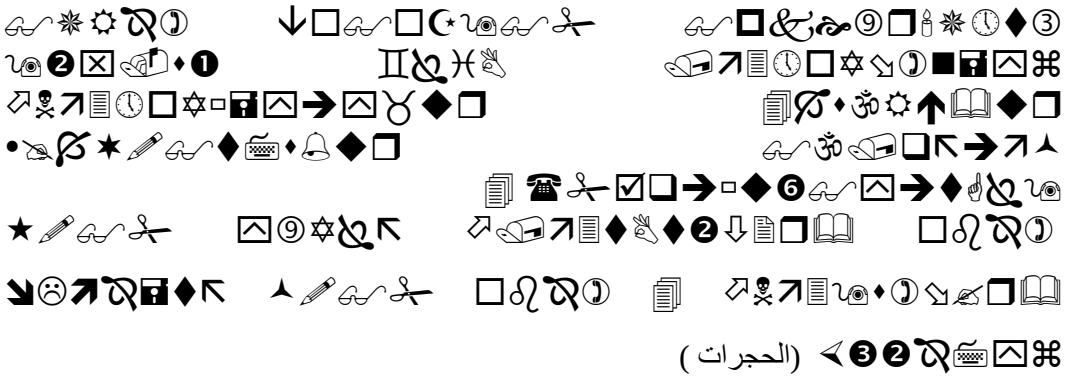
1. Prof. Dr. Ibnu Hadjar, M.Ed. as the Dean of faculty of Tarbiyah.
2. Siti Tarwiyah, SS, M.Hum as the Head of English Department and also as the first advisor and H. Mursid, M.Ag as the second advisor for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
3. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, guidance, and advices during the years of my study.
4. Library official who always give good service related with the references in this thesis so that the researcher could done this thesis well.
5. Mardjaenah, S.Pd. as the headmaster SMP Negeri 1 Bansari Temanggung who had allowed me to carry out the research in her school. Wahyu Indarti, S.Pd as the English teacher of VII C, VII D and VII E year who had helped the researcher in conducting the research in their school, and the students of 7^{th} grade class VII C, VII D and VII E, thanks for the cooperation, and also the school administration staff.

TABLE OF CONTENT

Chapter I
INTRODUCTION

A. The Background of the Study

Human being use language to communicate, one to each other. By using language, they will understand the messages that are given or sent by others. In a community, communication will go easily and enjoyable when both communicators use the same language to express their idea. Studying about language is very important, because language has been created to communicate and recognize each other. This statement is covered in detail in the al-Qur'an verse Al-Hujaraat : 13



(الحجرات)

> "O mankind ! lo ! We have created you from male and female, and We have divided you into tribes and sub-tribes for greater facility of intercourse. Verily, the most honoured among you in the sight of Allah is he who is the most righteous among you. Surely, Allah is all-knowing, all-aware.[2]

Based on the verse above, Allah SWT explained that He created human being in the world in order to know one another, but human being can not communicate one another without language.

In teaching and learning, language has central role in intellectual, social, and emotional developments of students and as a key to be successful to teach all of the studies. The goals of teaching and learning process is that the students are able to master four language skills namely listening, speaking,

[2] Muhammad Zafrulla Khan, *The Quran*, (London and Dublin: R. J. Acford Ltd. Chichester. Sussex, 1981), p. 518-519.

reading and writing. The Junior High School students have been studying English from elementary school, but as matter of fact, students still get difficulties in mastering the four language skills and in language components such as pronunciation, vocabulary, spelling and grammar.

Grammar as one of components that is difficult to be mastered by students takes very important role in composing language because to understand the nature of language, we must understand the nature of grammar, and in particular, the internalized, unconscious set of rules that is part of every grammar of every language.[3] Parts of speech as one part of grammar take very important role in understanding the composition of language. Learning about parts of speech is the first step in grammar study just as learning the letter of the alphabet is the first step to be able to read and write. From learning parts of speech we begin to understand the use of or the function of words and how the words are joined together to make meaningful communication. It is quite important to recognize parts of speech. This help to analyze sentence and understand them. It also helps to construct good sentence.

Commonly, all learners in Junior High School felt difficult study English, grammar is one of the problems. Usually the teacher explains the material with classical or conventional method like explain in front of the class, asking and answering question, it makes student feel bored and difficult to memorize the material. Because of that, The teacher have been forced to use media in teaching learning process, especially in English lesson to young learners in order to make fun and interest when they study about English. Using media in teaching learning process can rise up the new interest, rise up motivation and stimulation in learning process and also bring the students into psychological influences. The use of media in teaching learning in orientation step will help the effectiveness of teaching learning process so much and delivery of the message and material of the lesson. Besides that, using media

[3] Victoria Fromkin, Roobert Rodman, Nina Hyams, *An Introduction to Language*, Seventh Edition, (Thomson Heinle, 2003), p.14.

also help the students to increase understanding, serve the data interest and actual.

In this case, the researcher tries to make easier and more interesting in studying grammar especially parts of speech by using songs. There are some reasons why the researcher uses songs to teach parts of speech. First, song usually contains authentic, natural language. A variety of new vocabulary can be introduced to students through song and then song is usually very easily obtainable. Song can be selected to suit the needs and interest of the students. Students also think song is natural and fun.[4] Because of them, the researcher wants to write "Identifying the Effectiveness of Using Songs to Teach Parts of Speech" (an experimental research with 7th grade students of SMPN 1 Bansari Temanggung in the Academic Year of 2008/2009).

B. Reason for Choosing the Title

The researcher chooses the topic, because of the following reasons:

1. Parts of speech are important thing that must be known by students since they studied in Junior High School, because learning about parts of speech is the first step in grammar study. Parts of speech will help students to construct good sentence in English.
2. Song is an interesting media to teach English including grammar parts of speech.

C. Scope of the Study

1. This study is conducted in seventh grade of the students of SMPN 1 Bansari Temanggung in academic year 2009/20010 because she thinks this technique is suitable for them.
2. The researcher limits this study to Identifying the Effectiveness of Using Songs to Teach Parts of Speech for the content word only: noun (proper noun, common noun, concrete noun, and abstract noun), verb (predicating verb, transitive or intransitive verb, irregular and regular verb), adjective

[4] Sarah Philips, *Young Learners*, (Oxford University Press, 1993).

(adjective of quality and adjective of quantity) and adverb (adverb of manner), not the whole of the eight parts of speech. The researcher uses song as media to the students to get information about the effectiveness of using song to teach parts of speech.

D. Research Questions

The research questions of this study are as follows:

How is the effectiveness of using songs to teach parts of speech in the seventh grade students of SMPN 1 Bansari Temanggung?

E. Objectives of study

Based on the statement of problem, the objectives of the study are elaborate as follows:

To find out the effectiveness of songs to teach parts of speech in the seventh grade students of SMPN 1 Bansari Temanggung. So that the researcher use the songs as medium in order to make teaching learning grammar parts of speech easier and more understandable.

F. Pedagogical significance

The result of this study is hoped to give benefits in many ways as follows:

1. For students

   The result of the study may motivate students to improve their interest in learning grammar, especially in parts of speech. Students can use song to memorize the lesson in their mind so that they will study harder and can master the parts of speech well.

2. For teachers

   Teacher can use the result of this study as a reference when they want to improve their ability in teaching grammar, especially parts of speech. It may show the teacher that the English songs can be an interesting material in teaching parts of speech to the students.

3. For the school

   It can be supported method to improve in teaching and learning process. The school will make a right decision to use some media for supporting the teaching and learning process, especially using English songs as media in teaching parts of speech to the students.

4. For the readers

   It is hoped can give more information and contributes the knowledge. The researcher believes that this report will enlarge the readers knowledge about using songs to teach parts of speech.

5. For the researcher

   The researcher will get new knowledge and experience in teaching parts of speech using songs.

G. Definition of the key term

In order to avoid misunderstanding that can happen with the title of this research, the researcher would like to clarify the term used as follows:

1. Identifying

   Identifying comes from the word 'identify'. It means say, show, prove who or what somebody or something is.[5] In this study, identifying means to prove the effectiveness of using songs to teach parts of speech.

2. Effectiveness

   Effectiveness means the capability of producing an affect.[6] The word effectiveness is noun from the word effective.

3. Using

   Using comes from the word 'use' that it is way in which something is or can be used.[7] Another definition, use is application of anything to

[5] AS Hornby, *Oxford Advanced Learners Dictionary of Current English* (New York : Oxford University Press, 1974), p.421.

[6] *Ibid*, p.277.

[7] *Ibid*, p. 947.

particular end, custom or practice, occasion, to employ.[8] Use also can mean the way in applying.

4. Songs

Song is short musical composition with words. It can be said that song is a collection of beautiful words with rhymes, usually contains the feeling of the composer whether it is love, sad, happiness or even feeling a bout the environment or social problems. It is delivered with or without playing music instruments. Another definition, song is a short musical work set to a poetic text with equal importance given to music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment.[9] In this study, song is chosen by the researcher as media in teaching parts of speech.

5. Teach

Teach means give lessons to somebody, give somebody knowledge, skill, etc.[10] In this study, teach means give knowledge to the students about parts of speech using songs.

6. Parts of Speech

Parts of speech is one of a group of traditional classifications of words according to their function in context, including the noun, pronoun, adjective, adverb, preposition, conjunction and interjection.[11] But in this study the researcher is limited to the content words only: noun, verb, adjective and adverb.

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[8]Encyclopedia, *Webster's World University Dictionary*, (Washington, D. C.: Publishers Company, INC., 1965), p. 1097.

[9]Encyclopedia, *The Encyclopedia Americana*, (USA: Americana Corporation, 1976), p. 220.

[10] AS Hornby, *op. cit.*, p.886.

[11] http://www.thefreedictionary.com/part+of+speech (Accessed, June, 16, 2009).

Chapter II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Parts of Speech

a. The meaning of parts of speech

In English language, word is divided into some kinds/classes based on the function in the sentence. This kinds or word classes called parts of speech. Parts of speech is a classification of words according to how they are used in a sentence and the types of ideas they convey.[12] Parts of speech are the basic types of words that English has. Traditional grammar classifies words based on eight parts of speech; nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and interjections. Each part of speech explains not what the word is, but how the word is used.

Based on the explanation above, the researcher can conclude that parts of speech are words that can be classified according to their form and the pattern in a sentence.

b. The kinds of parts of speech

1) Nouns

The noun is one the most important of parts of speech. It arrangement with the verb helps to form the sentence core which is essential to every complete sentence. And it may function as the chief or headword in many structures of modification.

Noun is the words that we use to show peoples, things, places, animals, characteristics, ideas, etc. there are many types of nouns. They are as follows:[13]

[12] http://spanish.about.com/as/grammar/partsofspeech.gl.htm.(Accessed. June 16, 2009)
[13] Fuad Mas'ud, *Essential of English Grammar,* (Yogyakarta: BPFE, 1991), p. 61

a) Proper Noun. A proper noun begins with capital letter in writing. It includes personal names (Mr. John Smith, Monica, Miss. Jessica), names of geographic units such as countries, cities, rivers, etc (Holland, Paris, Toba Lake), names of nationalities and religions (Dutchman, Protestant, Islam), names of holiday (Thanks Giving Day), names of time units (Saturday), words used for personification thing or abstraction treated as a person (Liberty).
b) Common Noun. A common noun includes the name of group, place, people and the name of things generally.[14] For example: boy, book, teacher, king, lake, doctor, etc.
c) Concrete Noun. A concrete noun is a word for a physical object that can be perceived by the senses. We can see, touch and smell the object.[15] For example: chair, bread, people, car, room, sun, etc.
d) Abstract Noun. An abstract noun is a word for a concept. It is noun that can not be perceived by the senses.[16] Abstract noun is an idea that exists in our minds only. We can not see, touch and smell the object. For example: happiness, freedom, health, honesty, wisdom, life, etc.
e) Collective Noun. A collective noun is a word for a group of peoples, animals or object considered as a single unit.[17] For example: audience, committee, club, jury, etc.
f) Uncountable noun. Uncountable noun is noun that refers to things that normally are not counted. For example: water, sugar, money, time, etc.

[14] *Ibid*, p. 62.
[15] Marcella Frank, *Modern English a Practical Reference Guide*, (USA: Prentice-Hall, Inc, 1972), p. 6.
[16] Fuad Mas'ud, *loc. cit.*
[17] Marcella Frank, *op. cit.*, p.7.

g) Countable Noun. A countable noun is a noun that represents something that can be counted in number.[18] For example: pencil, finger, book, wall, etc.

h) Material Noun. A material noun is a noun that used to call the material or essence where they made from. For example: gold, water, blood, oil, etc.

2) Pronouns

The traditional definition of pronoun as a word that takes the place of a noun.[19] There are many kinds of pronoun. They are as follows:

a) Personal Pronoun

Personal pronoun refers to;

a. The speaker, called the first person.
   - Singular : I
   - Plural : We

b. The person spoken to, called the second person.
   - Singular and plural: You

c. The person or thing being spoken, called the third person.
   - Singular : He, She, It
   - Plural : They

b) Demonstrative Pronoun. A demonstrative pronoun point out someone or something.[20] The most common demonstrative pronouns are: this (plural these) and that (plural those). *This* generally refers to what is near at hand, *that* to what is farther away. For example:

(1) *This* is my book.

(2) *These* are your trousers.

[18] Hotben D Lingga and Lim Ali Utomo , *Intisari Tata Bahasa Inggris Kontemporer*, (Jakarta: Kesaint Blank, 2005). p. 47.

[19] Marcella Frank,, *op. cit.* , p. 20.

[20] *Ibid.* , p.21.

c) Indefinite Pronoun. An indefinite pronoun refers to indefinite (usually unknown) persons or things or to indefinite quantities.[21] They consist of the following compounds:

	-body	-one	-thing
Some-	Somebody	Someone	Something
Any-	Anybody	Anyone	Anything
No-	Nobody	None	Nothing
Every-	Everybody	Everyone	everything

For example:

(1) *Someone* is waiting for you.

(2) *Most* of the cars are new.

d) Interrogative pronoun. An interrogative pronoun used to introduce a question. They are: what, who, whom, which and whose.[22] For example:

(1) *Who* is she?

(2) *What* do you want?

e) Reflexive Pronoun. A reflexive pronoun is a combination of -self with one of the personal pronouns or with the impersonal pronoun one. The reflexive pronoun generally refers to an animate being, usually a person. They are:[23]

	Singular	Plural
1st person	My self	Our selves
2nd person	Your self	Your selves
3rd person	Him self/ her self/ it self	Them selves

For example:

(1) I help *myself* this morning.

(2) Hasan loves *himself*.

[21] *Ibid.*, p. 23.

[22] Fu'ad Mas'ud, *op. cit.*, p. 83.

[23] Tony Penston, *A Concise Grammar for English Language Teacher*, (TP Publications), p.45.

f) Reciprocal Pronoun. A reciprocal pronoun indicated that the individual members of a plural subject mutually react one on the other.[24] The reciprocal pronouns are 'each other' and 'one another'. *Each other* should be used for two persons and *one another* for three or more persons. For example:

(1) Ali and Ila are speaking *each other*.

(2) All the children love *one another*.

g) Relative Pronoun. A relative pronoun has function to interact two sentences in one sentence.[25] The most common relative pronouns are who (for persons), that (for persons or things), which (for things), whom, whose. For example:

(1) My brother *who* lives in Jakarta is a doctor.

(2) This is a book *which* I bought yesterday.

h) Possessive Pronoun. A possessive pronoun is pronouns which can be used with nouns or alone to show ownership. They are:[26]

	Singular	Plural
1st person	Mine	Ours
2nd person	Yours	Yours
3rd person	His/hers	Theirs

For example:

(1) This car is *hers.*

(2) Those books are *mine.*

i) Distributive pronoun. A distributive pronouns point to persons or things individually.[27] They include: each, everyone, everybody, either, and neither. For example:

(1) *Each* of them got a price.

(2) *Neither* of them was present of the meeting.

[24] Fu'ad Mas'ud, *op.cit*, p. 84.
[25] Hotben D. Lingga and Lim Ali Utomo, *op.. cit.*, p. 121.
[26] Tony Penston, *op. cit.* p. 44.
[27] Hotben D. Lingga and Lim Ali Utomo, *op.. cit.*, p. 120.

3) Verbs

The verb is the most complex parts of speech. It is a word which describes an action (doing something) or a state (being something).[28] The types of verbs are as follows:

a) Predicating or linking verb. A predicating verb is the chief word in the predicate that say something about the subject. A linking verb is a verb of incomplete predication, it merely announce that the real predicate follows.[29] The more common linking verbs are appear, be, become, get, look, remain, seem, feel, taste, smell and sound. For example: She *looks* seriously.

b) Transitive or intransitive verb. *A transitive verb* is verb that need object to complete the meaning of sentence. While *an intransitive verb* does not require an object.[30] Only transitive verb may be used in passive voice. For example:

(1) A dog bits a man. (transitive)

(2) You push the door. (transitive)

(3) She is walking in the park. (intransitive)

(4) The sun shines. (intransitive)

c) Regular and irregular verb. A regular verbs can change based on the form of tense and it happens regularly. While an irregularly verb is verb that have some function with regular verb, but the change the form happen regularly.[31] For example:

(1) Play- played- played. (regular)

(2) Drink- drank- drunk. (irregular)

4) Adjectives

An adjective is a word that describes about a noun. It tells something about a noun. An adjective modifies a noun or a

[28] *Ibid*, p. 324.
[29] Marcella Frank, *op. cit.*, p. 48.
[30] Fu'ad Mas'ud, *op. cit.*, p. 115-116.
[31] *Ibid*, p. 118.

pronoun by describing, identifying, or quantifying words. There are many kinds of adjective:

a) Adjective of quality. An adjective of quality point to form, piece or condition the noun or pronoun. For example: small, fat, large, poor, short, etc. for example: I have a *small* body.
b) Adjective of quantity. An adjective of quantity is adjective that show the number of things that can not be count. They are: much, some, enough or sufficient, little, all, bit, no, any, half, etc. For example:
   (1) He ate *little* bread.
   (2) Will you have *some* tea?
c) Adjective of numeral. An adjective of numeral indicates the number of definite or indefinite.
   (1) Definite
      (a) Cardinal (one, two, three, etc). We have *three* cars at home.
      (b) Ordinal (first, second, third, etc). Our class in the *third* floor.
      (c) Multiplications.
         - Single, double, triple.
         - Twofold, threefold.
         - A pair, a dozen, etc..
   (2) Indefinite, indicates not exactly, but can be count or describes. They are: all, some, enough, many, several, few, a few, one, etc.
d) Demonstrative adjective. A demonstrative adjective point out someone or something. It consists of: this, that, these, those. For example:
   (1) *This* book is mine.
   (2) *These* trousers are yours.

e) Proper adjective. A proper adjective comes from proper noun that usually means their religions or their languages. Proper adjective begins with capital letter. For example:

Proper noun	Proper adjective
England	English
Holland	Dutch
Java	Javanese
Canada	Canadian

For example: *English* people like drinking tea.

f) Interrogative adjective. An interrogative adjective used to make question. They are: what, which, whose (before noun). For example:
   (a) What time will you come?
   (b) Which man do you mean?
   (c) Whose book is this?

g) Possessive adjective. Its showing possession which are placed before a noun.
   (a) From pronoun: my, your, our, his, her, its, their.
   (b) From noun: John's, the girl's, etc.

h) Distributive adjective. A distributive adjective show one of some special quantities. They are: each, -every, -either, -neither.[32] For example:
   (a) She read every book of the library.
   (b) Every boy is weeping.

5) Adverbs

An adverb is a word which usually describes a verb. It tells how something is done. It may also tell when or where something happened.[33] The kinds of adverb:

[32] *Ibid*, p. 93-9.6

[33] Parts of Speech, http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/parts.htm (Accessed, June 24, 2009).

a) Adverb of Manner. An adverb of manner tells how something is done or something happened. For example:
   (a) He runs *quickly.*
   (b) Julia sings *sweetly.*
   (c) Ridwan speaks English *fluently.*
b) Adverb of Place and Direction. Adverb of place and direction explains the place happened and the direction of event. For example:
   (a) She will come *here* again.
   (b) I can't find any glasses *everywhere.*
   (c) They walk *down.*
c) Adverb of Time. An adverb of time tells when something is done and happened. There are two kinds of adverb of time:
   (a) *Definite time*: yesterday, now, Saturday night, today, tomorrow, last week, etc. For example: I am studying English *now*.
   (b) *Indefinite time*: recently, soon, already, just, next, nowadays, still, etc. For example: She will come here *soon.*
d) Adverb of Degree. An adverb of degree explanations word which explain degree or how far the thing is. They are: very, too, rather, almost, nearly, etc. For example:
   (a) He always walks *rather* quickly.
   (b) He *almost* finished working.
   (c) *Nearly* every woman loves a bargain.
e) Adverb of Frequency. An adverb of frequency tells the frequency of something that is done and happened. They are: usually, always, often, sometime, rarely, scarcely, hardly, ever, never, etc. For example:
   (a) She *sometime* comes late.
   (b) He *always* wakes up early.

f) Adverb of Quantity. An adverb of quantity explains sum or how many times something is done and happened. For example:
   (a) She studies English *little*.
   (b) He has won the prize *twice*.

g) Interrogative Adverb. An Interrogative adverb is verb that used to make questions. They are: why, where, how, when, how long, etc. For example:
   (a) Where did you buy this book?
   (b) How did she come here?
   (c) Why were you absent yesterday?

h) Relative Adverb. A Relative adverb has function as connect in the sentences. They are: therefore, accordingly, moreover, besides, however, nevertheless, etc. For example:
   (a) She is very busy accordingly she can not see me.
   (b) Amir wanted to go out although it was raining.[34]

6) Conjunctions

A conjunction connects two words, phrases or sentences together.[35] There are two types of conjunction:

a) Coordinate conjunction. A coordinate conjunction is words which connect two sentences that related one another and has same degree.[36] They are: and, or, but, yet, for, nor.

b) Subordinate conjunction. A subordinate conjunction used to connect subordinate clause and main clause.[37] They are: before, until, after, until, since, as, than, etc.

[34] Fuad Mas'ud, *op. cit.*, p. 119-121.
[35] Parts of Speech, http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/parts.htm (Accessed, June 24, 2009).
[36] Fuad Mas'ud, *op. cit.*, p. 145.
[37] *Ibid*, p. 149.

7) Prepositions

Preposition usually comes before a noun, pronoun, or noun phrase. It joins the noun to some other part of the sentence.

a) Prepositions have physical relationship time. The first one is one point of time: on, at, in. the second one is extended time: since, by, until, for, during. The third one is sequence of time: before and after.

b) Prepositions have physical relationship to place, position and direction; in, on, at, over, above, under, near, beside.

8) Interjections

An interjection is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks. For example: Ouch!, Hello!, Hurray!, Oh no!, Ha!.[38]

Based on the explanations above, there are many types of each parts of speech that must be mastered by the students, because it is the first step in studying English language and also has big influences to students to mastery about English language. It is important to recognize and identify the different types of words in English. So that the students can understand grammar explanations and use the right word form in the right place.

2. The Concepts of Song

1) The definition of song

In this study the researcher assumes that music can offer new opportunities for acquiring the objective in certain skill and competencies with the enjoyment and pleasure activities.

> Jeremy Harmers said that:
> "Music is a powerful stimulus for students engagement precisely because it speaks directly to our emotion while still allowing us to use our brain to analyze it and its effects if we so

[38]Parts of Speech, http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/parts.htm (Accessed, June 24, 2009).

wish. It can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning".[39]

Music itself has some forms, and one of them is called song. Song is a work of art which can be enjoyed by anyone. As mentioned by some experts who provide their view that song is "Music for the voice".[40] Another definition, song is a short musical work set to a poetic text with equal importance given to music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment.[41] Song is also defined as "short and usually simple piece of music for voice, with or without instrumental accompaniment".[42]

Song as one of authentic materials is taught for variety of purposes e.g. listening, speaking, vocabulary, grammar, etc. Songs lyric are excellent teaching tool that will engage, excite and motivate young people. The creative process of analyzing and interpreting song lyric help the students to develop essential research, writing, comprehension, critical thinking and media literacy skill.

Based on the references above, I conclude that song is a group of beautiful words in which there is a message in it to be conveyed to other people and presented with beautiful music. It deals with some themes. It deals with story, advice, study, religion, environment, universe, love, happy and sad feeling.

2) The Aspects of Song

Music has many different elements, but it can be limited into some categories. For example, music is comprised of : melody, rhythm etc. Teacher who wants to select a song as media in their teaching

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[39] Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p. 242.

[40] AS Hornby, *op. cit.*,, p. 822.

[41] Encyclopedia, *The Encyclopedia Americana*, (USA: Americana Corporation, 1976), p. 220.

[42]Concise Encyclopedia, http://www.Answers.Com/Britannia concise encyclopedia/song (Accessed, January 18, 2010).

needs to know the basic elements of song because it requires a good of musical sound to produce a pleasant sounding. There are some aspects of song:

1) Melody. A melody is sweet music, tunefulness, arrangement of notes in a musically expressive succession.[43] A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change of some kind and be perceived as a single entity called melody. Melody may be said to result where there are interacting pattern of changing events occurring in time. Te essential elements of any melody are duration, pitch and quality (timbre, texture and loudness). Melody often consist of one or more musical phrases, motifs and are usually repeated throughout a song or piece in various forms.
2) Rhythm. A rhythm is regular succession of weak and strong stresses, accents, sounds or movements (in speech, music, dancing, etc).[44] Rhythm (Greek = tempo) is variation of the duration of sounds or other events over time.[45] Rhythm involves pattern of duration that are phenomenally present in the music with duration measured by interval.
3) Lyric. A lyric is simply words of a song. The lyric or song text roles do not only as a complement of the song but also as important part of the musical elements which determine the theme, character and mission of the song.[46] Lyric may refer to: *lyric* from Greek language, a song with a lyre and *lyrics* the composition in verse which is sung to a melody to constitute a song. As mentioned above, lyric play an important role in determine the theme, character and mission of the song.

[43]AS Hornby, *op. cit.*, p. 529.
[44] *Ibid*, p. 729 .
[45] Wikipedia, http://en.wikipedia.org./wiki/rhythm (Accessed, January 18, 2010).
[46] Wikipedia, http://en. Wikipedia.org./wiki/lyric (Accessed, January 18, 2010).

3) Songs in Language Classroom

Songs is great tools to use in the classroom. Everyone likes listening of music and the right song can not only be fun for the students and teacher but also be used in affective way to teach variety of language, like teach vocabulary, phrase and also grammar, especially grammar parts of speech. So that the teacher should choose and select the song that suitable with students' need and the aim of the teaching. Songs are chosen as a great technique to teaching English for children because tune and rhythm are important part in children life and also as tools to teaching language to the children. Teaching and learning language, especially foreign language will more interest if it served with interest media.[47]

Music is everywhere and all students have musical tastes.[48] The use of music and song in the classroom can stimulate very positive associations to the study of languages, which otherwise may only be seen as a laborious task, entailing exams, frustration and corrections. Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. As stated by Lo and Fai Li (1998:8), learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.[49]

As a sequence, the use of songs in language classroom provides many advantages. They entertain and relax the learners while they are learning or practicing a structure and they often eliminate the students'

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[47] Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: PT Bumi Aksara, 2007), p. 114.

[48] Tim Murphey, *Music and Song*, (New York: Oxford University Press, 2002), p. 5.

[49] Arif Saricoban and Esen Metin, "Songs, Verse and Games for Teaching Grammar", http://iteslj.org/Techniques/Saricoban-Songs.html. Retrieved on January 5, 2009.

negative attitude towards learning. Through providing authenticity and context they make the grammar points more understandable and easy. As language teachers, we can benefit from using sons, since our concern is to motivate the students and draw their utmost attention on the subject during teaching.

From explanation above, it is said that songs become the right choice to be used in teaching learning process because it is well-designed for the students. Songs will opportunity to learn material which is suitable for the nature of children. song offers the highly memorable and encourage the students creativities in every skill, so that it is very good tools used in language classroom. When teacher is using songs in the classroom, it can be a good media to help their students in understanding the materials, be more relaxes and enjoy.

4) Consideration for Choosing Songs in Language Classroom

Choosing the right English song for the Junior High School students is not easy. Ideally, an English song chosen should reflect the culture of English speaking countries. Here, there are some suggestions in choosing the English song:[50]

1) Songs that are selected should be suitable for students' age and the aim of the teaching.
2) The teacher should ask students whether they like the song that teacher offers or not.
3) The teacher should decide the theme or topic to be discussed before starting the lesson.
4) The lyric of song should be easy to understand and close to the daily life.

When the teacher wants to use songs in teaching learning process, the songs should have an appropriate size so that, students can understand the material. The teacher also should be careful in selecting the suitable songs for the students. Generally, the type of songs we

[50] Kasihani K.E. Suyanto, *loc. cit.*

teach to our class will depend on the age, interest and learning level of the students.

5) The Advantages of Song in Language Learning

In relation to language learning, the use of song offers two major advantages:

1) Music and song is highly memorable. Using song in classroom is a powerful way to help the students remember the language.
2) It is highly motivating, especially for children, adolescents, and young adult learners.[51] Song is a good way to motivate the students in English classroom. The most spontaneous way to introduce students to language and make them feel comfortable is to involve them in music and song.

Based on the explanation above, the researcher can conclude that song can easily be used in language classrooms. It is precious resources to develop students' abilities in listening, speaking, reading and writing. And also can be used to teach a variety of language items, especially in grammar. Songs can motivate the students in learning English. They can imitate and memorize the words of the songs in their mind. And songs can offer unparallel opportunities both for teacher-students and students-students interaction in learning parts of speech through songs.

Songs as media in teaching and learning process are good for teacher as well as for students. Songs helps the teacher to draw the students' interest and to engage the students' motivation. If the students are motivated, they will learn hard. The purpose of using songs is that the students are expected to be more active during the teaching and learning process.

[51] Tim Murphey, *op. cit.,* p. 3.

6) Songs as Media to Teach Parts of Speech

As we know that studying about grammar is very important to the students. Parts of speech as one parts of grammar take very important, because it is help the students to construct good sentences. But as matter of fact, the students still difficult to understand about grammar. One of the problem is students are bored when the teacher is not using variety in teaching grammar class. Based on this statement, the researcher is trying to use songs in teaching grammar parts of speech because song is providing a relaxed classroom atmosphere and to teach a new topic. According to Eken quotes by Kevin schoepp's article, she states that "songs can be used to present a topic, lexis, etc., to practice language point, lexis, etc., to focus on common learner errors in a more direct way, to encourage extensive and intensive listening, to stimulate discussion of attitudes and feelings, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere and to bring variety and fun to learning".[52]

Murphey has said that anything we can do with a text we can also do with songs, or texts about songs, some additional things we might do with music and song in teaching, they are: study grammar, practice selective listening comprehension, compose songs, translate songs, write dialogues using the words of songs, do role-plays, dictate a song, energize or relax classes mentally, practice pronunciation, intonation and stress, teach vocabulary, learn about your students and from your students, letting them choose and explain their music, have fun, etc.[53]

Virgina Martin also using music and songs in teaching grammar. she teaches ESL in the English Department, Bowling Green state

[52] Kevin Schoepp, "Reasons for Using Songs in the ESL/EFL Classroom", Schoepp [at] Sabanciuniv.edu Sabanci University, Istambul, Turkey. http://iteslj.org/articles/schoepp-songs.html.

[53] Tim Murphey, *op. cit.*, p. 10.

University, Ohio, in the United States. She uses songs to contextualize and review grammar points in memorable listening context.[54]

The advantages of song according to Henry Wadsworth Longfellow, he states that, 'Studies have shown that music that music can improves concentration, memory, bring a sense of community to a group, motivates learning, relaxes people who are overwhelmed or stressed, make learning fun, and help people absorb material'.[55] And he adds that Music can be used to introduce a new theme or topic, break the ice in a class, change the mood, teach and building vocabulary and idioms, review material, teach pronunciation and intonation, teach songs and rhyme about difficult grammar and spelling rules that need to be memorized, teach reading comprehension, and teach listening for details and gist.[56]

Based on the statements above, the researcher using songs as mnemonic device in order to improve students understanding on parts of speech, especially in noun, verb, adjective and adverb. The researcher composes the song herself. Because of songs is highly memorable and highly motivating, so that the students easily to memorize parts of speech through song.

B. Previous Research.

The writer has some relevant previous researches that support, there are:

1. Thesis entitled 'The Use of Songs as Media in Teaching Vocabulary to Children (The Case of the fourth grade of SD Negeri Nyatnyono 3 Ungaran in the Academic Year of 2005/2006), by Lika Nurul Istiqomah's

[54] Martha C. Pennington, *New Ways in Teaching Grammar*. (Bloomington: TESOL, Inc., 1995), p. 196.

[55] Henry Wadsworth Longfellow, " Using Music in the ESL Classroom", http://www.englishclub.com/teaching-tips/music-classroom.htm, 10/03/2009

[56] Henry Wadsworth Longfellow, *" Ibid"*

final project (2201401529) of Semarang State University.[57] She used song to teaching vocabulary. She did her research on experimental. She chosen two classes, they are experimental and control group. One of the objectives of the study is to find out whether or not there is significance difference the students' English achievement between the students who are taught by using song and who are not taught by using song. The result showed that the using song in teaching vocabulary gives result better than without using song. Song could be an effective to teaching vocabulary in the fourth grade of SD Negeri Nyatnyono 3 Ungaran.

2. Thesis entitled 'Improving Students Pronunciation of English Diphthongs through Songs (A Classroom Action Research with Eight Graders Students of MTsN 01 Semarang in the Academic Year of 2008/2009), by Ali Miftahul Amin's final project (043411126) of IAIN Walisongo Semarang.[58] He used songs to improving students' pronunciation. The result of this thesis was significant. So that the use of songs has big influence in pronunciation in English diphthongs. From Ali Miftahul AMIN'S project, the researcher found the same in media but differ in skill.
3. Thesis entitled 'the Effectiveness of Using Song In Teaching English to Increase Speaking Ability', by Arif Budi Prasetyo's final project (02420185) of Department of English Education Faculty of Language and Art Education IKIP PGRI Semarang.[59] She used song as media to teaching English to increase speaking ability and the result was significant. In this research, using song in teaching English to increase speaking ability was better than those though with conventional method. From Arif Budi Prasetyo's final project, the researcher found same in media but differ in skill.

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[57] Lika Nurul Istiqomah (2201401529), *The Use of Songs as Media in Teaching Vocabulary to Children (The Case of the fourth Grade of SD Negeri Nyatnyono 3 Ungaran in the Academic Yar of 2005/2006)*, (Semarang: UNNES, 2006).

[58] Ali Miftahul Amin (043411126), *Improving Students Pronunciation of English Diphthongs through Songs (A Classroom Action Research with Eight Graders Students of MTsN 01 Semarang in the Academic Year of 2008/2009*), (Semarang: IAIN Walisongo, 2009).

[59] Arif Budi Prasetyo (02420185), *The Effectiveness of Using Song in Teaching English to Increase Speaking Ability*, (Semarang: IKIP PGRI, 2008)

Basically, this study is almost the same as the three previous ones used song as media to teaching learning, they are thesis written by Lika Nurul Istiqomah, Arif Budi Prasetyo and also Ali Miftahul Amin. Lika Nurul Istiqomah used song as media to teaching phrasal verb while Arif Budi Prasetyo used song to increase speaking ability and the third thesis written by Ali Miftahul Amin, he used songs as media to improve students' pronunciation of English diphthong. In this research, the writer focuses on grammar parts of speech using song as media in teaching and learning process.

C. Hypothesis.

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of its truth. It is provisional truth determined by researcher that should be tested and proved.[60] Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

In this research, the hypothesis is that there is a significant difference in parts of speech achievement score between students taught using song and those taught using non-song.

[60] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 116.

Chapter III

RESEARCH METHOD

A. Research Approach

This is quantitative research. This research focused on identifying the effectiveness of using songs to teach parts of speech. The researcher focused on giving test to the student in order to know the effectiveness of using songs to teach parts of speech. Some statistical measurement, to calculate percentage had been applied to support the data analysis. In this study, researcher able to find out the effectiveness of using songs to teach parts of speech.

B. Setting and time

The researcher conducted the research at the seventh grade of SMPN 1 BANSARI, TEMANGGUNG in the second semester of the academic year of 2009/2010. She conducted this research from 10th of February 2010 to 25th of February 2010.

Table 1

List of time of the study

Number	Activity	February						
		10th	12th	13th	18th	19th	20th	25th
1.	Try out	■						
2.	Pre test		■	■				
3.	Treatment 1				■			
4.	Treatment 2					■		
5.	Treatment 3						■	
6.	Post test						■	■

For the table above, it can be concluded that this research administrated six steps, first, gave a tryout test for tryout class. Second, gave pre test for both classes (experimental and control classes). Third step, the researcher gave treatment both classes by difference treatment, it was conducted three times treatment in each class. And the last, to get the result of treatment, the researcher gave a post test to both classes.

C. Research Design

The method of the research was experimental. An experimental is "defined as a situation in which one observes the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produces a change in the other (Anderson 1969)".[61] In other words, the researcher look at significant different between first variable (use of song in teaching parts of speech) and second variable (students' score in parts of speech).

The researcher chose the method because she wants to know the effectiveness of using songs in student's parts of speech achievement. The approach used is quantitative. It means the method and instrument involve numerical measurement and then statistical quantification was conducted. In experimental design, a pre-test was administered and then followed by separate methodological treatments to a number of different groups of pupils. After a fixed period of time a post test was given.

Based on the explanation above, the design of the research can be described in the pattern below:

Experimental Group	Pre-test (O1)	Treatment	Post-test (O2)
Control Group	Pre-test (O3)	Treatment	Post-test (O4)

[61] Rodgers and Brown, *Doing Second Language Research,* (Cambridge: Oxford Press 2002), p. 211.

This research focused on identifying the effectiveness of using songs to teach parts of speech. So that to measure the effectiveness of song as media to teach parts of speech, the researcher identified some result they are:

1. The score of students before treatment.
2. The score of students after treatment.
3. The differences between pre test and post test score of students.
4. The differences of students' atmosphere between the students who are taught by using song and the students who are not taught by using song in teaching and learning process

D. Variable research

Variable is a variation object of the study. From the design of experiment there are two types of variables: dependent variable (y) and independent variable (x). The dependent variable is the variable of focus or the central variable on which other variables will act if there is any relationship. The independent variable is selected by researcher to determine the relationship with the dependent variable.[62] So, the variables in this study are:

1. Independent Variable (x).

   Independent variable in this research is the use of song in teaching parts of speech.

2. Dependent Variable (y).

   Dependent variable in this study is the parts of speech achievement score of students at the seventh grade of SMP NEGERI 1 BANSARI, TEMANGGUNG.

[62] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 118-119.

E. Population, Sample and Sampling Technique

1. Population

According Arikunto, population is all of the subject of research.[63] In other word, population is the big research group chosen to representing all members of group. The population of this research was the students of seventh grade of SMPN I Bansari Temanggung in the academic year of 2009/2010. The seventh grade Students of SMPN 1 Bansari is divided into six classes. There are class VII A, VII B, VII C, VII D, VII E and VII F. There are 30-41 students in each class. The total number of the population is 240 students.

Table 2

List of population

Class	Male	Female	Total
VII A	15	24	39
VII B	14	25	39
VII C	22	18	40
VII D	19	21	40
VII E	23	18	41
VII F	23	18	41
Total	116	124	240

2. Sample

Sample is representative of population that will be observed.[64] Sampling is the process of selecting number of individuals for the study in such a way that the individuals represent the larger group from which they are selected.

The researcher took sample in this research because the respondents are more than 100 persons. The important thing in this study is the aim of sampling is to construct a sample that can represent the entire population. It means that sample must be able to represent the whole data of population.

[63] Suharsimi Arikunto, *op. cit.*, 13th Ed., p. 130.
[64] *Ibid.*, p. 131.

Sample in this research is class VII C is as control class, VII D is as experimental class and VII E is as tryout class.

3. Sampling technique

In this research, the researcher used random sampling technique. It was used because it was easy to carry out and did not need to follow difficult procedure. In this case, the classes were randomly chosen as the sample of the research in which each of them as a number of populations had an equal chance to be included in. the sample the sample.[65]

The numbers of seventh year students of SMPN 1 Bansari Temanggung were 240 students divided into six classes. Then the researcher asked permission to the English teacher to take three classes as sample in this research, they are as try out, control and experimental class. The three chosen classes as samples created by lottery that determined the tryout, experimental and control group.

And the last we got class VII C, VII D and VII E as a sample. The class VII D is as experimental class, VII C is as control class and VII E is as tryout class.

F. Technique of Data Collection

To get the accurate data in this study, the researcher selects the instruments that will be appropriate for the problem statement, there are:

1. Test

Arikunto said that test is questions or exercises and other tools which used to measure skill, intelligence knowledge, and ability that had by individual or group. In this research, the test was given to tryout class, control class and experimental class.

The instrument of the test in this research is objective test. There are many kinds of objective test; they are true-false test, multiple choice tests, matching test and completion test. The researcher used multiple choice forms since it was easy to score and administer.

[65] Sugiarto, *Teknik Sampling*, (Jakarta: PT Gramedia Pustaka Utama, 2003), p. 90

The researcher used multiple choice forms and matching items form. The choice of the test type is based on the consideration that multiple choice test are:

a. Easier to be scored and it does not take much time to score
b. More objective to score because it just has one correct answer.
c. Not subjectivities to score

In this research, the researcher used pre test and post test, they are:

1) Pre-test.

Before the researcher teaches new material by using song, the researcher gave a test to the students. Pre-test was given to the experimental group and control group with same test. This test was given before the experiment was run.

2) Post-test.

To get the data, the researcher gave a post-test to experiment group and control group in order to know the ability of the students after they were taught by using song and the students who were taught without song as media to teach parts of speech. The score of students' achievement can be calculated by using this following formula:[66]

$$Score = \frac{The\ number\ of\ \ rigth\ answer}{The\ number\ of\ \ questions}\ x100\,\%$$

G. Technique of Data Analysis

1. Tryout Instrument of the Test

To find out the effectiveness of song to teach parts of speech, the researcher provided any test, one of them tryout test. Tryout test is conducted before the pre test is administered. The tryout was given to VII E of the students of SMP N 1 Bansari Temanggung. The researcher prepared 20 items as the instrument of the test. The quality of data, whether it is good or bad is based on the instrument used. So, before the

[66] Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*,(Jakarta: Bumi Aksara, 2007) 7th Ed, p. 235-236

test was used an instrument to collect the data, it had been tried out first to the students in tryout class. From 20 test items of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering many categories as follows:

a. The Validity.

Validity is a measurement which shows validity of the instrument.[67] An instrument is said to be valid when it really measures what is supposed to be measured/tested. Validity is the most important variable in judging the quality of a measurement of an instrument before we use. Validity is counted by using product moment correlation formula:[68]

$$R_{xy} = \frac{N\Sigma XY - \Sigma(X)\,\Sigma(Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma X^2 - (\Sigma Y)^2\}}}$$

R_{xy} = The correlation coefficient between X variable and Y variable.

N = The number of the students.

X = The number of each item score.

Y = The number of total score.

Calculation result of r_{xy} is compared with r_{table} of product moment by 5% degree of significance. If r_{xy} is higher than r_{table} , the item of question is valid

b. Reliability.

Reliability refers to the consistency of test score, if it measured twice or more because each research can be possibly wrong.[69] A measurement is said to be reliable or consistent if the measurement can produce similar results if used again in similar circumstance. To get the coefficient of correlation, the writer applied the *product-moment*

[67] Suharsimi Arikunto, *op. cit.*, 13th Ed., p. 168.

[68] Karnadi Hasan, *modul Dasar-Dasar Statistika Terapan*, (Fakultas Tarbiyah IAIN Walisongo: Semarang), p.5.

[69] Suharsimi Arikunto, *op. cit.* 7th Ed., p.86.

formula and then continued to the *spearman-brown* formula. The formula of product moment as follow:

$$r_{XY} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\left\{N\Sigma x^2 - (\Sigma x)^2\right\}\left\{N\Sigma y^2 - (\Sigma y)^2\right\}}}$$

In which,

r_{XY} : Coefficient of correlation between the scores of the first and last part of the items.

N : The number of students / subject participating in the test/ testee.

Σ_X : The score of first part

Σ_Y : The score of last part

After finding r_{XY} the computation is continued to the *spearman-brown* formula as follow:[70]

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

In which,

r_{11} : The reliability of the instrument.

r_{xy} : Coefficient of the correlation between the first and last part.

Calculation result of r_{11} is compared with r_{table} of product moment by 5% degree of significance. If r_{11} is higher than t_{table} , the item of question is reliable.

c. Degree of Test Difficulty.

An item is considered to have a good difficulty level if it is not too easy or too difficult for the students, so they can answer the items. If a test contains many items, which are too difficult or too easy, it can not function as a good means of evaluation. Therefore, every item

[70] Suharsimi Arikunto, *op. cit.*, 13th Ed., p.180.

should be analyzed first before it is used in a test. Each item was classified in the difficulty level by using this formula:[71]

$$FV = \frac{R}{N}$$

In which,

FV : The index of difficulty

R : Number of students who answered the item correctly

N : Number of students

Or:

$$FV = \frac{Correct\ U + Correct\ L}{2n}$$

In which:

D : The discrimination index

U : The number of the students in the upper group who answered item correctly

L : The number of the students in the lower group who answered item correctly

n : The number of the students in one group.

The criteria are:

P = 0.00 ≤ P ≤ 0.30 Difficult question.

P = 0.30 ≤ P ≤ 0.70 Sufficient.

P = 0.70 ≤ P ≤ 1.00 Easy.

[71] J.B Heaton, *Writing English Language Test, (*London: Longman Group Limited, 1976), p. 172.

d. Discriminating Power.

The discriminating power measures how well the test items arranged to identify the differences in the students' competence. The formula is:[72]

$$D = \frac{Correct\ U - Correct\ L}{n}$$

In which,

D : The discrimination index

U : The number of the students in the upper group who answered item correctly

L : The number of the students in the lower group who answered item correctly

n : The number of the students in one group.

The criteria of discriminating power:

$0.00 \leq p \leq 0.20$ Less

$0.20 \leq p \leq 0.40$ Enough

$0.40 \leq p \leq 0.70$ Good

$0.70 \leq p \leq 1.00$ Excellent

2. Pre-request Test

Before the writer determines the statistical analysis technique used, He examined the normality and homogeneity test of the data.

a. Normality Test

It is used to certain normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the distribution data. Step by step Chi-square test is as follows:

1) Determine the range (R); the largest data reduced the smallest.
2) Determine the many class interval (K) with formula:

   K = 1+ (3.3) log n

[72] *Ibid*, p. 174.

3) Determine the length of the class, using the formula:

$$P = \frac{range}{number\ of\ class}$$

4) Make a frequency distribution table.

5) Determines the class boundaries (bc) of each class interval.

6) Calculating the average Xi ($\overline{X}$), with the formula:

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i}$$

7) Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}}$$

8) Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

x = limit class.

$\bar{x}$ = Average.

S = Standard deviation.

9) Define the wide area of each interval.

10) Calculate the frequency expository (Ei), with formula:

Ei = n x wide area with the n number of sample.

11) Make a list of the frequency of observation (Oi), with the frequency expository as follows:

class	Bc	Z	P	L	Ei	$\frac{Oi - Ei}{Ei}$

12) Calculate the chi-square (X^2), with the formula:

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

13) Determine dk = k-3, where k is the number of class intervals and α = 5%.

14) Determining the value of X^2 table.

15) Determining the distribution normality with test criteria:

If $X^2_{count} > X^2_{table}$, the data is not normal distribution and the other way if the $X^2_{count} < X^2_{table}$, the data is normal distribution.[73]

b. Homogeneity Test

Homogeneity test should be given to both classes; they are control and experimental class before the experiment just to make sure that the both classes really are the same.

The steps as follows:

1) Calculate variants both classes (experimental and control classes), with the formula:

$$S_1^2 = \frac{\sum (x - \bar{x})^2}{n_1 - 1} \text{ And } S_2^2 = \frac{\sum (x - \bar{x})^2}{n_2 - 1}$$

2) Determine $F = \frac{Vb}{Vk}$

Where:

Vb : Bigger Varian.

Vk : Smaller Varian.

Determine dk = $(n_1 - 1) : (n_2 - 1)$

3) Determine F_{table} with α = 5%

4) Determining the distribution homogeneity with test criteria:

If $F_{count} > F_{table}$, the data is not homogeneous and the other way if the $F_{count} < F_{table}$, the data is homogeneous.[74]

[73] Sudjana, *Metode Statistika*, (Bandung: Tarsito, 1996), p. 273.
[74] *Ibid*, p. 250.

c. Test of the Average

It is used to examine average whether experiment group and control group have been decided having different average. [75]

T-test is used to analyze the data of this research. A t-test would be the measure you would use to compare the mean scores of the two groups.[76]

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

$\overline{X}_1$: The mean score of the experimental group

$\overline{X}_2$: The mean of the control group

n_1 : The number of experiment group

n_2 : The number of control group

S_1^2 : The standard deviation of experiment group

S_2^2 : The standard deviation of both groups

If = $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\overline{X} - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_1^2}{n_2}}}$$

[75] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1995) 6th Ed, p. 264.

[76] Rodgers and Brown, *op cit,* p. 205.

The hypotheses are:

Ho = $\mu_1 = \mu_2$

Ha = $\mu_1 \neq \mu_2$

μ_1 : average data of experiment group

μ_2 : average data of control group

Criteria test is: Ho is accepted if $-t_{(1-\frac{1}{2}\alpha)} < t < t_{(1-\frac{1}{2}\alpha)}$, where $t_{(1-\frac{1}{2}\alpha)}$ obtained from the distribution list t with $dk = (n_1 + n_2 - 2)$ and opportunities $(1 - \frac{1}{2}\alpha)$. Values for other t Ho rejected.[77]

H. Hypothesis Test

Proposed hypothesis test in average similarity with the right test is as follows:

Ho = $\mu_1 = \mu_2$

Ha = $\mu_1 > \mu_2$

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

$\overline{X}_1$: The mean score of the experimental group

$\overline{X}_2$: The mean of the control group

n_1 : The number of experiment group

n_2 : The number of control group

S_1^2 : The standard deviation of experiment group

S_2^2 : The standard deviation of both groups

[77] Sudjana., *op.cit* p. 239.

If = $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\overline{X} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_1^2}{n_2}}}$$

Testing criteria that apply Ho is accepted if $t_{count} > t_{table}$ with determine dk = ($n_1 + n_2 - 2$) and α = 5% with opportunities (1 - α). Values for other t Ho rejected.[78] This Analysis used to interprets more complete of the result of hypothesis. In this Analysis the researcher interprets from the results of the data which already proceed. Then, compare t-test or t_o with t table in the value 5%.

1. If the result of t value < t table, it means there are no differences result between students who are taught by using song and those are taught by using conventional method.

2. If the result of t value > t table, it means there are differences result between students who are taught by using song and those are taught by using conventional method.

I. Research Procedures

There are three stages in doing this experiment: pre-test, experiment, and post-test.

1. Pre-test

   The pre-test was administered before the treatment session. The researcher gave them multiple choice tests. This was done to both groups, the experimental and controlled groups.

[78] Sudjana, *op cit*, p. 243.

2. Giving a treatment

The two groups were given a different treatment. In this research, there were three times treatments of each group. It can be explained as follows:

a) Experimental Group

1) In the firts meeting, first, the teacher introduced students about parts of speech and the kinds of eight parts of speech.. Then gave lyric song in a paper (noun and adjective), taught how to pronounce each of the words in song lyric, gave example one or more how to sing a song and asked students sing together repeatedly until they can memorize and understand the song lyric. Then asked the students to analyze song lyric based on their understanding in a group, asked each group explain it in front of the class. After that teacher explain more the song lyric in order to make students correct their mistakes.

2) In the end of teaching learning process in the classroom, the teacher asked students found some example of noun and adjective in word and sentence (minimal 10 words and 10 sentences) as their homework.

3) In the second meeting, the teacher corrected the students' work and gives feedback. After that asked students memorize song by singing it one by one in front of the class 1 up to 5 students and to be continued with other material (verb and adverb) with same procedures.

4) In the third meeting, the teacher reviewed the material (noun, adjective, verb and adverb) by using songs and be continued by gave them post test.

b) Control Group

1) In the classroom, teacher only introduced and explained about parts of speech with conventional method and also gave them assignment.

2) The first meeting teacher taught about noun and adjective. The second meeting about verb and adverb and the last meeting the teacher reviewed the material to be continued with gave them post test.

3. Administering a post-test

After different treatment was given, the students both experimental and control group were given a post-test on writing test. This test was aimed to measure the students' achievement on parts of speech. The teacher gave them multiple choice tests. From this test, the researcher scored the result of the test, determined the means of the result of the two groups, compared the means of both experimental and control group by applying the *t-test* formula and the last consulted the t-test with critical t-value of the 5% (0.05) alpha level of significance.

CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Description of the Result Research

The research had been conducted since February 10th 2010 to February 25th 2010. This research had been carried through six steps. They involve tryout tests, pre test, three times treatment and post test.

To find out the effectiveness of songs in teaching parts of speech, the researcher identified some result, they are: The score of students before treatment, the score of students after treatment, the differences between pre test and post test score of students and from the differences of students' atmosphere between the students who are taught by using song and the students who are not taught by using song in teaching and learning process, they are in teaching parts of speech, especially in SMPN 1 Bansari Temanggung.

The researcher did an analysis of quantitative data. The data is obtained by giving test to the experimental class and control class after giving a different treatment both classes.

The subjects of this research were divided into three classes. They are experimental class (VII D), control class (VII C) and try out class (VII E). Before the test was used an instrument to collect the data, it had been tried out first to the students in tryout class. The researcher prepared 20 items as the instrument of the test. From 20 test items of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering many categories, like: validity, reliability, discriminating power and degree of test difficulty. Test was given before and after the students follow the learning process that was provided by the researcher, this test was given for control and experimental class.

Before the activities were conducted, the researcher determined the materials and lesson plan of learning. Learning in the experiment class used song, while the control class without used songs.

After the data were collected, the researcher analyzed it. The first analysis data is from the beginning of control class and experimental class that is taken from the pre test value. It is the normality test and homogeneity test. It is used to know that two groups are normal and have same variant. Another analysis data is from the ending of control class and experimental class. It is used to prove the truth of hypothesis that has been planned. The description of the result as follow:

B. The Data Analysis and Test of Hypothesis

1. The Data Analysis

a. The Data Analysis of Try-out Finding

This discussion covers validity, reliability, level of difficulty and discriminating power.

1) Validity of Instrument

As mentioned in chapter III, validity refers to a measurement which shows validity of the instrument. In this study, item validity is used to know the index validity of the test. To know the validity of instrument, the researcher used the Pearson product moment formula to analyze each item.

It is obtained that from 20 test items; there are 10 test items which are valid and 10 test items which are invalid. They are to invalid with the reason the computation result of their r_{xy} value (the correlation of score each item) is lower than their r_{table} value.

Table 3
Validity and Invalidity of Items

No.	Criteria	Item Number
1.	**Valid**	4, 5, 7, 8, 9, 12, 13, 15, 16, 19.
2.	**Invalid**	1, 2, 3, 6, 10, 11, 14, 17, 18, 20.

The following is the example of item validity computation for item number 1 and for the other items would use the same formula.

N = 38 $\sum Y = 583$

$\sum XY = 512$ $\sum X^2 = 33$

$\sum X = 33$ $\sum Y^2 = 9155$

$$r_{xy} = \frac{N\sum XY - \sum(X)\sum(Y)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

$$r_{xy} = \frac{38(512) - 33(583)}{\sqrt{\left\{38(33) - (33)^2\right\}\left\{38(9155) - (583)^2\right\}}}$$

$$r_{xy} = \frac{19456 - 19239}{\sqrt{(1254 - 1089)(347890 - 339889)}}$$

$$r_{xy} = \frac{217}{\sqrt{(165)(8001)}}$$

$$r_{xy} = \frac{217}{1148.98}$$

$$r_{xy} = 0.1889$$

From the computation above, the result of computing validity of the item number 1 is 0.1889. After that, the researcher consulted the result to the table of r Product Moment with the number of subject (N) = 38 and significance level 5% it is 0.320. Since the result of the computation is lower than r in table, the index of validity of the item number 1 is considered to be invalid. The list of the validity of each item can be seen in appendix.

2) Reliability of Instrument

A good test must be valid and reliable. Besides the index of validity, the researcher calculated the reliability of the test the

researcher applied the *product-moment* formula and then continued to the *spearman-brown* formula.

N = 38 $\sum Y = 268$

$\sum XY = 2255$ $\sum X^2 = 2661$

$\sum X = 315$ $\sum Y^2 = 1984$

$$r_{xy} = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N\sum x^2 - \left(\sum x\right)^2\right\}\left\{N\sum y^2 - \left(\sum y\right)^2\right\}}}$$

$$r_{xy} = \frac{38(2255) - (315)(268)}{\sqrt{\{38(2661) - (315)^2\}\{38(1984) - (268)^2\}}}$$

$$r_{xy} = \frac{85690 - 84420}{\sqrt{(101118 - 99225)(75392 - 71824)}}$$

$$r_{xy} = \frac{1270}{\sqrt{(1893)(3568)}}$$

$$r_{xy} = \frac{1270}{2598.89}$$

$$r_{xy} = 0.4887$$

After finding r_{XY} the computation is continued to the *spearman-brown* formula as follow:

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \times 0.4887}{1 + 0.4887}$$

$$r_{11} = \frac{0.9774}{1.4887}$$

$$r_{11} = 0.6565$$

From the computation above, it is found out that r_{11} (the total of reliability test) is 0.6565, whereas the number of subjects is 38 and the critical value for r-table with significance level 5% is 0.320. Thus, the value resulted from the computation is higher than

its critical value. It could be concluded that the instrument used in this research is reliable.

3) Degree of Test Difficulty

The following is the computation of the degree of test difficulty for item number 1 and for the other items would use the formula.

$R = 33$ $N = 38$

$$FV = \frac{R}{N}$$

$$FV = \frac{33}{38}$$

$$FV = 0.868$$

It is proper to say that the index difficulty of the item number 1 above can be said as the easy category, because the calculation result of the item number 1 is in the interval $0.70 \leq p \leq 1.00$.

After computing 20 items of the try-out test, there are 13 items are considered to be easy and 7 items are sufficient. The whole computation result of difficulty level can be seen in appendix. Here the following results of analyzing degree of test difficulty:

Table 4
Degree of Test Difficulty

No.	Criteria	Item Number
1.	**Difficult**	None
2.	**Sufficient**	8, 10, 11, 13, 17, 18, 20.
3.	**Easy**	1, 2, 3, 4, 5, 6, 7, 9, 12, 14, 15, 16, 19.

4) The Discriminating Power

As mentioned in chapter III, The discrimination power measures how well the test items arranged to identify the differences in the students' competence. To do this analysis, the number of try-out subjects was divided into two groups, upper and lower groups.

The following is the computation of the discriminating power for item number 1, and for other items would use the same formula.

U = 19

L = 14

n = 19

So,

$$D = \frac{Correct\ U - Correct\ L}{n}$$

$$D = \frac{19 - 13}{19}$$

$$D = \frac{5}{19}$$

D = 0.26316

The obtained result states that D = 0.26316 and after being consulted to the discriminating power category, it is found that the result is on the $0.20 \leq p \leq 0.40$. Thus, the items number one is on the enough level. The result of the discriminating power of each item could be seen appendix. Here the results of the discrimination index of the items of the test:

Table 5
The Discrimination Index

No.	Criteria	Item Number
1.	**Less**	2, 3, 4, 6, 9, 10, 14, 16, 17, 20.
2.	**Enough**	1, 5, 7, 8, 11, 12, 13, 15, 18, 19.
3.	**Good**	None.
4.	**Excellent**	None.

And the last the researcher got number 4, 5, 7, 8, 9, 12, 13, 15, 16 and 19 to be used as instrument.

b. The Data Analysis of Pre-request Test

1) The Data Analysis of Pre-test Scores of the Experimental Class and the Control Class

Table 6

The list of Pre-Test Score of

The Experimental and Control Classes

Control Class			Experimental Class		
No	**Code**	**Total Score**	**No**	**Code**	**Total Score**
1	C-1	90	1	D-1	70
2	C-2	100	2	D-2	80
3	C-3	100	3	D-3	30
4	C-4	80	4	D-4	70
5	C-5	60	5	D-5	80
6	C-6	70	6	D-6	50
7	C-7	100	7	D-7	100
8	C-8	90	8	D-8	100
9	C-9	70	9	D-9	70
10	C-10	60	10	D-10	70
11	C-11	70	11	D-11	90
12	C-12	80	12	D-12	100
13	C-13	30	13	D-13	70
14	C-14	80	14	D-14	80
15	C-15	80	15	D-15	90
16	C-16	100	16	D-16	50
17	C-17	90	17	D-17	70
18	C-18	70	18	D-18	60
19	C-19	90	19	D-19	50
20	C-20	100	20	D-20	60

21	C-21	90	21	D-21	60
22	C-22	50	22	D-22	90
23	C-23	80	23	D-23	90
24	C-24	60	24	D-24	90
25	C-25	70	25	D-25	80
26	C-26	80	26	D-26	80
27	C-27	70	27	D-27	80
28	C-28	100	28	D-28	90
29	C-29	60	29	D-29	60
30	C-30	80	30	D-30	100
31	C-31	50	31	D-31	70
32	C-32	90	32	D-32	60
33	C-33	80	33	D-33	60
34	C-34	70	34	D-34	40
35	C-35	80	35	D-35	80
36	C-36	70	36	D-36	70
37	C-37	60	37	D-37	80
38	C-38	90	38	D-38	100
39	C-39	50	39	D-39	80
40	C-40	40	40	D-40	70

a) The Normality Pre-test of the Experimental Class

Table 7

Normality Test of Pre-test of Experimental Class

Class Interval	Limit Class	Z for the Limit Class	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$
	28.5	-2.68	0.4963				
29 – 40				0.0202	2	0.8	1.7585
	40.5	-1.98	0.4761				
41 – 52				0.0781	3	3.1	0.0049
	52.5	-1.27	0.3980				
53 – 64				0.1823	6	7.3	0.2289
	64.5	-0.57	0.2157				
65 – 76				0.1640	9	6.6	0.9076
	76.5	0.13	0.0517				
77 – 88				0.2450	9	9.8	0.0653
	88.5	0.83	0.2967				
89 – 100				0.1415	11	5.7	5.0381
	100.5	1.54	0.4382				
Total					40	X^2 =	8.0033

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.08. Because X^2_{count} is lower than X^2_{table} (8.003<11.08). So, the distribution list is normal.

b) The Normality Pre-test of the Control Class

Table 8

Normality Test of Pre-test of Control Class

Class Interval	Limit Class	Z for the Limit Class	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$
	28.5	-2.70	0.4965				
29 – 40				0.0187	2	0.7	2.0956
	40.5	-2.01	0.4778				
41 – 52				0.0696	3	2.8	0.0168
	52.5	-1.33	0.4082				
53 – 64				0.1693	5	6.8	0.4637
	64.5	-0.64	0.2389				
65 – 76				0.2229	8	8.9	0.0941
	76.5	0.04	0.0160				
77 – 88				0.2513	9	10.1	0.1101
	88.5	0.73	0.2673				
89 – 100				0.1534	13	6.1	7.6784
	100.5	1.41	0.4207				
Total					40	X^2 =	10.4586

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (10.45<11.07). So, the distribution list is normal.

c) The Homogeneity of Initial Data in the Control Class and the Experimental Class.

Homogeneity test is used to find out whether the group is homogenous or not.

Hypothesis :

$H_o : \sigma_1^2 = \sigma_2^2$

$H_A : \sigma_1^2 \neq \sigma_2^2$

Test of hypothesis:

The formula is used:

$$F = \frac{Biggest\ variant}{smallest\ variant}$$

Table 9

Source Variant	Experiment	Control
Total	2970.00	3030.00
n	40	40
$\bar{x}$	74.25	75.75
Variant (s^2)	291.7308	307.1154
Standart deviation (s)	17.08	17.52

Based on the formula, it is obtained:

$$F = \frac{307.115}{291.7308} = 1.053$$

With α = 5% and df = (40-1 = 39) : (40-1 = 39), obtained F_{table} = 1.70. Because F_{count} is lower than F_{table} (1.053 < 1.70). So, Ho is accepted and the two groups have same variant / homogeneous**.**

d) The Average Similarity Test of Pre-test of Experimental and Control Classes

To test the average similarity, data is analyzed using t-test.

H_o: $\mu_1 = \mu_2$

H_a: $\mu_1 \neq \mu_2$

Description:

μ_1: average of experimental class

μ_2: average of control class.

Table 10

The Average Similarity Test of Pre-Test of the Experimental and the Control Classes

Source variant	Experimental class	Control class
Total	2970	3030
N	40	40
$\overline{X}$	74.2500	75.7500
Variant (s^2)	291.7308	307.1154
Standard Deviation (s)	17.0801	17.5247

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\ 2} + (n_2 - 1)S_2^{\ 2}}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(40-1)291.7308 + (40-1)307.1154}{40 + 40 - 2}} = 17.303$$

So, the computation t-test:

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{74.25 - 75.75}{17.303\sqrt{\frac{1}{40} + \frac{1}{40}}} = -0.388$$

With α = 5% and df = 40+40–2 = 78, obtained t_{table} = 1.9908. Because t_{count} is lower than t_{table} (-0.338< 1.9908). So, Ho is accepted and there is no difference of the pre test average value from both groups.

2) The Data Analysis of Post-test Scores of the Experimental Class and the Control Class

Table 11

The Score of the Post Test of the Experimental and Control Classes

Control Class			Experimental Class		
No	**Code**	**Total Score**	**No**	**Code**	**Total Score**
1	C-1	50	1	D-1	90
2	C-2	80	2	D-2	80
3	C-3	70	3	D-3	60
4	C-4	70	4	D-4	60
5	C-5	50	5	D-5	80
6	C-6	80	6	D-6	90
7	C-7	70	7	D-7	90
8	C-8	90	8	D-8	90
9	C-9	100	9	D-9	70
10	C-10	90	10	D-10	80
11	C-11	70	11	D-11	100
12	C-12	100	12	D-12	100
13	C-13	90	13	D-13	80
14	C-14	90	14	D-14	100
15	C-15	100	15	D-15	70
16	C-16	100	16	D-16	50
17	C-17	90	17	D-17	70
18	C-18	80	18	D-18	80
19	C-19	70	19	D-19	80
20	C-20	80	20	D-20	70
21	C-21	50	21	D-21	70
22	C-22	90	22	D-22	80
23	C-23	70	23	D-23	100
24	C-24	90	24	D-24	60
25	C-25	100	25	D-25	60
26	C-26	60	26	D-26	70
27	C-27	70	27	D-27	100
28	C-28	60	28	D-28	100
29	C-29	60	29	D-29	80

30	C-30	70	30	D-30	100
31	C-31	80	31	D-31	80
32	C-32	60	32	D-32	100
33	C-33	60	33	D-33	80
34	C-34	60	34	D-34	90
35	C-35	60	35	D-35	100
36	C-36	50	36	D-36	100
37	C-37	80	37	D-37	100
38	C-38	90	38	D-38	100
39	C-39	80	39	D-39	100
40	C-40	70	40	D-40	90

a) The Normality Post-test of the Experimental Class

Table 12

Normality Test of Post-test of Experimental Class

Class Interval	Limit Class	Z for the Limit Class	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$
	46.5	-2.55	0.4846				
47 – 55				0.0114	1	0.5	0.6490
	55.5	-1.93	0.4732				
56 – 64				0.0666	4	2.7	0.6700
	64.5	-1.32	0.4066				
65 – 73				0.1486	6	5.9	0.0005
	73.5	-0.70	0.2580				
74 – 82				0.2221	10	8.9	0.1402
	82.5	-0.09	0.0359				
83 – 91				0.1660	6	6.6	0.0617
	91.5	0.53	0.2019				
92 – 100				0.1730	13	6.9	5.3420
	100.5	1.15	0.3749				
Total					40	**X^2= 6.8634**	

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (6.863<11.07). So, the distribution list is normal.

b) The Normality Post-test of the Control Class

Table 13

The Normality Test of Post-Test of Control Class

Class Interval	Limit Class	Z for the Limit Class	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$
	46.5	-1.89	0.4706				
47 – 55				0.0657	4	2.6	0.7163
	55.5	-1.31	0.4049				
56 – 64				0.1376	7	5.5	0.4066
	64.5	-0.73	0.2673				
65 – 73				0.2077	9	8.3	0.0576
	73.5	-0.15	0.0596				
74 – 82				0.1104	7	4.4	1.5120
	82.5	0.44	0.1700				
83 – 91				0.1761	8	7.0	0.1297
	91.5	1.02	0.3461				
92 – 100				0.0991	5	4.0	0.2708
	100.5	1.60	0.4452				
Total					40	**X^2 =**	**3.0931**

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (3.0931<11.07). So, the distribution list is normal.

c) The Homogeneity Post-test of the Experimental Class and Control Class

Hypothesis :

$H_o : \sigma_1^2 = \sigma_2^2$

$H_A : \sigma_1^2 \neq \sigma_2^2$

Test of hypothesis:

The formula is used:

$$F = \frac{Biggest\ \text{var}iant}{smallest\ \text{var}iant}$$

Table 14

Source Variant	Experiment	Control
Total	3350.00	3030.00
n	40	40
$\bar{x}$	83.75	75.75
Variant (s^2)	213.7821	240.4487
Standard deviation (s)	14.62	15.51

Based on the formula, it is obtained:

$$F = \frac{240.448}{213.7821} = 1.125$$

With α = 5% and df = (40-1 = 39): (40-1 = 39), obtained F_{table} = 1. 70. Because F_{count} is lower than F_{table} (1.125 < 1.70). So, Ho is accepted and the two groups have same variant / homogeneous.

2. Hypothesis Test

The hypotheses in this research is a significance difference in parts of speech test score between students taught using songs and those taught using non-songs.

In this research, because $\sigma_1^2 = \sigma_2^2$ (has same variant), the t-test formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Table 15

The data of the research:

Source variant	Experimental class	Control class
Total	3350	3030
N	40	40
$\overline{X}$	83.7500	75.7500
Variant (s^2)	213.7821	240.4487
Standard deviation (s)	14.6213	15.5064

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\ 2} + (n_2 - 1)S_2^{\ 2}}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(40-1)213.7821 + (40-1)240.448}{40 + 40 - 2}} = \sqrt{\frac{(39)213.7821 + (39)240.448}{78}}$$

$$= \sqrt{\frac{88337.5 + 9377.5}{78}}$$

$$= \sqrt{\frac{17715}{78}}$$

$$= 15.07$$

So, the computation t-test:

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{83.75 - 75.75}{15.05\sqrt{\frac{1}{40} + \frac{1}{40}}} = \frac{8}{15.05\sqrt{0.05}} = \frac{8}{(15.05)(0.2236)} = \frac{8}{3.36} = 2.374$$

With α = 5% and df = 40 + 40 – 2 = 78, obtained t_{table} = 1.9908. Because t_{count} is higher than t_{table} (2.374> 1.9908).

From the result, it can be concluded that there is a difference in students' understanding on parts of speech score between students taught using song and those taught using non-song. The hypothesis is accepted.

C. Discussion of Research Finding

This section discusses the research findings while include discussion and the advantages of the treatment, they are the use songs in teaching parts of speech.

1. Discussion

Based on the finding of the research, it was found that the students who were taught by using songs have been improved in parts of speech mastery than the students who were taught by using conventional method because the students who were taught by using songs can memorize parts of speech through song lyric so that the students easily to absorb the material.

Based on the result of the pre-test before the song was implemented, the ability of students to identify parts of speech was lower than after the song was implemented.

After getting songs treatment and post-test was conducted, it was found that there were significant differences between experimental group and control group where the post test score of experimental group was higher. The improvement of the students' who taught using songs is higher than the improvement of students who taught without songs. It can be seen the mean pre test score of control class was 75.75, and in the post test was 75.75, while the mean of pre test score of experimental class was 74.25 and in the post test was 83.75. it means that there was no improvement in the control class score.

The result of the data analysis showed that the strategy of using songs in teaching parts of speech seemed to be applicable for the seventh grade students of SMPN Bansari Temanggung. The strategy encouraged the students to be more active and motivated in teaching grammar, especially in parts of speech. And also can be used in teaching variety of language.

The testing hypothesis indicated that the experimental group was significant higher than the control group. The mean score of the experimental

group was 83.75 and the control group was 75.75, and the differences between the two means was 8.00. The t-test score showed that t_{count} is higher than t_{table} (1.9908 > 2.374) with α = 5%.

There are differences the students' atmosphere who were taught using songs between who were taught without songs, in can be seen in teaching learning process, they are as follow:

a. In the experimental class

When the teacher taught using songs, it makes the students more interested in learn. In teaching and learning process the students more enjoy and relax, so they can free express their idea in the classroom. When the teacher asked students to memorize the songs lyric, most of them can memorize it well, if they memorize about the lyric it means that unconscious they can memorize the material. When teacher gave them assignment, the students did it with fun.

b. In the control class

When the teacher using conventional method, just explain the material and gave them assignment, the students' attention not focused on the lesson. Students get bored; it makes them difficult to absorb the material. Students also lazy when teacher gave them some assignments. And the last they can not improve their understanding about parts of speech.

Based on the statement above, it is proven that there was a significant different achievement between the students who were taught by using songs as a medium of teaching parts of speech and the students who were taught by using conventional method.

2. The advantages of the treatment

Here the researcher showed some factors that might influence the result of the experiment. The factors were the advantages in using songs in teaching parts of speech. Songs have some positive influences in teaching parts of speech. There are some reasons why using songs are effective to

teaching and learning English, especially in English parts of speech .They are as follows:

a. Song can make the students more enjoyable relax in learning and teaching process.
b. More understand than using conventional method, because by songs students can learn grammar (parts of speech) directly.
c. The use of song in young learners' classrooms would seem to offer similar rich of opportunities for learning parts of speech from context indirectly. So, students not only understand about parts of speech, but also they can use it.
d. By using songs, the students can learn parts of speech relax and enjoy.
e. Song can improves concentration, memory, motivates learning, makes learning fun and help students to absorb material well.

In contrast, not all students have good English grammar, especially parts of speech. Those are caused by some factors that influence the students in learning English. They are as follows:

a. The perception that English is the difficult lesson in school.
b. A poor motivation from the students to learn English seriously
c. The difficulties in memorizing the new words influenced by the culture, pronunciation and grammar.
d. There is no big willingness to learn English

In this research, the researcher used the songs to improve the students' understanding on parts of speech in SMPN 1 Bansari Temanggung. So, the research findings are only representative in that school. The researcher hopes that more researches will be done by the others to prove this method in teaching grammar parts of speech and to find out other methods in learning and teaching English.

D. Limitation of the Research

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research are:

1. Relative short time of research makes this research could not be done maximum.
2. The research is limited at SMPN 1 Bansari Temanggung. So that when the same research will be gone in other schools, it is still possible to get different result.
3. The implementation of the research process was less smooth; this was more due to lack of experience and knowledge of the researcher.

Considering all those limitations, there is a need to do more research about teaching parts of speech using song. So that, the more optimal result will be gained.

CHAPTER V
CONCLUSION

A. Conclusion.

Conclusion is drawing by researcher, after she finished the previous chapters. The conclusions as result of the study on identifying the effectiveness of using songs to teach parts of speech of VII D (Experimental Class), VII C (Control Class) and VII E (Try Out Class) students of SMPN Bansari Temanggung in 2009/2010 academic year.

Based on the hypothetical test and discussion of the data analysis in the previous chapter, the conclusion can be drawn that the teaching parts of speech using songs is more effective. The conclusions are:

1. The mean marks of pre-test of experimental class (the students who are taught using songs) are 74.25 and control class (the students who are not taught using songs) are 75.75.
2. The mean marks of post-test of experimental class (the students who are taught using songs) are 83.75 and control class (the students who are not taught using songs) are 75.75.
3. There is difference in parts of speech achievement score between pre-test and post-test score of experimental class. It is showed of the mean mark of post-test is higher that the mean mark of pre-test (83.75>74.25).

   Based on the t-test with standard of significant 5%, it is found t_{count} = 2.374 with t_{table} = 1.9908. because $t_{count} > t_{table}$ (2.374>1.9908). The hypothesis is accepted. So there is real difference between results of the study of teaching parts of speech using songs and teaching parts of speech without songs as medium. Consequently based on the testing, the process of learning English using songs as medium is effective.
4. Furthermore, the differences between the students' atmosphere when they are taught using songs the students who are taught without songs in teaching and learning process can be seen in previous chapter. The researcher found many advantages of using songs in teaching and learning English, one of them can motivate students and make students easy to understand material, also make learning English fun. The result can be said that the activities of control class are not as good as than experimental class and using songs s good rather than conventional method.

B. Recommendation

In English language teaching and learning at Junior High School, the teacher must create enjoyable, fun and interesting situation as possible as the teacher can. The enjoyment ought to be the foremost aims which hopefully will have good effects on the education, because what they dislike, they drop as soon as possible. In other word, the teacher should make learning enjoyable because students love song and learn well when they are enjoying themselves.

This research has found out the description students' achievement at SMPN 1 Bansari Temanggung in parts of speech mastery. Teaching parts of speech using song can motivate students to improve their understanding about parts of speech. Recognize parts of speech help to analyze sentence and understand them. It also helps to construct good sentence.

So, Students should improve and practice them in real situation such us outside of the classroom.

The researcher hopes the school institution can support teachers to create enjoyable, fun and interesting situation in learning such as using song in teaching parts of speech. So, this research can increase students' knowledge especially in English skill

Finally, the researcher realizes that this paper is far from being perfect. Because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin.

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Appendix 1

The List of VII C Students (Control Class)

No.	Name	Code of the Students
1.	Adi Wibowo	C – 1

2.	Akhmad M H	C – 2
3.	Ana M S	C – 3
4.	Ana Muflihah	C – 4
5.	Ari Kusworo	C – 5
6.	Ari Purnawan	C – 6
7.	Ayu Sulistiyani	C – 7
8.	Devi Eko T W	C – 8
9.	Dewi Widiana Sari	C – 9
10.	Dian Ambarwati	C– 10
11	Dikla Alfa D P	C– 11
12.	Diyah Utami Rizki	C– 12
13.	Eka Ujiyanto	C– 13
14.	Eko Istitono	C – 14
15.	Ernia	C – 15
16.	Fatma Anjani Putri	C – 16
17.	Fiki Laksono	C – 17
18.	Fitri Alifah	C – 18
19.	Heri Yanto	C – 19
20.	Herni Nugroho	C – 20
21.	Jatmiko	C – 21
22.	Kartika F E	C – 22
23.	Komarudin	C – 23
24.	Lkman Audio	C – 24
25.	Luluk Hanifah	C – 25
26.	Muhlisin	C – 26
27.	Nungki S P	C – 27
28.	Nur Fadhoil	C – 28
29.	Nur Rajiyanto	C – 29
30.	Pandu Anggoro	C – 30
31.	Puji Lestari	C – 31
32.	Rohmad Nasrohan	C – 32
33.	Samiyanto	C – 33
34.	Septiana Rahayu	C – 34
35.	Setiyo Utomo	C – 35
36.	Siti Afiah	C – 36
37.	Yoga Danis Suara	C – 37
38.	Yuli Yanti	C – 38
39.	Yuliana	C – 39
40.	Zaetul Anisah	C - 40

Appendix 2

The List of VII D Students (Experimental Class)

No.	Name	Code of the Students

1.	Agil	D – 1
2.	Alfiatul Fadlilati	D – 2
3.	Andri Prasetyo	D – 3
4.	Andriyani	D – 4
5.	Aris Aji Korniawan	D – 5
6.	Cahyo Aji	D – 6
7.	Dewi Dayanti	D – 7
8.	Dina Rahayu	D – 8
9.	Dwi Ariyadi	D – 9
10.	Eka Nur Aisah	D– 10
11	Eka Nurwanti	D– 11
12.	Fatma Yuna	D – 12
13.	Fendri	D – 13
14.	Ihsan Riyadi	D – 14
15.	Inda Agustina	D – 15
16.	Joko Setyo	D – 16
17.	Khoerul Azis	D – 17
18.	Krismiyati	D – 18
19.	Kustiyanto	D – 19
20.	Langgeng D	D – 20
21.	Muhammad Z	D – 21
22.	Nani Anggra Y	D – 22
23.	Neneng Aprilyani	D – 23
24.	Nikmatun Nafiah	D – 24
25.	Nur Halis Riyani	D – 25
26.	Nurul Hikmah	D – 26
27.	Rina Ekawati	D – 27
28.	Rina Istiyana	D – 28
29.	Rofiek Wilandika	D – 29
30.	Sinta Amalia	D – 30
31.	Soin Hidayat	D – 31
32.	Nugroho	D – 32
33.	Sulasmi	D – 33
34.	Supriyanto	D – 34
35.	Sutriana Lestari	D – 35
36.	Titin Suryaningsih	D – 36
37.	Umiyati	D – 37
38.	Wahyu Hidayah	D – 38
39.	Wintoko	D – 39
40.	Yusuf Suka Adi	D - 40

Appendix 3

The List of VII E Students (Try-out Class)

No.	Name	Code of the Students
1.	Agis Nirmawan	E – 1

2.	Andriyana	E – 2
3.	Ari Setiawan	E – 3
4.	Auliyana Maulifah	E – 4
5.	Bagas Adi P P	E – 5
6.	Dhita Damayanti	E – 6
7.	Farhan I K	E – 7
8.	Fitriyah	E – 8
9.	Hasna N M	E – 9
10.	Indri Pamungkas	E – 10
11	Irfan Nur Afidin	E – 11
12.	Iswanto	E – 12
13.	Kunarti	E – 13
14.	Muhammad Farhan	E – 14
15.	Saifuddin	E – 15
16.	Mustofa	E – 16
17.	Nanik Rahayu	E – 17
18.	Nita Sari Devi	E – 18
19.	Novan ardiyanto	E – 19
20.	Nur Rahayu	E – 20
21.	Nuryanti	E – 21
22.	Okta Istanto	E – 22
23.	Pari Astuti	E – 23
24.	Praditya C M	E – 24
25.	Raras S	E – 25
26.	Ratih Yuliani	E – 26
27.	Retnowati	E – 27
28.	Ristiyanto	E – 28
29.	Rahmadi	E – 29
30.	Selly Vika Ananda	E – 30
31.	Sidik Adi Fatoni	E – 31
32.	Siti Hanifah	E – 32
33.	Slamet Pramono	E – 33
34.	Slamet W	E – 34
35.	Sopiyanto	E – 35
36.	Tri Susanto	E – 36
37.	Utoro	E – 37
38.	Wahyu Mustofa	E – 38
39.	Yuda Prastiyo	E – 39
40.	Yunanti	E - 40

Appendix 5

NORMALITY OF PRETEST OF CONTROL CLASS

Hypothesis:

H_o : the data is on the normal distribution

H_a : the data is not on the normal distribution

Hypothetical Test:

The Formula:

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Criterion:

H_o is accepted if $X^2_{count} < X^2_{table}$

Hypothetical Test:

- N : 40
- Highest Scores : 100
- Lowest Scores : 30
- Range (R) : 100-30=70
- Class Interval : K= 1+3.3 log n = 1+3.3 log 40 = 6.287= 6
- Length of Class : p= R/K= 70/6= 11.667= 12
- The table of distribution of frequency:

No.	x	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	90	14.25	203.06
2	100	24.25	588.06
3	100	24.25	588.06
4	80	4.25	18.06
5	60	-15.75	248.06
6	70	-5.75	33.06
7	100	24.25	588.06
8	90	14.25	203.06
9	70	-5.75	33.06
10	60	-15.75	248.06
11	70	-5.75	33.06
12	80	4.25	18.06
13	30	-45.75	2093.06
14	80	4.25	18.06
15	80	4.25	18.06
16	100	24.25	588.06
17	90	14.25	203.06
18	70	-5.75	33.06
19	90	14.25	203.06
20	100	24.25	588.06
21	90	14.25	203.06

22	50	-25.75	663.06
23	80	4.25	18.06
24	60	-15.75	248.06
25	70	-5.75	33.06
26	80	4.25	18.06
27	70	-5.75	33.06
28	100	24.25	588.06
29	60	-15.75	248.06
30	80	4.25	18.06
31	50	-25.75	663.06
32	90	14.25	203.06
33	80	4.25	18.06
34	70	-5.75	33.06
35	80	4.25	18.06
36	70	-5.75	33.06
37	60	-15.75	248.06
38	90	14.25	203.06
39	50	-25.75	663.06
40	40	-35.75	1278.06
∑	**3030**		**11977.50**

Mean ($\bar{x}$) = $\frac{\sum x}{n} = \frac{3030}{40} = 75.75$

Standard Deviation (S):

$S^2 = \frac{\sum (x_i - \bar{x})^2}{n-1} = \frac{11977\ .50}{(40\ -1)} = 307.1154$

$S = 17.5247$

- The table of normality test:

Class Interval	Limit Class	Z for the Limit Class	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$
	28.5	-2.70	0.4965				

29 – 40					0.0187	2	0.7	2.0956
		40.5	-2.01	0.4778				
41 – 52					0.0696	3	2.8	0.0168
		52.5	-1.33	0.4082				
53 – 64					0.1693	5	6.8	0.4637
		64.5	-0.64	0.2389				
65 – 76					0.2229	8	8.9	0.0941
		76.5	0.04	0.0160				
77 – 88					0.2513	9	10.1	0.1101
		88.5	0.73	0.2673				
89 – 100					0.1534	13	6.1	7.6784
		100.5	1.41	0.4207				
Total						40	X^2 =	10.4586

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (10.45<11.07). So, the distribution list is normal.

Appendix 6

NORMALITY OF PRETEST OF EXPERIMENTAL CLASS

Hypothesis:

H_o : the data is on the normal distribution

H_a : the data is not on the normal distribution

Hypothetical Test:

The Formula:

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Criterion:

H_o is accepted if $X^2_{count} < X^2_{table}$

Hypothetical Test:

- N : 40
- Highest Scores : 100
- Lowest Scores : 30
- Range (R) : 100-30=70
- Class Interval : K= 1+3.3 log n = 1+3.3 log 40 = 6.287= 6
- Length of Class : p= R/K= 70/6= 11.667= 12
- The table of distribution of frequency:

No.	x	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	70	-4.25	18.06
2	80	5.75	33.06
3	30	-44.25	1958.06
4	70	-4.25	18.06
5	80	5.75	33.06
6	50	-24.25	588.06
7	100	25.75	663.06
8	100	25.75	663.06
9	70	-4.25	18.06
10	70	-4.25	18.06
11	90	15.75	248.06
12	100	25.75	663.06
13	70	-4.25	18.06
14	80	5.75	33.06
15	90	15.75	248.06
16	50	-24.25	588.06
17	70	-4.25	18.06
18	60	-14.25	203.06

19	50	-24.25	588.06
20	60	-14.25	203.06
21	60	-14.25	203.06
22	90	15.75	248.06
23	90	15.75	248.06
24	90	15.75	248.06
25	80	5.75	33.06
26	80	5.75	33.06
27	80	5.75	33.06
28	90	15.75	248.06
29	60	-14.25	203.06
30	100	25.75	663.06
31	70	-4.25	18.06
32	60	-14.25	203.06
33	60	-14.25	203.06
34	40	-34.25	1173.06
35	80	5.75	33.06
36	70	-4.25	18.06
37	80	5.75	33.06
38	100	25.75	663.06
39	80	5.75	33.06
40	70	-4.25	18.06
∑	**2970**		**11377.50**

Mean ($\bar{x}$) = $\frac{\sum x}{n}$ = $\frac{2970}{40}$ = 74.2500

Standard Deviation (S):

S^2 = $\frac{\sum (x_i - \bar{x})^2}{n-1}$ = $\frac{11377\ .50}{(40\ -1)}$ = 291.731

S = 17.0801

- The table of normality test:

Class Interval	Limit Class	Z for the Limit	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$

	Class						
	28.5	-2.68	0.4963				
29 – 40				0.0202	2	0.8	1.7585
	40.5	-1.98	0.4761				
41 – 52				0.0781	3	3.1	0.0049
	52.5	-1.27	0.3980				
53 – 64				0.1823	6	7.3	0.2289
	64.5	-0.57	0.2157				
65 – 76				0.1640	9	6.6	0.9076
	76.5	0.13	0.0517				
77 – 88				0.2450	9	9.8	0.0653
	88.5	0.83	0.2967				
89 – 100				0.1415	11	5.7	5.0381
	100.5	1.54	0.4382				
Total					40	X^2 =	8.0033

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (8.003<11.07). So, the distribution list is normal.

Appendix 7

HOMOGENEITY OF PRE-TEST OF CONTROL AND EXPERIMENTAL CLASSES

Hypothesis

$H_o = s_1^2 = s_2^2$

$H_a = s_1^2 \neq s_2^2$

Criterion

H_o is accepted if $F = {}_{1/2a\,(nb-1):\,(nk-1)}$

$$F = \frac{Biggest\ variant}{smallest\ variant}$$

Hypothetical test

- The table of test of pre-test

Source Variant	Experiment	Control
Total	2970.00	3030.00
n	40	40
$\bar{x}$	74.25	75.75
Variant (s^2)	291.7308	307.1154
Standart deviation (s)	17.08	17.52

$$F = \frac{307.1154}{291.7308} = 1.053$$

With α = 5% and df = (40-1 = 39) : (40-1 = 39), obtained F_{table} = 1.70. Because F_{count} is lower than F_{table} (1.053 < 1.70). So, Ho is accepted and the two groups have same variant / homogeneous**.**

Appendix 8

THE AVERAGE SIMILARITY TEST OF PRE-TEST OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

Hypothesis:

H_o: $\mu_1 = \mu_2$

H_a: $\mu_1 \neq \mu_2$

Criterion:

H_o is accepted if $t_{count} < t_{table}$

Hypothesis test:

- The formula:

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\,2} + (n_2 - 1)S_2^{\,2}}{n_1 + n_2 - 2}}$$

- The table of average similarity of pre-test

Source variant	Experimental class	Control class
Total	2970	3030
N	40	40
$\overline{X}$	74.2500	75.7500
Variant (s^2)	291.7308	307.1154
Standard Deviation (s)	17.0801	17.5247

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\,2} + (n_2 - 1)S_2^{\,2}}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(40-1)291.7308 + (40-1)307.1154}{40+40-2}} = 17.303$$

So, the computation t-test:

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{74.25 - 75.75}{17.303\sqrt{\frac{1}{40} + \frac{1}{40}}} = -0.388$$

With α = 5% and df = 40+40–2 = 78, obtained t_{table} = 1.9908. Because t_{count} is lower than t_{table} (-0.338< 1.9908). So, Ho is accepted and there is no difference of the pre test average value from both groups.

Appendix 9

NORMALITY OF POST-TEST OF CONTROL CLASS

Hypothesis:

H_o : the data is on the normal distribution

H_a : the data is not on the normal distribution

Hypothetical Test:

The Formula:

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Criterion:

H_o is accepted if $X^2_{count} < X^2_{table}$

Hypothetical Test:

- N : 40
- Highest Scores : 100
- Lowest Scores : 50
- Range (R) : 100-50=50
- Class Interval : K= 1+3.3 log n = 1+3.3 log 40 = 6.287= 6
- Length of Class : p= R/K= 50/6= 8.3333= 9
- The table of distribution of frequency:

No.	x	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	50	-25.75	663.06
2	80	4.25	18.06
3	70	-5.75	33.06
4	70	-5.75	33.06
5	50	-25.75	663.06
6	80	4.25	18.06
7	70	-5.75	33.06
8	90	14.25	203.06
9	100	24.25	588.06
10	90	14.25	203.06
11	70	-5.75	33.06
12	100	24.25	588.06
13	90	14.25	203.06
14	90	14.25	203.06

15	100	24.25	588.06
16	100	24.25	588.06
17	90	14.25	203.06
18	80	4.25	18.06
19	70	-5.75	33.06
20	80	4.25	18.06
21	50	-25.75	663.06
22	90	14.25	203.06
23	70	-5.75	33.06
24	90	14.25	203.06
25	100	24.25	588.06
26	60	-15.75	248.06
27	70	-5.75	33.06
28	60	-15.75	248.06
29	60	-15.75	248.06
30	70	-5.75	33.06
31	80	4.25	18.06
32	60	-15.75	248.06
33	60	-15.75	248.06
34	60	-15.75	248.06
35	60	-15.75	248.06
36	50	-25.75	663.06
37	80	4.25	18.06
38	90	14.25	203.06
39	80	4.25	18.06
40	70	-5.75	33.06
∑	**3030**		**9377.50**

Mean ($\bar{x}$) = = $\frac{3030}{40}$ = 75.7500

Standard Deviation (S):

$S^2 = \frac{\sum(x_i - \bar{x})^2}{n-1} = \frac{9377\ .50}{(40\ -1)}$ = 240.4487

S = 15.5064

- The table of normality test:

Class Interval	Limit	Z for the	$P(Z_i)$	Size	Oi	Ei	

	Class	Limit Class	Opportunities for Z	Classes for Z			$\frac{(O_i - E_1)^2}{E_i}$
	46.5	-1.89	0.4706				
47 – 55				0.0657	4	2.6	0.7163
	55.5	-1.31	0.4049				
56 – 64				0.1376	7	5.5	0.4066
	64.5	-0.73	0.2673				
65 – 73				0.2077	9	8.3	0.0576
	73.5	-0.15	0.0596				
74 – 82				0.1104	7	4.4	1.5120
	82.5	0.44	0.1700				
83 – 91				0.1761	8	7.0	0.1297
	91.5	1.02	0.3461				
92 – 100				0.0991	5	4.0	0.2708
	100.5	1.60	0.4452				
Total					40	**X^2 =**	**3.0931**

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (3.0931<11.07). So, the distribution list is normal.

Appendix 10

NORMALITY OF POST-TEST OF EXPERIMENTAL CLASS

Hypothesis:

H_o : the data is on the normal distribution

H_a : the data is not on the normal distribution

Hypothetical Test:

The Formula:

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Criterion:

H_o is accepted if $X^2_{count} < X^2_{table}$

Hypothetical Test:

- N : 40
- Highest Scores : 100
- Lowest Scores : 50
- Range (R) : 100-50=50
- Class Interval : K= 1+3.3 log n = 1+3.3 log 40 = 6.287= 6
- Length of Class : p= R/K= 50/6= 8.3333= 9
- The table of distribution of frequency:

No.	x	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	90	6.25	39.0625
2	80	-3.75	14.0625
3	60	-23.75	564.0625
4	60	-23.75	564.0625
5	80	-3.75	14.0625
6	90	6.25	39.0625
7	90	6.25	39.0625
8	90	6.25	39.0625
9	70	-13.75	189.0625
10	80	-3.75	14.0625
11	100	16.25	264.0625
12	100	16.25	264.0625
13	80	-3.75	14.0625
14	100	16.25	264.0625

15	70	-13.75	189.0625
16	50	-33.75	1139.0625
17	70	-13.75	189.0625
18	80	-3.75	14.0625
19	80	-3.75	14.0625
20	70	-13.75	189.0625
21	70	-13.75	189.0625
22	80	-3.75	14.0625
23	100	16.25	264.0625
24	60	-23.75	564.0625
25	60	-23.75	564.0625
26	70	-13.75	189.0625
27	100	16.25	264.0625
28	100	16.25	264.0625
29	80	-3.75	14.0625
30	100	16.25	264.0625
31	80	-3.75	14.0625
32	100	16.25	264.0625
33	80	-3.75	14.0625
34	90	6.25	39.0625
35	100	16.25	264.0625
36	100	16.25	264.0625
37	100	16.25	264.0625
38	100	16.25	264.0625
39	100	16.25	264.0625
40	90	6.25	39.0625
∑	**3350**		**8337.5000**

Mean ($\bar{x}$) = $= \frac{3350}{40} = 83.7500$

Standard Deviation (S):

$S^2 = \frac{\sum (x_i - \bar{x})^2}{n-1} = \frac{8337\ .50}{(40\ -1)} = 213.782$

$S = 14.6213$

- The table of normality test:

Class Interval	Limit	Z for the	$P(Z_i)$	Size	Oi	Ei	

	Class	Limit Class	Opportunities for Z	Classes for Z			$\frac{(O_i - E_1)^2}{E_i}$
	46.5	-2.55	0.4846				
47 – 55				0.0114	1	0.5	0.6490
	55.5	-1.93	0.4732				
56 – 64				0.0666	4	2.7	0.6700
	64.5	-1.32	0.4066				
65 – 73				0.1486	6	5.9	0.0005
	73.5	-0.70	0.2580				
74 – 82				0.2221	10	8.9	0.1402
	82.5	-0.09	0.0359				
83 – 91				0.1660	6	6.6	0.0617
	91.5	0.53	0.2019				
92 – 100				0.1730	13	6.9	5.3420
	100.5	1.15	0.3749				
Total					40	**X^2=**	**6.8634**

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (6.863<11.07). So, the distribution list is normal.

Appendix 11

HOMOGENEITY OF POST-TEST OF CONTROL AND EXPERIMENTAL CLASSES

Hypothesis

$H_o = s_1^2 = s_2^2$

$H_a = s_1^2 \neq s_2^2$

Criterion

H_o is accepted if $F = {}_{1/2a}\,(nb-1):(nk-1)$

$$F = \frac{Biggest\ variant}{smallest\ variant}$$

Hypothetical test

- The table of test of pre-test

Source Variant	Experiment	Control
Total	3350.00	3030.00
n	40	40
$\bar{x}$	83.75	75.75
Variant (s^2)	213.7821	240.4487
Standart deviation (s)	14.62	15.51

$$F = \frac{240.448}{213.7821} = 1.125$$

With α = 5% and df = (40-1 = 39): (40-1 = 39), obtained F_{table} = 1. 70. Because F_{count} is lower than F_{table} (1.125 < 1.70). So, Ho is accepted and the two groups have same variant / homogeneous.

Appendix 12

THE AVERAGE SIMILARITY TEST OF POST-TEST OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

Hypothesis:

H_o: $\mu_1 = \mu_2$

H_a: $\mu_1 \neq \mu_2$

Criterion:

H_o is accepted if $t_{count} < t_{table}$

Hypothesis test:

- The formula:

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\,2} + (n_2 - 1)S_2^{\,2}}{n_1 + n_2 - 2}}$$

- The table of average similarity of post-test

Source variant	Experimental class	Control class
Total	3350	3030
N	40	40
$\overline{X}$	83.7500	75.7500
Variant (s^2)	213.7821	240.4487
Standard Deviation (s)	14.6213	15.5064

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\ 2} + (n_2 - 1)S_2^{\ 2}}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(40-1)213.7821 + (40-1)240.448}{40+40-2}} = \sqrt{\frac{(39)213.7821 + (39)240.448}{78}}$$

$$= \sqrt{\frac{88337.5 + 9377.5}{78}}$$

$$= \sqrt{\frac{17715}{78}}$$

$$= 15.07$$

So, the computation t-test:

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{8375 - 75.75}{15.05\sqrt{\frac{1}{40} + \frac{1}{40}}} = \frac{8}{15.05\sqrt{0.05}} = \frac{8}{(15.05)(0.2236)} = \frac{8}{3.36} = 2.374$$

With α = 5% and df = 40 + 40 – 2 = 78, obtained t_{table} = 1.9908. Because t_{count} is higher than t_{table} (2.374> 1.9908).

From the result, it can be concluded that there is a difference in students' understanding on parts of speech score between students taught using song and those taught using non-song. The hypothesis is accepted.

Appendix 13

LESSON PLAN

In The Experimental Class

School : SMP Negeri 1 Bansari
Subject : English
Class/Semester : VII / II
Material : Parts of Speech (Noun & Verb)
Skill : Grammar
Time : 2 x 40 minutes

A. Competency Standard

To enable students to communicate using written language which is appropriate with its context and meaning.

B. Basic Competence

To understand English parts of speech, especially noun and verb and how to use it appropriately in its context and meaning.

C. Indicators

1. Students will know about English parts of speech (noun & verb).
2. Students are able to analyze parts of speech in a sentence (noun & verb).

D. Source and Media of Learning

1. Sources
   a. Essential of English Grammar : A Practical Guide by Fuad Mas'ud (Yogyakarta: BPFE, 1991).
   b. Intisari Tata Bahasa Inggris Kontemporer by Hotben D. Lingga & Lim Ali Utomo (Jakarta Kesaint Blank, 2005).
   c. Other book that relevant to the theme.
2. Media of Learning
   a. Lyric of song
   b. Paper Assignment

E. Method

1. Discussion, presentation, question and answer.

F. Learning activities

1. Opening (10 minutes)
   a. Greeting
   b. Teacher checks the students' attendance
   c. Teacher stimulates about material that will be learn
2. Main Activities (20 minutes)
   a. BKoF (Building Knowledge of Field)
      - Techer gives songs lyric (noun and verb)
      - Teacher teaches how to pronounce each the word in song lyric
   b. MoT (Modelling of the Text)
      - Teacher gives example how to sing a song
      - Students listen carefully
      - Students sing the songs repeatedly
   c. JCoT (Joint Construction of Text)
      - Students make a group (each group 5 students)
      - Students analyze song lyric based on their understanding in group
      - Each group explain their work in front of the class
      - Teacher gives more explanation to make students know their mistakes
   d. ICoT (Independent Construction of Text)
      - Students find out other example of noun and verbs in word and also in a sentence as individual assignment
3. Closing (10 minutes)
   a. Teacher reviews the material
   b. Teacher gives suggestion the students to study hard

G. Assessment

- Technique : Written Test
- Format : Classifying the words that appropriate with class word (noun/verb) in to the table.

H. Aspect to be Assessed

- Accuracy in answering the questions.

I. Scoring Guidance

a. Every correct answer scored 1

b. Maximum score 20 x 5 = 100

c. Maximum grade = 100

d. The students score = $\frac{\text{Achievement score}}{\text{Maximum score}} \times 100$

J. Summary of the material

NOUN

Noun is the words that we used to name someone, places, things, characteristics, idea, or action. The noun is words that used as name of person, animals, things, or place. For example:

- Charles is a Prince
- Jakarta is a big city
- The rose smells sweet.

VERB

The verb is words of group of the words that used to describe action, experiences, or conditions. Verb is one of parts of speech that express action or condition creature. It is also express about someone, place, or things, like:

- The boy wrote a letter to his father
- The bell rang
- The girl loved by the boy.

K. Song

NOUN

Noun describes person, place, thing . . .

Person, place, thing . . .

Person, place, thing . . .

Like father, mother, teacher, house, book or pen . . .

VERB

A verb will show an action

It tells what things can do

A verb will show an action

Run, sing, swim and cook

Appendix 14

LESSON PLAN

In The Control Class

School : SMP Negeri 1 Bansari
Subject : English
Class/Semester : VII / I
Material : Parts of Speech (Noun & Verb)
Skill : Grammar
Time : 2 x 40 minutes

A. Competency Standard

To enable students to communicate using written language which is appropriate with its context and meaning.

B. Basic Competence

To understand English parts of speech, especially noun and verb and how to use it appropriately in its context and meaning.

C. Indicators

1. Students will know about English parts of speech (noun & verb)
2. Students are able to analyze parts of speech in a sentence (noun & verb).

D. Source and Media of Learning

1. Sources
   a. Essential of English Grammar : A Practical Guide by Fuad Mas'ud (Yogyakarta: BPFE, 1991)
   b. Intisari Tata Bahasa Inggris Kontemporer by Hotben D. Lingga & Lim Ali Utomo (Jakarta Kesaint Blank, 2005)
   c. Other book that relevant to the theme.
2. Media of Learning
   - Paper Assignment

E. Method

- Discussion, presentation, question and answer

F. Learning activities

1. Opening (10 minutes)
   a. Greeting
   b. Teacher checks the students' attendance
   c. Teacher stimulates about material that will be learn
2. Main Activities (20 minutes)
   a. BKoF (Building Knowledge of Field)
      - Techer explains the material (noun and verb)
      - Students listen carefully
   b. MoT (Modelling of the Text)
      - Teacher gives example about noun and adverb
      - Students listen carefully
   c. JCoT (Joint Construction of Text)
      - Students make a group (each group 5 students)
      - Teacher gives assignment in group
      - Teacher corrects the students' work
   d. ICoT (Independent Construction of Text)
      - Students find out other example of noun and verbs in word and also in a sentence as individual assignment
3. Closing (10 minutes)
   a. Teacher reviews the material
   b. Teacher gives suggestion the students to study hard

G. Assessment

- Accuracy in answering the questions

H. Aspect to be Assessed

1. Technique : Written Test
2. Format : Classifying the words that appropriate with class word (noun/verb) in to the table.

I. Scoring guidance

a. Every correct answer scored 1

b. Maximum score 20 x 5 = 100

c. Maximum grade = 100

d. The students score = $\frac{\text{Achievement score}}{\text{Maximum score}} \times 100$

J. Summary of the Material

NOUN

Noun is the words that we used to name someone, places, things, characteristics, idea, or action. The noun is words that used as name of person, animals, things, or place. For example:

- Charles is a Prince
- Jakarta is a big city
- The rose smells sweet.

VERB

The verb is words of group of the words that used to describe action, experiences, or conditions. Verb is one of parts of speech that express action or condition creature. It is also express about someone, place, or things, like:

- The boy wrote a letter to his father
- The bell rang
- The girl loved by the boy.

Appendix 15

SONGS

NOUN

Noun describes person, place, thing . . .

Person, place, thing . . .

Person, place, thing . . .

Like father, mother, teacher, house, book or pen . . .

VERB

A verb will show an action

It tells what things can do

A verb will show an action

Run, sing, swim and cook

ADVERB

Easily, quickly, carefully are called as adverb

Slowly, rapidly, happily are called as adverb

Adverb . . . adverb . . .

Adverb modifies a verb

Adverb . . . adverb . . .

Adverb modifies a verb

ADJECTIVE

Any one of you know what is adjective?

Any one of you know what is adjective?

Adjective modifies a noun

Adjective modifies pronoun

Little, big, black

Pretty, handsome

Appendix 16

TRY OUT TEST

Name : _____

Student Number: _____

Choose the correct answer by giving underline the questions below.

Example:

He runs **quickly** (noun/adjective/verb/<u>adverb</u>).

1. I bought a **beautiful** (adverb/verb/adjective/noun) dress at the mall.
2. On Saturdays I **work** (noun/verb/adjective/adverb) from nine to five.
3. I want to go to a **market** (verb/adjective/adverb/noun).
4. I put my shoes under the **table** (adverb/adjective/noun/verb).
5. She is my **teacher** (adjective/noun/verb/adverb).
6. My father has much **money** (verb/noun/adverb/adjective).
7. Mr. John lives in a **big** (adjective/noun/verb/adverb) house.
8. Yulia **sings** (pronoun/adjective/verb/noun) a song.
9. She reads every **book** (noun/verb/adverb/adjective) of the library.
10. Ridwan speaks English **fluently** (verb/noun/adverb/adjective).
11. Andi borrows my **blue** (adverb/noun/adjective/verb) car.
12. He always walks **slowly** (verb/noun/adverb/adjective).
13. You drive the bus **carefully** (adjective/verb/adverb/noun).
14. She is **clever** (noun/verb/adjective/adverb) student.
15. Every morning I **drink** (verb/adjective/noun/adverb) a glass of milk.
16. My father **reads** (adverb/noun/verb/adjective) a magazine.
17. The tourist had come **early** (adverb/verb/adjective/noun).
18. They **walk** (adverb/verb/adjective/noun) down.
19. I have **small** (adjective/noun/verb/adverb) body.
20. they sing **sweetly** (verb/noun/adverb/adjective).

Appendix 17

PRE TEST

Name :_____

Student Number :_____

Choose the correct answer by giving underline the question below.

Example:

Jakarta is a big **city** (noun/adjective/verb/adverb)

1. He is a **good** (adverb/noun/adjective/verb) boy.
2. The boy **writes** (adjective/adverb/noun/verb) a letter to his father.
3. He drives a car **carefully** (verb/adverb/adjective/noun).
4. She answered **slowly** (noun/verb/adjective/adverb).
5. Anton sits on the **table** (adverb/adjective/noun/verb).
6. She is **beautiful** (verb/noun/adjective/adverb) girl.
7. I have a new **car** (adjective/noun/adverb/verb).
8. They **eat** (verb/adverb/noun/adjective) bread every morning.
9. The little girl spoke **sweetly** (noun/verb/adjective/adverb) to the stranger.
10. I **go** (adjective/adverb/noun/verb) to school everyday.

Appendix 18

POST TEST

Name :_____

Student Number:_____

Choose the correct answer by giving underline the question below.

Example:

He runs **quickly** (noun/adjective/verb/<u>adverb</u>).

1. I put my shoes under the **table** (adverb/adjective/noun/verb).
2. Mr. John lives in a **big** (adjective/noun/verb/adverb) house.
3. Yulia **sings** (pronoun/adjective/verb/noun) a song.
4. My father **reads** (adverb/noun/verb/adjective) a magazine.
5. You drive the bus **carefully** (adjective/verb/adverb/noun).
6. Every morning I **drink** (verb/adjective/noun/adverb) a glass of milk.
7. She reads every **book** (noun/verb/adverb/adjective) of the library.
8. He always walks **slowly** (verb/noun/adverb/adjective).
9. I have **small** (adjective/noun/verb/adverb) body.
10. She is my **teacher** (adjective/noun/verb/adverb).

Appendix 19

Answers Key					
Try out		**Pre test**		**Post test**	
1.	Adjective	**1.**	Adjective	**1.**	Noun
2.	Verb	**2.**	Verb	**2.**	Adjective
3.	Noun	**3.**	Adverb	**3.**	Verb
4.	Noun	**4.**	Adverb	**4.**	Verb
5.	Noun	**5.**	Noun	**5.**	Adverb
6.	Noun	**6.**	Adjective	**6.**	Verb
7.	Adjective	**7.**	Noun	**7.**	Noun
8.	Verb	**8.**	Verb	**8.**	Adverb
9.	Noun	**9.**	Adverb	**9.**	Adjective
10.	Adverb	**10.**	Verb	**10.**	Noun
11	Adjective				
12	Adverb				
13	Adverb				
14	Adjective				
15	Verb				
16	Verb				
17	Adverb				
18	Verb				
19	Adjective				
20	Adverb				

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3. MAN Temanggung (2005)
4. Fakultas Tarbiyah IAIN Walisongo Semarang (2005)