THE EFFECTIVENESS OF USING SONG ELABORATED WITH DRILLING TECHNIQUE TO TEACH STUDENTS’ PRONUNCIATION OF -ED IN NON-EXTRA SYLLABLE PAST TENSE IN LP3I COURSE CENTER NGALIYAN SQUARE IN ACADEMIC YEAR OF 2016/2017

THESIS

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

By:

BANGKIT CAHYO UTOMO
NIM: 113411052

EDUCATION AND TEACHER TRAINING FACULTY WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG 2017
THESIS PROJECT STATEMENT

I am the student with the following identity:

Name : Bangkit Cahyo Utomo
Student Number : 113411052
Department : English Language Education

Certify that the thesis is definitely my own work. I am completely responsible for the content of this thesis. Writer’s other opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 15 June 2017
The Writer

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Rp 6.000,-

Bangkit Cahyo Utomo
Student Number: 113411052
RATIFICATION

Thesis with the following identity:

Title: The Effectiveness of Using English Songs Elaborated with Drilling Technique in Teaching Pronunciation of -Ed in Non-extra Syllable Past Tense in LP3I Course Center Ngaliyan Square in the Academic Year of 2016/2017

Name of Student: Bangkit Cahyo Utomo
Student's Number: 113411052
Department: English Language Education

had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, June 21st 2017

THE BOARD OF EXAMINERS

Chair Person,

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NIP. 19630727 199203 2 002

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Secretary,

Sayyidatul Faillisah, M.Pd.
NIP. 19810908 200710 2 001

Advisor,

Dra. Nuna Muhsinawati Dewi, M.Pd.
NIP. 19650814199203 2 001
ADVISOR NOTE

To:
The Dean of Education and Teacher Training Faculty Walisongo State Islamic University.

Assalamu'alaikum wr.wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Title: "THE EFFECTIVENESS OF USING ENGLISH SONGS ELABORATED WITH DRILLING METHOD IN TEACHING PRONUNCIATION OF -ED IN NON EXTRA SYLLABLE PAST TENSE IN LP3I COURSE CENTER NGALIYAN SQUARE IN THE ACADEMIC YEAR OF 2016/2017"

Name of Student: Bangkit Cahyo Utomo
Student Number: 113411052
Department: English Language Education

I state that the thesis is ready to be submitted to education and teacher training faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikum wr.wb

Advisor,

Dr. Nuna Mustakim Wati Dewi, M.Pd.
NIP: 196506141992032001
ABSTRACT

Title: The Effectiveness of Using Song to Teach Students’ Pronunciation of –Ed in Non-extra Syllable Past Tense in LP3I Course Center Ngaliyan Square in Academic Year 2016/2017

Writer: Bangkit Cahyo Utomo
Student Number: 113411052

Keyword: song, media, pronunciation, non-extra syllable

This research aimed to find out the effectiveness of using song to teach students’ pronunciation of –Ed in non-extra syllable past tense. Method of this research is an experimental study. The population of this research is all students of LP3I course center Ngaliyan Square in the academic year 2016/2017. And the participant 62 students. The subjects of this research were divided into two groups: experimental class which was taught using song as media and control class which was taught without song as its media. The researcher used test and documentation as instruments of data collecting technique. The study showed that: (1) The test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 5.951, while the value of t-table on $\alpha = 5\%$ is 1.67 ($5.951 > 1.67$). The hypothesis is accepted. Therefore, using song as media can be used and is effective in teaching pronunciation of -ed in non-extra syllable past tense. The suggestions are (1) The students should study harder than before, because pronunciation is one of difficult subjects as they considered. They have to learn from the mistakes that they made before. So, they will not repeat the same mistakes. (2) Teachers’ explanation should be clear and easy to be understood by the students, (3) The writer hopes this thesis can be useful for the readers. So, they will know that using music performance is effective. It will help students interested and learn pronunciation of -ed in non-extra syllable past tense easily.
MOTTO

“COGITTO ERGO SUM” (RENE DESCARTES)

I AM THINKING, THEREFORE; I AM BEING
DEDICATION

I dedicate this thesis for:

1. My parents; My father Suparyadi and My mother Mujiyati who always support me.
2. My beloved siblings who always give me spirit to struggle.
3. My close friend; Nofita Wulansari who always supports and gives me spirit to struggle.
4. All my family and close friends thanks for praying and caring me.
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Finally, the writer realized that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial for everyone. Aamiin.

Semarang, 14 June 2017

The Writer

Bangkit Cahyo Utomo
NIM. 113411052
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CHAPTER I

INTRODUCTION

A. Research Background

Learning English language is not something new for people who have been interested in it since a long time ago. It is caused by the main function of language that is for communication.\(^1\) Therefore, Allah states about the varieties of language in surah AR-Rum verse 22:

\[
\text{وَمِن آيَاتِهِ خَلَقَ السَّمَاوَاتِ وَالْأَرْضِ وَأَخْلَافَ أَلسَنَّتَكُمْ وَأَلوَانِكُمْ إِنَّ فِي ذَلِكَ آيَاتٍ لِّلْعَالِمِينَ}
\]

“And of this sign are the creation of the heavens and the earth, and the diversity of your tongues and colors. In that surely are sign for those who process knowledge”\(^2\).

In surah above, Allah shows us the signs of this authority through differences of tongue. Tongue means a language. It is important part in human life. People communicate each other using language, which always need company in their life. Language is communicative; it allows us to communicate with

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others who share the same language.³

Meanwhile, from different languages in the world there is a language which used as an international language and English is an international language which has very important role as the language of science, technology, and international communication. It is crucial to be mastered lately due to any other language in the world.

By using language as a means of communication, human being can express his/her ideas and wishes to other people. It can hardly be imagined that he/she should live all alone by himself/herself without anyone to accompany him/her. Language plays an important role in communication, therefore, A human being needs to convey his/her ideas, meanings, and feelings to others using language as an important role of language in communication. Therefore, language is a means for people to communicate. English as an international language, which becomes more popular in Indonesia, is one of the international languages used in the world.

Since the proclamation of Indonesia on the 17th of August 1945 English has been taught in this country as a first foreign language. During the Dutch colonial time the language of the ruler was of course a compulsory subject which had to be taught

³Depdiknas, Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris, (Jakarta: Depdiknas, 2004), p. 10
in government schools. Every person begins studying a foreign language with learning pronunciation rules, which are important to pronounce the word correctly. The main aim of learning a foreign language is to be able to communicate with people, but bad pronunciation can cause misunderstanding.

Indeed, English learners may know grammar well, have a good extensive vocabulary, but if English learners have horrible pronunciation, it is very difficult to make the listeners understand. Moreover, if native speakers cannot understand what English learners say, they will have misunderstanding. So, learning the rules of pronunciation is very important for every learner.

Some people believe that English pronunciation is difficult, especially for speakers when they pronounce the English words, and they should be able to pronounce words clearly and correctly. There are many students that always should improve their pronunciations every day. Most of them are not able to remember and produce some English words. So, it makes them do not have self-confidence to speak English and too shy to produce a language even in the sentence.

English pronunciation is difficult, especially for speakers when they pronounce English words, the accurate of pronunciation will be a good tool in communication, through using an interesting media, such as song. It can be a wonderful media in facilitating students. Having established that intelligible
pronunciation is one of the necessary components of oral communication.

Some teachers admit to a lack of knowledge of theory of pronunciation and they may therefore feel the need to improve their practical skills in pronunciation teaching. Moreover, trainees and less experienced teachers may be very interested in pronunciation, and language learners, often show considerable enthusiasm for pronunciation. To make students interested in pronunciation, music can be used. Furthermore, Jeremy Harmer explains that music is powerful stimulus for students’ engagement precisely because it speaks directly to our emotion while still allowing to us to use our brain to analyze it and its effect if we so wish.4

One of the most difficult parts of a language for EFL learners to master and one of the least favorite topics for teachers to address in the EFL classroom are pronunciation.5 In fact, most of them are not able to remember and produce some English words. So, it makes students have no self-confidence to speak English and too shy to produce their language even in the


5Abbas Pourhosein Gilakjani, A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction International Journal of Humanities and Social Science, Vol. 2 No. 3; February 2012, p.127
sentence. Students have to build up muscles of their mouth and get used to making sound correctly in order to produce good pronunciation.

When a problem of teaching pronunciation happens, such factors like method, performance, material and students’ learning style need to be remembered. Teaching pronunciation, as one of the problems, is sometimes considered difficult because of some problems including factors above. Students with different learning styles are bigger problem which makes teacher confused than method, performance and material are.⁶

Students’ characteristics of learning play a crucial role with other factors, which determines to some extent the ability of teachers to improve students’ learning outcomes continually. In a class, students learn differently and they have their own characteristics of learning.⁷ Meanwhile, according to learning styles theory, if an individual is struggling to learn new material, it is possible that his or her poor performance results from not being taught in a mode that meshes with the individual’s

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⁶Dave Meier, the Accelerated Learning Handbook, Panduan Kreatif dan Efektif merancang Pendidikan dan Pelatihan, (Bandung : Kaifa, 2007) p. 168

⁷Bobby De Potter dan Mike Hernacki, Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan (Bandung : Kaifa, 2007) p. 112
preferred learning style.\textsuperscript{8} Therefore, teaching strategies and electronic media that match a certain learning style is an important contribution to the field of pedagogical teaching methods. The evaluation of student's learning style gives a strong insight about the students' ability to capture the teacher's message.\textsuperscript{9}

English pronunciation is very important for all age levels. It is a part of the language; it is very important part when someone is transferring knowledge to other people. The way to improve it is using song which is a new teaching strategy to help them improve English pronunciation. From research, songs help learners improve their understanding and production of important pronunciation features.\textsuperscript{10} Song can effectively be used in teaching pronunciation like study from Fan-Wei Kung revealed that in various ways Jazz Chants could engage many participants in class. Vocabulary and structures could easily be remembered in

\textsuperscript{8}Beth A. Rogowsky \textit{et.all}, Matching Learning Style to Instructional Method: Effects on Comprehension, \textit{Journal of Educational Psychology 2015, Vol. 107, No. 1}, p.77

\textsuperscript{9}Ana Lidia Franzoni, Student Learning Styles Adaptation Method Based on Teaching Strategies and Electronic Media, \textit{Educational Technology \& Society, 12 (4)}, p. 28

the entire chant when the researcher combined music with the poems for them to chant.\textsuperscript{11}

Music is something pleasure and exciting whose media are sounds produced by instruments or voices.\textsuperscript{12} It is said to be an art, or form of \textit{entertainment}, and also often defined by contrast with \textit{noise} or \textit{speech}. songs help L2 learners improve both their listening comprehension and understanding and production of important pronunciation features.\textsuperscript{13} To solve the problem of teaching pronunciation, teacher needs to have a way how to teach his/her students through three channels such as audio, visual, and action. The way to teach students’ pronunciation is by using music performance because it is an art and can also be media\textsuperscript{14} used by students with different learning styles. Based on the explanation previously given the researcher chose research by the

\begin{footnotesize}
\begin{enumerate}
\item Fan-Wei Kung, Rhythm and pronunciation of American English: Jazzing up EFL teaching through Jazz Chants, the \textit{Asian EFL Journal} Vol. 70 2015, p. 16


\end{enumerate}
\end{footnotesize}
title "THE EFFECTIVENESS OF USING SONG TO TEACH STUDENTS’ PRONUNCIATION OF -ED IN NON-EXTRA SYLLABLE PAST TENSE IN LP3I COURSE CENTER NGALIYAN SQUARE IN ACADEMIC YEAR 2016/2017”.

B. Reasons for Choosing the Topic

The writer has some reasons to do this research. They are as follows:

1. Pronunciation is essential to improve the language skills, especially in speaking. Students must also be able to improve English speaking in order to communicate in English.

2. It is very important for teachers to teach pronunciation when they use a medium.

3. Songs can be used as an alternative way to conduct students’ pronunciation skill.

C. Research Questions

Based on the problem that has been stated above, the research question is “How effective is song to teach students’ pronunciation of -ed in non-extra syllable past tense in LP3I Course Center Ngaliyan Square in academic year 2016/2017?”

D. Objectives of the Research

Based on the research questions mention above, the objective of the study is to find out the effectiveness of using song as media to teach students’ pronunciation of -ed in non-extra
syllable past tense in LP3I Course Center Ngaliyan Square in academic year 2016/2017.

E. Pedagogical Significance

The writer expects that this research has some significances. They are limited below:

1. For the writer

   The result of the investigation will be a useful input to improve knowledge about teaching pronunciation of -ed. in non-extra syllable past tense. This action research could be used as process to improve the teaching performance both teacher and researcher.

2. For Teachers

   The result of this study can be used to help teaching students’ pronunciation. The teacher can use songs as an alternative way in teaching English. This study can give motivation to the English teacher to create new ways or media in teaching learning English.

3. For the students

   It can be used to improve and develop students’ abilities. The students could learn English in an interesting way and improve their achievements of pronouncing -ed in non-extra syllable past tense through songs.

F. Definition of the Key Words

   To avoid misunderstanding, the writer presents the following
definition of the key terms:

1. Kind of Songs

   A kind of song is a type of music or composition for singing. It is also a kind of composition for voice, performance by singing. Musical instruments may accompany a song, or it may be unaccompanied, as in the case of a cappella songs. The lyrics (word) of songs are typically of a poetic, rhyming nature, although they may be religious verses or prose.\textsuperscript{15}

2. Improving pronunciation

   Pronunciation improvement means to rise to a more desirable or more excellent quality of pronunciation or to make it better to increase the productivity or value of pronunciation.

3. Non extra syllable past tense

   In verbs that end in \textit{t} or \textit{d} the \textit{-ed} is pronounced as an extra syllable. This is the only time the past tense has an extra syllable. Examples: project (2 syllables) projected (3 syllables) plead (1 syllable) pleaded (2 syllables). In contrast, the following words that do not end in \textit{t} or \textit{d} do not add an extra syllable in the past tense. It is called non extra syllable past tense. Examples: wash (1 syllable) washed (1 syllable) delay (2 syllables) delayed (2 syllables).

\textsuperscript{15}Michael Agnes, \textit{Webster’s New Words College Dictionary} 4th Ed, (Wiley publishing Inc, 2000), p. 1367
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. General Concept of Media
   a. Definition of Media

   Media is the plural form of medium. According to Azhar Arsyad, “Media are the accessories that can send and transmits learning messages.”¹ In teaching learning process, media is needed. Media not only can send learning messages but also sometimes entertain students, for example, occasionally, teacher gives the students songs and asks them to sing cardinal and ordinal number songs in their lesson, students will be comfortable and enjoyable.

   b. Kinds of Media

   According to Kasihani K.E Suyanto, teaching media can be classified into three categories. They are:

   1) Visual Media

      It is media that can be seen. It would captivate visual sense eyes mostly. It can be formed of picture, moving picture or animation and flashcard, etc.

   2) Audio Media

      It is the media that can be listened from audio media. It means that audio media has sound listened by

us. Audio media can facilitate auditory learning styles, therefore, the audio media can be affective to improve students with auditory learning styles.

3) Audio visual media

It is media that has sound and picture. Video is an example from audio visual media in teaching and it has a sound because it is produced to get to appear the reality picture in the original form it describes science theory and animated.²

In this study, the writer used audio visual media named music performance as the interaction media, for the reason that by using music performance it can motivate the students to learn and pay attention to the material given.

2. General Concept of Music

a. Definition of Music

“Music is arrangement of sounds made by instruments or voices in a way that is pleasant and exciting.”³ It is said to be an art, or form of entertainment, it is also often defined by contrast with noise or speech.

²Kasihani K.E. Suyanto, English for Young Learners, (Jakarta: PT. Bumi Aksara, 2007), P.102

In Kamus Besar Bahasa Indonesia, “Music is the science or art of composing the tone or voice uttered, the combination and temporal relationships to produce a composition (voice), which has a balance and cohesion, tone or sound organized in such a way that contains rhythms, songs and harmony (especially those that can produce that sounds)”.4

Based on the definition above, the writer can conclude that the music can also be called as a medium of art, where in general people express creativity and their artistic expression through the sounds or voices. Hence the definition of music is universal, depending on how people play it and enjoy it.

b. Kind of Music

1) Classic

“Classical music, strictly defined, means music produced in the Western world between 1750 and 1820. This music included opera, chamber music, choral pieces, and music requiring a full orchestra. To most, however, classical music refers to all of the above types of music within most time periods before the 20th century.”5

4 Kamus Besar Bahasa Indonesia Digital (Software PC),

2) Blues

“Blues is a type of slow, sad music, originally from southern US, in which the singer typically sings about their difficult life or bad luck in love”.\(^6\) Usually blues music is played by Afro-American, like as Jimmy Hendrix. Jimmy Hendrix dominantly plays electric guitar blues, such as Fender stratocaster or Gibson less Paul. Jimy Hendrix, blues musicians, plays guitar while singing.

3) Country

“Country music is a popular music which is based on a type of traditional music from the Western and Southern United States.”\(^7\) The term country music gained popularity in the 1940s in preference to the earlier term hillbilly music. Country music is used to describe happiness today.

4) Jazz

“Jazz is part a type of popular music that usually a strong beat and parts for performers to play alone.”\(^8\) Usually performers use jazz guitar, trombone, piano,


\(^7\) Pono Banoe, *Kamus Musik*, P. 98

trumpet, and saxophone. Important element in jazz is the blue notes, improvisation, polyrhythm, syncopation, and shuffle notes.

5) Rock

“Rock is a type of popular music with a strong loud beat which is usually played with electric guitars and drums.”

Rock music developed during and after the 1960s, particularly in the United Kingdom and the United States. It has its roots in 1940s and 1950s rock and roll, itself heavily influenced by rhythm and blues and country music. Rock music also draws strongly on a number of other genres such as blues and folk, and incorporated influences from jazz, classical, and other musical sources.

6) Pop

“Pop is modern popular music, usually with a strong beat, created with electrical or electronic equipment, and easy to listen and to remember.”

Pop music (a term that originally derives from an abbreviation of "popular") is usually understood to be commercially recorded music, often oriented towards teenagers, usually consisting of short and simple songs.

9 Cambridge Advanced Learner’s Dictionary 3rd Ed. (Software PC).

10 Pono Banoe, Kamus Musik, P. 341
From several kinds of music above, a teacher has to truly understand that he or she wants to apply music as a medium of learning, and not all types of music can be applied in the learning process because each types of music have a distinct character of different tones. The writer used country music when he/she sings the -ed in extra syllable past tense because the tone of country music is more dominant on major chords which use happy tones. Hopefully, students are able to enjoy the learning process.

3. **Past Tense**

A past tense is a grammatical tense that places an action or situation in the past of the current moment, or prior to some other event, whether that is past, present, or future not all languages mark verbs for the past tense in some languages, the grammatical expression of tense is mixed with the expression of mood and/or.\(^{11}\)

In English aspect, there are two verb terms which are commonly called "past tense", the so-called, simple past tense sometimes misleadingly called the preterit, which is a true tense, and the, present perfect. Simple past is formed for simple past tense by adding -d or – ed to the root of a word. Examples: *He walked to the store*, or *they danced all night*. A negation is

produced by adding *did not* and the verb in its infinitive form. Example: *He did not walk to the store.* Question sentences are started with *did* as in *did he walk to the store?* The simple past is used for describing acts that have already been concluded and whose exact time of occurrence is known. Furthermore, simple past is used for retelling successive events. That is why it is commonly used in storytelling.

Past perfect is used for describing schedule events that have occurred before something else followed. The event that is closer to the present is given in simple past tense: *After we had visited our relatives in New York, we flew back to Toronto.* If emphasis is put on the duration of a concluded action of the past, *since* and *for* are signal words for past perfect. *We had been waiting at the airport since the 9 P.M. flight.*

a. **Pronounces of –Ed ending**

The Pronounces of –*Ed ending* is divided into four kinds. They are as follows;

1) **Past Infinitive**

- Positive: Subject +V2 + (O).
  
  Example: *He played* match yesterday.

- Negative: Subject +did+not+V1 + (O).
  
  Example: *They did not play* match yesterday.

- Interrogative: Did+sub+V1 + (O)?
  
  Example: *Did they play* match yesterday?
• Negative& Interrogative: Did+sub+not+V1+ (O)?
  Example : **Did** they **not play** match yesterday?

2) **Past Continuous**

• Positive : Subject +was/were + V-\textit{ing}+ (O).
  Example : You **were reading**.

• Negative : Subject +was/were+not+ V-\textit{ing} + (O).
  Example : You **were not reading**.

• Interrogative : Was/Were + Subject +V-\textit{ing} + (O).
  Example : **Were** you **reading**?

• Negative & Interrogative: Was/Were+Subject + not +V-\textit{ing}+ (O)
  Example : **Were** you **not reading**?

3) **Past Perfect**

• Positive : Subject +had+V3 + (O)
  Example : We **had watched** TV.

• Negative : Subject +had+not+V3 + (O).
  Example : We **had not watched** TV.

• Interrogative : Had + Subject + V3+ (O).
  Example : **Had** we **watched** TV?

• Negative& Interrogative: Had+sub+not+V3 + (O)?
  Example : **Had** we **not watched** TV?
4) **Past Perfect Continuous**

- Positive: Subject + had + been + V-ing+ (O) + since/for
  Example: She *had been watching* TV since noon.

- Negative: Sub + had+ not+ been+ V-ing+ (O) + since/for
  Example: He *had not been watching* TV since noon.

- Interrogative: Had+ sub+ been+ V-ing+ (O) + since/for
  Example: *Had* he *been watching* TV since noon?

- Negative & Interrogative: Had+sub+not+been+V-ing+(O)+since/for
  Example: *Had* he *not been watching* TV since noon?

4. **Teaching Pronunciation (dengan footnote)**

Pronunciation involves further than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English. English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self-esteem, facilitate communication, and possibly
lead to a better job or a least respect in the workplace. Effective good pronunciation is of greatest importance, so choose first to work on problems that significantly hinder communication and let the rest go.

A student's first language often interferes with English pronunciation. For example, /p/ is aspirated in English but not in Spanish, so when a Spanish speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead. Sometimes the students will be able to identify specific problem sounds and sometimes they won't. You can ask them for suggestions, but you will also need to observe them over time and make note of problem sounds. Another challenge resulting from differences in the first language is the inability to hear certain English sounds that the native language does not contain. Often these are vowels, as in 'ship' and 'sheep,' which many learners cannot distinguish.

Second language learners find English pronunciation difficult because the spelling system of English is different with how words are pronounced. The lack of a simple correspondent between the spelling system and the pronunciation system in English tend to cause problem for learners in that it can lead them to initially or repeatedly misspell words and mispronounce them. Working on pronunciation before giving students a written record is fine within the controlled environment of the classroom, and in many instances both desirable and
advantageous. However, giving students a written record in itself is not enough to help them remember the pronunciation unless the relatively complex links between English spelling and pronunciation have been made clear making these links will help students in their independent study away from the classroom.\footnote{Gerald Kelly, \textit{How to Teach Pronunciation}, (Pearson Education Limited ), p. 125-126}

The problems of teaching pronunciation are often confusing with the problems of English spelling system. Every word, every syllable, every phoneme uttered by the teacher may contribute to the learner’s learning of pronunciation, not only when the teacher is deliberately and overtly concentrating on teaching pronunciation but equally when the teacher believes he is putting the weight of his teaching on to questions of grammar or vocabulary, or when he is simple easing the class along by an exchange of greetings, or telling a little story.\footnote{Peter Strevens, \textit{New Orientations in the Teaching Of English},(Oxford University press,1977)} Here are some ideas for focusing on specific pronunciation features;

\begin{itemize}
\item \textbf{Voicing}
\end{itemize}

Voiced sounds will make the throat vibrate. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. The teacher needs to have students touch their throats while
pronouncing voiced and voiceless sounds. They should feel vibration with the voiced sounds only.

b. **Aspiration**

Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word they usually are. To illustrate aspiration, the teacher can have students hold up a piece of facial tissue a few inches away from their mouths and push it with a puff of air while pronouncing a word containing the target sound.\(^\text{14}\)

c. **Mouth Position**

Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

d. **Intonation**

Many teachers admit to finding it difficult to hear whether or not their own voice is going up or down. However, it is much easier to spot when a student is using the wrong kind of intonation in practice activities in the

classroom. Many teachers already do remedial work on intonation in the classroom necessarily realizing it, through re-drilling sentences, getting student to say thing again, and so on it is really a question of taking time to listen out of intonation yourself, and of gaining an understanding of how it works. Works on intonation can, and should be, built into lessons from beginner level to advanced level.\textsuperscript{15}

e. Vowel Length

You can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on shorter ones. Then let the students try it. For example, the word 'fifteen' would have the rubber band stretched for the 'ee' vowel, but the word 'fifty' would not have the band stretched because both of its vowels are spoken quickly.\textsuperscript{16}

f. Syllables

Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable. Illustrated syllable stress by clapping softly and loudly corresponding to the syllables of a word. For example, the word 'beautiful' would be loud-


soft-soft. Practice with short lists of words with the same syllabic stress pattern ('beautiful,' 'telephone,' 'Florida') and then see if your learners can list other words with that pattern.

Syllable is a unit of spoken language that is bigger than a speech sound and consists of one or more vowel sounds alone.

5. The Implementation of Songs in Teaching Pronunciation

As language teachers, it is necessary to use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. Teaching past tense to the ten grade students is not easy task because the ten grade students need some interesting ways to make them interest and pay attention to the material that has been given to the students. Teacher uses various teaching aid or media such as songs to help students understand the material easily. (dengan footnote)

With a song, the students will be motivated to learn English especially -ed in non-extra syllable past tense by using songs. Often, students are involved in playing the games or singing the songs and they do not realize that they are practicing language. It means that students can get knowledge in material and experience without any forces.

Songs have been shown to have advantages and effectiveness in learning pronunciation in various ways. Songs
as relaxation and fun for students, thus help them learn and retain new words more easily. Songs usually involve friendly competition and they keep learners interested. Therefore, songs can create the motivation for learners of English to get involved and participate actively in the learning activities.

Pronunciation brings real world context into the classroom and enhances students’ use of English in a flexible, communicative way. Students need to practice pronouncing English words, therefore, the more often a word is successfully retrieved from memory, the easier it becomes to recall it. Therefore, useful songs are those that encourage learners to recall words and preferably at speed. The fun factor may help make words more memorable and a competitive element often serves to animate even the most lethargic students.

Although the material focused on song but pronunciation is generally on accuracy (i.e.; on getting students to produce target like sounds, rhythms, and intonation pattern), fluency and accuracy are interconnected to the extent that students’ fluency level will almost certainly affect their accuracy. This interaction has caused many classroom practitioners to question the scope of pronunciation instruction, which has traditionally been defined as the accurate production of a language. Pronunciation has stood apart from the communicative language teaching movement because it has often ignored the interaction of the
sound system with function and meaning.\textsuperscript{17}

English teacher also can add variety to the techniques employed in the classroom by alternating other activities with the variety of title of the songs which have the added advantage of being fun, competitive, and consequently, memorable. These songs are also activities that students can be encouraged to do on their own. As good choice of songs as one of teaching media will bring good learning products. A song is going to use in a class activity should be carefully selected and prepare. When using a song, teachers should consider the following questions:

1. Is it suitable for the students?
2. Is it easy to run (or even a complicated one)?
3. Is it profitable for the students (or gives them enjoyment only)?
4. Has the language graded to the students’ level?
5. Will the students get bored with the songs before they even finish the activity?

Well-chosen songs are invaluable as they give students a break and at the same time allow students to practice language skills. Songs are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

\textsuperscript{17}Marianne Celce & Murcia, \textit{Teaching Pronunciation}, (Cambridge University Press, 1996), p. 290-291
Songs add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Songs can provide this stimulus.

The choice and use of songs is a matter of personal taste, but we should bear in mind three qualities they need to possess if they are to engage students and be linguistically useful. In the first place they need to be appropriate not only for the purpose in hand but also for the classes they are being used for. If they are too childish students may not like them, and if they are culturally inappropriate they can offend people. The most important things for pictures in the end are that they should be visible.\textsuperscript{18}

The songs for teaching -\textit{ed} in non extra syllable past tense are below:

- **Payphone** -

\begin{quote}
\textit{I'm at a payphone trying to call home} \\
\textit{All of my change I spent on you} \\
\textit{Where have the times gone? Baby, it's all wrong} \\
\textit{Where are the plans we made for two?}
\end{quote}

Yeah, I, I know it's hard to remember
The people we used to be...
It's even harder to picture,
That you're not here next to me.

You say it's too late to make it,
But is it too late to try?
And in our time that you wasted
All of our bridges burned down

I've wasted my nights,
You turned out the lights
Now I'm paralyzed.
Still stuck in that time
When we called it love
But even the sun sets in paradise

I'm at a payphone trying to call home
All of my change I spent on you
Where have the times gone? Baby, it's all wrong
Where are the plans we made for two?

If "Happy Ever After" did exist,
I would still be holding you like this
All those fairy tales are full of it.
One more stupid love song, I'll be sick
Oh, you turned your back on tomorrow
'Cause you forgot yesterday.
I gave you my love to borrow,
But you just gave it away.

You can't expect me to be fine,
I don't expect you to care
I know I've said it before
But all of our bridges burned down.

I've wasted my nights,
You turned out the lights
Now I'm paralyzed.
Still stuck in that time
When we called it love
But even the sun sets in paradise.

I'm at a payphone trying to call home
All of my change I spent on you
Where have the times gone? Baby, it's all wrong
Where are the plans we made for two?
If "Happy Ever After" did exist,
I would still be holding you like this
All those fairy tales are full of it.
One more stupid love song, I'll be sick

Yeah, yeah, now baby don't hang up,
So I can tell you what you need to know,
Baby I'm begging you just please don't go,
So I can tell you what you need to know

I'm at a payphone trying to call home
All of my change I spent on you
Where have the times gone? Baby, it's all wrong
Where are the plans we made for two?

If "Happy Ever After" did exist,
I would still be holding you like this
All those fairy tales are full of it.
One more stupid love song, I'll be sick
- Someone Like You -

I heard that you’re settled down,
That you found a girl and you’re married now,
I heard that your dreams came true,
Guess she gave you things I didn’t give to you,
Old friend, why are you so shy?
Ain’t like you to hold back or hide from the light,

I hate to turn up out of the blue uninvited,
But I couldn’t stay away, I couldn’t fight it,
I had hoped you’d see my face,
And that you’d be reminded that for me it isn’t over,

Nevermind, I’ll find someone like you,
I wish nothing but the best for you, too,
Don’t forget me, I beg,
I remember you said,
“Sometimes it lasts in love,
But sometimes it hurts instead,”
Sometimes it lasts in love,
But sometimes it hurts instead, yeah,
You know how the time flies,
Only yesterday was the time of our lives,
We were born and raised in a summer haze,
Bound by the surprise of our glory days,

I hate to turn up out of the blue uninvited,
But I couldn’t stay away, I couldn’t fight it,
I had hoped you’d see my face,
And that you’d be reminded that for me it isn’t over,

Nevermind, I’ll find someone like you,
I wish nothing but the best for you, too,
Don’t forget me, I beg,
I remember you said,
“Sometimes it lasts in love,
But sometimes it hurts instead,”

Nothing compares,
No worries or cares,
Regrets and mistakes, they’re memories made,
Who would have known how bittersweet this would taste?

Nevermind, I’ll find someone like you,
I wish nothing but the best for you,
Don’t forget me, I beg,
I remember you said,
“Sometimes it lasts in love,
But sometimes it hurts instead,”

Nevermind, I’ll find someone like you,
I wish nothing but the best for you, too,
Don’t forget me, I beg,
I remember you said,
“Sometimes it lasts in love,
But sometimes it hurts instead,”
Sometimes it lasts in love,
But sometimes it hurts instead.

- **When I Was Your Man – Bruno Mars -**

Same bed but it feels just a little bit bigger now
Our song on the radio but it don’t sound the same
When our friends talk about you, all it does is just tear me down
Cause my heart breaks a little when I hear your name

It all just sounds like oooooh...
Mmm, too young, too dumb to realize
That I should ’ve bought you flowers
And held your hand
Should ’ve gave you all my hours
When I had the chance
Take you to every party
Cause all you wanted to do was dance
Now my baby’s dancing
But she’s dancing with another man

My pride, my ego, my needs, and my selfish ways
Caused a good strong woman like you to walk out my life
Now I never, never get to clean up the mess I made, ohh...
And it haunts me every time I close my eyes

It all just sounds like oooooh...
Mmm, too young, too dumb to realize
That I should’ve bought you flowers
And held your hand
Should’ve gave you all my hours
When I had the chance
Take you to every party
Cause all you wanted to do was dance
Now my baby’s dancing
But she’s dancing with another man

Although it hurts
I’ll be the first to say that I was wrong
Oh, I know I’m probably much too late
To try and apologize for my mistakes
But I just want you to know
I hope he buys you flowers
I hope he holds your hand
Gives you all his hours
When he has the chance
Take you to every party
Cause I remember how much you loved to dance
Do all the things I should 've done
When I was your man
Do all the things I should 've done
When I was your man

At the end of the lesson, teacher may take various activities related to pronounce -ed in non-extra syllable past tense. Teacher may ask the students to pronounce -ed in non-extra syllable past tense, determine the -ed in non-extra syllable past tense, and make another -ed in non-extra syllable past tense based on the songs.

B. Previous Research

There are researches related with the study as follow:
1. Anggun Kusuma Dewi (05311065), Pronunciation Problems Faced by the English Students' in Pronouncing-ed ending,( A Case Study With The Fifth Semester Students Of Semarang State University In The Academic Year Of 2009). From language and Art Faculty, 2009. She stated that most of English learners, even in the university, still get difficulties in
pronouncing-\textit{ed} ending.\textsuperscript{19} The students’ mastery in English pronunciation related to simple past tense improved after the songs activities were given. It means that after students were taught by this technique, the result of the test was better than before.

The similarity of her thesis with this research is the material that focuses on teaching pronunciation related to simple past tense. The difference is looked at the use of teaching audio media/aids in teaching simple past tense.

The research above has something in common with the research being studied by the writer, however; it is different method. The research above used case study and the research being studied by the writer used classroom action research. The writer used music performance to improve the students’ pronunciation of \textit{-ed} in non-extra syllable past tense in Lp3i Course Center Ngaliyan Square in Academic Year 2016/2017. The research being studied by the writer not only described the phenomenon but it also implemented the method to improve the students’ pronunciation of \textit{-ed} in non-extra syllable past tense in Lp3i Course Center Ngaliyan Square in Academic Year 2016/2017.

2. Ali Miftahul Amin (05311129), Improving Students'  

Pronunciation Of English Diphthongs Through Songs (A Classroom Action Research With Eight Grade Students of MTs N 01 Semarang In The Academic Year 2008/2009) from Tarbiyah of Faculty, Walisongo State Institute for Islamic Studies Semarang, 2009. He stated that significant that difference in the pronunciation achievement of the students who taught using songs and those taught without using songs. It means that the mastery of pronunciation which was found from the teaching pronunciation using songs is better than teaching pronunciation without using songs.

The research above has something in common with the research studied by the writer that is classroom action research and the topic is also same that is pronunciation, however, the main problem is different. The research above focused on students' pronunciation of English diphthongs through songs and the research being studied by the writer is to improve the students’ pronunciation of -ed in non-extra syllable past tense in Lp3i Course Center Ngaliyan Square in Academic Year 2016/2017. The research above using songs and the research being studied by the research using song lyrics as tool to improve the students’ pronunciation of -ed in non-extra syllable past tense in Lp3i Course Center Ngaliyan Square in Academic Year 2016/2017.
CHAPTER III
RESEARCH METHOD

This chapter discussed research design, research setting, participant, research variable and indicator, method of data collection, and technique of data analysis.

A. Research Design

Method of this research is an experimental study. It 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”.¹ In other words, experiment is the way to find the causal relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.

The subjects of this research were divided into two groups: experimental class which was taught using music performance and control class which was taught without music performance.

In this study, the approach used by writer is quantitative because the data that is gained are numeric and was analyzed by using statistical computation. Quantitative

approach stresses the analyzes to the numerical data that is processed by statistical method.  

As it is explained above, the method of this research is experimental study. The reason is that the writer wants to know the effectiveness of using music performance to teach vocabulary.

The design of the research is true experimental design. In this research, the form of true experimental design is pre-test post-test control design.  

\[
\begin{align*}
R & \quad X \quad O_1 \\
R & \quad O_2 \\
\end{align*}
\]

Where:

R1 = Random (The beginning condition of the experimental group)

R2 = Random (The beginning condition of the control group)

X = Treatment

O1 = Effect of treatment given

O2 = Effect is not given treatment

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In this study, the approach used by the writer was quantitative approach because the data gained were numerical data and analyzed by using statistical computation. Quantitative approach stresses on the analysis of the numerical data that is processed by statistical method. It will explain the result of pre-test and post-test.

B. Research Setting

The research setting is Lp3i Course Center Ngaliyan Square in academic year 2016/2017. It was conducted on the second semester of academic year 2016/2017.

C. Research Variable

Variable can be defined as an object of research. In this study, there are two variables. They are Independent Variable (x) and Dependent Variable (y).

1. Independent Variable (x)

   Independent variable is variable that influences or those to be cause of change the dependent variable.\(^4\)

   The independent variable of this study, based on the definition above is the use of music performance in teaching pronunciation of -ed in non-extra syllable past tense.

2. **Dependent Variable (y)**

Dependent variable is variable that is affected or that be the result because of the existence of the independent variable.\(^5\)

According to the definition above, the dependent variable of this study is the teaching pronunciation of \(\text{-ed}\) in non-extra syllable past tense.

**D. Participant**

**a. Population**

Population is “the whole subject of research”.\(^6\) Population is generally areas which consist of object/subject which has certain quality and characteristic which decided by the researcher to study and then collected the summary.\(^7\) Population of this research was students of 2016/2017 in the academic year 2016/2017 second semester. The students of 2016/2017 were divided into two classes.

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\(^7\)Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, p. 117.
b. Participant

Participant means people who participate or take a contribution to an activity. In this research, the participants were the subjects of the research. And the participant of this research was 62 students of LP3I Course Center Ngaliyan in the academic year of 2016/2017. The researcher divided the participants into two groups, the 31 students are as control group, and the other 31 students are as experimental group.

E. Method of the Data Collection

An instrument has important role in a research in the sense that reliability of data obtained. Instrument that used to collect the data in this research was test.

a. Test

Arikunto explained that a test is sequences of questions of exercise often are used to measure skill, knowledge, intelligent, or talent of individual group.\(^8\) The instrument of the test in this research was objective test. Objective test is frequently criticized on the grounds that they are simple to answer than subjective test. Objective tests are divided into transformation, completion,

\(^8\)Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p 150
combination, addition, rearrangement, matching, correct and incorrect (true/false) and multiple choice. The researcher used multiple choice forms.

The advantages of multiple choice tests as follows:

1) It contains more positive aspects, such as more representative and representative of the content area material, more objective, can be avoided interference subjective elements in terms of both learners and teachers in terms of examining.

2) It is easier and faster way to check because it can use a key material test tools result by technological progress.

3) Examination can be submitted another people.

4) In the examination, no subjective element affecting.

Test is a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect the data. The instrument of the test in this research is objective test (multiple choice test). The score of

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students’ achievement on vocabulary can be calculated by using this following formula:

\[
Score = \frac{The \ number \ of \ right \ answer}{The \ number \ of \ questions} \times 100
\]

b. Documentation

Documentation is tool aiming at identifying documents or to the field of study devoted to the study of documents.\(^{11}\) The documentation is used to know data of the students and teachers in the school and to get the data values daily test on the material before, which is then used to test the value of the beginning data so we get the group to be used as experimental and control class. In this research, researcher got teachers and students’ name lists. The researcher also got students’ name lists and photograph of teaching learning activities.

The steps of collecting the data by getting documentation are as follows:

1) The researcher got the resources from the teacher’s note while conduct the experimental research. The researcher collected the students’ name list.

2) The researcher collected the data of the activity in the class by taking photograph which helped by her friends or done by herself. The photograph was taken when the students doing the try-out test and post-test, and while the researcher conducted teaching in control class and treatment in experimental class. Finally, the researcher made some conclusions based on the documentation.

In this study, documentation only used to support the data about the students’ condition reflected on their activity in the class.

F. Technique of Data Analysis

The data analysis method, which is used in this research, is quantitative analysis. Quantitative analysis is concerned with the amount or number.

1. Instrumental Test

The quality of the data can be said good or bad, if the test instrument fulfils four important qualifications such as validity, reliability, difficulty level, and also discriminating power of each item. The researcher prepared one text which contains some pronunciation of \(-ed\) in non-extra syllable past tense or items related to student’s pronunciation of \(-ed\) in non-extra syllable past tense. Before the items were given to the students, the
researcher gave tryout test to analyze validity, reliability, difficulty level and also the discriminating power of each item. The test was given to participants. After finishing the test, the result was collected in order to be scored. An analysis was made based on the result of test by using the formula of validity, reliability, the degree of test difficulty and discriminating power. The choosing of the instrument had been done by considering: validity, reliability, the degree of test difficulty and discriminating power.

### a. Validity of Test

Validity is always in relation to specific decision or use (R.L Thorndike and H.P Hagen 1997) and a test is valid if it measures what it purpose to be measured. On the other hand, validity is the most important variable in judging the quality of measurement of an instrument before we use. A test is valid if it measured what it purposed to be measured. As general, validity uses statistically technique with the technique analysis of correlation. Since validity look for relation between test score and certain criteria as a standard out of test. Of course, those

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criteria must be relevant with thing that can be measured.

Validity for multiple choice test used *biserial* point correlation for score 1 and 0 only. The multiple choice items test validity of using *biserial* point correlation as follows:

$$r_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where:

- \( r_{pbis} \): The correlation coefficient point biserial
- \( M_p \): Average total score of items answered correctly on question
- \( M_t \): Average total score
- \( S_t \): Standard deviation of total score
- \( P \): Proportion of students who answered correctly

\[
(p = \frac{\text{Number of students who answered correctly}}{\text{Total number of students}})
\]

\[
Q = \text{The proportion of the students who answer incorrect} = (q = 1 - p)
\]
Having calculated $r_{\text{count}}$ compared $r_{\text{table}}$ with significance level of 5%, if $r_{\text{count}} > r_{\text{table}}$ then said valid.\(^{13}\)

b. Reliability Test

It means consistency of measurement.\(^{14}\) Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too.

Alpha formula is used to know reliability of test is K-R.20.\(^{15}\)

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S - \sum pq}{S^2} \right)$$

Where:

- $r_{11}$: The reliability coefficient of items
- $n$: The number of item in the test
- $P$: The proportion of students who give right answer
- $q$: The proportion of students who give the wrong answer
- $S^2$: The standard deviation of the test

---

\(^{13}\) Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009), Cet. 9, p. 79.


\[ s^2 = \frac{\sum x^2 - \left(\frac{\sum x}{N}\right)^2}{N} \]

Where:
- \( \sum x^2 \) = the total score squared
- \( \left(\sum x\right)^2 \) = square of the total score

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

c. Degree of Test Difficulty

An item is considered to have a good difficulty level. It is not too easy or too difficult for the students (examinees), so that they can answer the items. If a test contains many items that are too difficult or too easy, it cannot use as a function as a good means evaluation. Therefore, every item should be analyzed first before it is used in a test.

\[ P = \frac{B}{JS} \]

The formula of item difficulty is as:

Where:
- \( P \) : Index of difficulty
B : The number of students who answer an item correctly

JS : The total number of students.\textsuperscript{16}

Where the criterion of computation is:

\textbf{Table 1.3 Criteria of Difficulty Test}

<table>
<thead>
<tr>
<th>P = 0,00</th>
<th>Is very difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,00 &lt; P \leq 0,30</td>
<td>Is difficult</td>
</tr>
<tr>
<td>0,30 &lt; P \leq 0,70</td>
<td>Is medium</td>
</tr>
<tr>
<td>0,70 &lt; P \leq 1,00</td>
<td>Is easy</td>
</tr>
<tr>
<td>P = 1,00</td>
<td>Is very easy</td>
</tr>
</tbody>
</table>

\textbf{d. Discriminating Power}

The discriminating power is measure of the effectives on item undiscriminating between high and low scores of the whole test. The higher values of discriminating power are the more effective item.\textsuperscript{17}

Discriminating power can be obtain by using this following formula:


\textsuperscript{17} Suharsimi Arikunto, \textit{Dasar–Dasar Evaluasi Pendidikan}, p. 391
\[ D = \frac{BA}{JA} - \frac{BB}{JB} \]

Where:

D : Discrimination index
JA : The number of participants in the upper group
JB : The number of participants in the low group
BA : The number of participants in the upper group who answer the item correctly.
BB : The number of participants in the low group who answer the item correctly.

The criteria of discrimination index is classified into four level as follows:

**Table 1.4 Criteria of Discrimination Index**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>( D \leq 0.00 )</td>
<td>Very poor</td>
</tr>
<tr>
<td>( 0.00 &lt; D &lt; 0.20 )</td>
<td>Poor</td>
</tr>
<tr>
<td>( 0.20 &lt; D &lt; 0.40 )</td>
<td>Enough</td>
</tr>
<tr>
<td>( 0.40 \leq D &lt; 0.70 )</td>
<td>Good</td>
</tr>
<tr>
<td>( 0.70 &lt; D \leq 1 )</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
2. **Pre-Test**

a. **Normality Test**

Normality test is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. To find out the distribution data, normality test is done by using the Chi-square formula.

a) Determine the range (R); the largest data reduced the smallest,

b) Determine the many class interval (K) with formula:

   \[ K = 1 + (3.3) \log n \]

   K = 1 + (3.3) \log n

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

   \[ p = \frac{range\ R}{number\ of\ class} \]

   \[ p = \frac{range\ R}{number\ of\ class} \]

d) Make a frequency distribution table

e) Determines the class boundaries (bc) of each class interval

f) Calculating the average Xi (\( \bar{X} \)), with the formula,
\[ \bar{X} = \frac{\sum f_i x_i}{\sum f_i} \]

g) Calculate variance, with the formula:
\[ S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} \]

h) Calculate value of Z, with the formula:
\[ Z = \frac{x - \bar{x}}{s} \]

\( \bar{x} \) = Limit Class

\( \bar{x} \) = Average

\( S \) = Standard deviation

i) Define the wide area of each class interval

j) Calculate the frequency expository (Ei), with the formula:
\( E_i = n \times \text{wide area} \) with the n number of sample

k) Make a list of the frequency of observation (Oi), with the frequency expository as follows:
l) Calculate the chi-square ($\chi^2$), with the formula:

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

m) Determine $d_k = k-3$ where $k$ is the number of class intervals and $\alpha = 5\%$

n) Determining the value of $X^2_{table}$

o) Determining the distribution normality with test criteria: If $\chi^2_{count} < \chi^2_{table}$ so the data is not normal distribution and the other way if the $\chi^2_{count} < \chi^2_{table}$ so the data is normal distribution.\(^{18}\)

**b. Homogeneity Test**

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. The hypothesis used in the homogeneity test are:

$$H_0: \sigma_1^2 = \sigma_2^2$$

---

\( H_1 : \sigma_1^2 \neq \sigma_2^2 \)

\( H_0 = \) the distribution of normal date

\( H_1 = \) Innormally distributed data

Where:

\( \sigma_1 = \) Variance value of beginning data with Aladdin movie

\( \sigma_2 = \) Variance value of beginning data is subjected to conventional learning classess.

\[ \frac{\text{count}}{\text{count}} = \frac{\text{The biggest variance}}{\text{The smallest variance}} \]

\( F_{\text{table}} = F_{\{2a(v_1,v_2)\}} \)

\( F_{\text{count}} = \) F distribution

Where:

\( s_1^2 \): Variant of experimental class

\( s_2^2 \): Variant of control class

\( n_1 \): The number of students in experimental class

\( n_2 \): The number of students in control class

\( v_1 \): Degrees of freedom of the biggest variance

\( v_2 \): Degrees of freedom of the smallest variance

Testing criteria:
\[ H_0 \text{ accepted if } F_{count} < F_{\left(\frac{1}{2}(v_1, v_2)\right)} \text{ with } \alpha = 5\% \]

If \( F_{count} > F_{table} \), the data is not homogeneous and the other way if the \( F_{count} < F_{table} \), the data is homogeneous.\(^{19}\)

c. Test of Average

Test of average is used to examine average whether experimental group and control group that has been decided have different average.\(^{20}\) To analyze the data of this research used t-test. A t-test would be the measure you would use to compare the mean scores of the two groups.\(^{21}\)

The t-test is represented with the symbol. It is a very useful measurement because it can be used with very large or very small groups. The adjustment

\(^{19}\) Sudjana, *Metode Statistika*, p. 250.


for group size is made by using a table that shows different values for various group sizes.\(^{22}\)

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

\[
t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

With

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

Where:

- \(\bar{X}_1\) : The mean score of the experimental group
- \(\bar{X}_2\) : The mean of the control group
- \(n_1\) : The number of experimental group
- \(n_2\) : The number of control group
- \(S_1^2\) : Variant of experimental group
- \(S_2^2\) : Variant of both groups

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant)

the formula is:

$$t^1 = \frac{\overline{X} - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypotheses are:

Ho $\mu_1 = \mu_2$
Ha $\mu_1 \neq \mu_2$

$\mu_1$: average data of experimental group
$\mu_2$: average data of control group

Criteria test is: Ho is accepted if

$$-t_{(1-\frac{\alpha}{2})} < t < t_{(1-\frac{\alpha}{2})},$$

where $t_{(1-\frac{\alpha}{2})}$ 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.\(^{23}\)

3. Post-Test
   a. Normality Test

\(^{23}\)Sudjana, *Metode Statistika*, p. 239.
First step is the same as the normality test on the initial data.

b. **Homogeneity Test**

Second step is the same as the homogeneity test on the initial data.

c. **Test of Average (Right-hand Test)**

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

- \( H_0 = \mu_1 = \mu_2 \)
- \( H_a = \mu_1 > \mu_2 \)

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

\[
t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

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 experimental group

$n_2$: The number of control group

$S_1^2$: The standard deviation of experimental 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:

$$t^1 = \frac{\overline{X} - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Testing criteria that apply Ho is accepted if $t_{count}$

a. $< t_{table}$ with determine $dk = (n_1 + n_2 - 2)$ and $\alpha = 5\%$

with opportunities $(1 - \alpha )$. Values for other $t$ Ho rejected.
CHAPTER IV
DESCRIPTION AND DATA ANALYSIS

To know that the effectiveness of music performance to improve students’ pronunciation of -ed in non-extra syllable past tense in Lp3i Course Center Ngaliyan Square in academic year 2016/2017, the writer showed description of the data, result of the research and limitation of the study.

A. Finding Description

After doing the research, the writer got the achievement of experimental class which used music performance and control class ho used conventional method. Score data will be barometer to answer hypothesis on the research. Students’ achievements of experiment and control group are as follow:

Table 4.1
List of Experimental Students’ achievements

<table>
<thead>
<tr>
<th>No</th>
<th>CODE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E-01</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>E-02</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>E-03</td>
<td>83</td>
</tr>
<tr>
<td>4</td>
<td>E-04</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>E-05</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>E-06</td>
<td>86</td>
</tr>
<tr>
<td>7</td>
<td>E-07</td>
<td>79</td>
</tr>
<tr>
<td>8</td>
<td>E-08</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>E-09</td>
<td>77</td>
</tr>
<tr>
<td>10</td>
<td>E-10</td>
<td>76</td>
</tr>
<tr>
<td>11</td>
<td>E-11</td>
<td>86</td>
</tr>
<tr>
<td>12</td>
<td>E-12</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>E-13</td>
<td>87</td>
</tr>
<tr>
<td>14</td>
<td>E-14</td>
<td>85</td>
</tr>
<tr>
<td>15</td>
<td>E-15</td>
<td>76</td>
</tr>
<tr>
<td>16</td>
<td>E-16</td>
<td>71</td>
</tr>
<tr>
<td>17</td>
<td>E-17</td>
<td>79</td>
</tr>
<tr>
<td>18</td>
<td>E-18</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>E-19</td>
<td>81</td>
</tr>
<tr>
<td>20</td>
<td>E-20</td>
<td>74</td>
</tr>
<tr>
<td>21</td>
<td>E-21</td>
<td>78</td>
</tr>
<tr>
<td>22</td>
<td>E-22</td>
<td>73</td>
</tr>
<tr>
<td>23</td>
<td>E-23</td>
<td>67</td>
</tr>
<tr>
<td>24</td>
<td>E-24</td>
<td>87</td>
</tr>
</tbody>
</table>
From table above, the highest score students’ pronunciation of -ed in non-extra syllable past tense in Lp3i Course Center Ngaliyan Square in academic year 2016/2017 on experimental students is 87. Otherwise, the lowest score on experimental students is 76. It means that the score of experimental class is higher than minimum criteria of mastery learning(KKM).

<table>
<thead>
<tr>
<th>No</th>
<th>CODE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>E-25</td>
<td>77</td>
</tr>
<tr>
<td>26</td>
<td>E-26</td>
<td>77</td>
</tr>
<tr>
<td>27</td>
<td>E-27</td>
<td>70</td>
</tr>
<tr>
<td>28</td>
<td>E-28</td>
<td>87</td>
</tr>
<tr>
<td>29</td>
<td>E-29</td>
<td>75</td>
</tr>
<tr>
<td>30</td>
<td>E-30</td>
<td>77</td>
</tr>
<tr>
<td>31</td>
<td>E-31</td>
<td>76</td>
</tr>
</tbody>
</table>

**Table 4.2**

**List of Control Students’ achievements**

<table>
<thead>
<tr>
<th>No</th>
<th>CODE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C-01</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>C-02</td>
<td>67</td>
</tr>
<tr>
<td>3</td>
<td>C-03</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>C-04</td>
<td>71</td>
</tr>
<tr>
<td>5</td>
<td>C-05</td>
<td>73</td>
</tr>
<tr>
<td>6</td>
<td>C-06</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>C-07</td>
<td>69</td>
</tr>
<tr>
<td>8</td>
<td>C-08</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>C-09</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>C-10</td>
<td>74</td>
</tr>
<tr>
<td>11</td>
<td>C-11</td>
<td>73</td>
</tr>
<tr>
<td>12</td>
<td>C-12</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>C-13</td>
<td>69</td>
</tr>
<tr>
<td>14</td>
<td>C-14</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>C-15</td>
<td>67</td>
</tr>
<tr>
<td>16</td>
<td>C-16</td>
<td>68</td>
</tr>
<tr>
<td>17</td>
<td>C-17</td>
<td>71</td>
</tr>
<tr>
<td>18</td>
<td>C-18</td>
<td>71</td>
</tr>
<tr>
<td>19</td>
<td>C-19</td>
<td>69</td>
</tr>
<tr>
<td>20</td>
<td>C-20</td>
<td>73</td>
</tr>
<tr>
<td>21</td>
<td>C-21</td>
<td>74</td>
</tr>
<tr>
<td>22</td>
<td>C-22</td>
<td>64</td>
</tr>
</tbody>
</table>
From table above, the highest score students’ pronunciation of -ed in non-extra syllable past tense in Lp3i Course Center Ngaliyan Square in academic year 2016/2017 on control students is 76. Otherwise, the lowest score on control students is 66. It means that the are afew students have score lower than minimum criteria of mastery learning (KKM).

B. Data Analysis

1. Instrumental Analysis

Instrumental analysis was to measure the validity, reliability, degree of test difficulty, and discriminating power.
### a. Validity Test

Analysis of validity is used to know valid and invalid item test. Invalid item will be deleted, whereas, valid item will be used to final evaluation on experiment and control class.

Based on test trial being done with total students (N) = 31 and degree of significance 5% is gotten \( r_{table} = 0.367 \). So test is valid if \( r_{count} > 0.367 \). The calculation can be seen on appendix 3a and 3b.

**Table 4.10**

<table>
<thead>
<tr>
<th>Item</th>
<th>( r_{xy} )</th>
<th>( r_{table} )</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.350</td>
<td>0.355</td>
<td>Invalid</td>
</tr>
<tr>
<td>2</td>
<td>0.450</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.815</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>4</td>
<td>0.815</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>5</td>
<td>0.815</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>6</td>
<td>0.815</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>7</td>
<td>0.898</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>8</td>
<td>0.815</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>9</td>
<td>0.815</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>10</td>
<td>0.501</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>11</td>
<td>0.375</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>12</td>
<td>0.454</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>13</td>
<td>0.620</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>14</td>
<td>0.566</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>15</td>
<td>0.680</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>Item</td>
<td>$r_{xy}$</td>
<td>$r_{table}$</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>16</td>
<td>0.544</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>17</td>
<td>0.453</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>18</td>
<td>0.327</td>
<td>0.355</td>
<td>Invalid</td>
</tr>
<tr>
<td>19</td>
<td>0.167</td>
<td>0.355</td>
<td>Invalid</td>
</tr>
<tr>
<td>20</td>
<td>0.566</td>
<td>0.355</td>
<td>Valid</td>
</tr>
</tbody>
</table>

Result of trial validity on experiment class 1 have 18 items. Invalid items are number 1, 18, and 19, meanwhile, valid items are item number 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 20 so it can be validity trial of second step.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Item</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, dan 20</td>
<td>17</td>
<td>75%</td>
</tr>
<tr>
<td>Invalid</td>
<td>1, 18, dan 19</td>
<td>3</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Table 4.11**

**Result of Validity Test 2**

<table>
<thead>
<tr>
<th>Item</th>
<th>$r_{xy}$</th>
<th>$r_{table}$</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0.529</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.625</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>4</td>
<td>0.591</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>5</td>
<td>0.597</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>6</td>
<td>0.630</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>7</td>
<td>0.741</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>8</td>
<td>0.918</td>
<td>0.355</td>
<td>Valid</td>
</tr>
<tr>
<td>9</td>
<td>0.409</td>
<td>0.355</td>
<td>Valid</td>
</tr>
</tbody>
</table>
Result of validity step 2 shows that all items are valid: item number 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 20.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Items</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, dan 20</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>Invalid</td>
<td>Tidak ada</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

b. Reliability Test

After validity tests, he conducts reliability test on the instrument. Reliability tests are used to know degree of instrument consistency. Good instrument accurately has consistent answer whenever the instrument is used. The result of calculation on appendix 4a and 4b of test reliability coefficient gotten $r_{11} = 0.855$. So, it can be known that the instrument test has high reliability, because correlation coefficient is more than 0.70.
c. Degree of the Test Difficulty

After validity and reliability tests have been done, he will test degree of the test difficulty, where difficulty degree of each test is less good. It can be seen on appendix 6a and 6b.

d. Discriminating Power

Discriminating power in this research is considered easy. It can be seen on appendix 5a and 5b.

2. Pre-Test

a. Normality Test

Based on research finding, the writer tested normality data of experimental class using pre-test. After he knew the data, he made frequency distribution of experimental class with steps on appendix 7a dan 7b:

1) First Normality Test of Control

**Hypothesis**

H$_0$ : Data are normal distribution  
H$_1$ : Data are not normal distribution

**Hypothesis Test**

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

**Criteria Used**

Accepted if $H0 \quad X^2_{hitung} \leq X^2(1-\alpha)(k-1)tabel$
**Hypothesis Test**

Maximum Score  = 79  
Minimum Score  = 57  
Score Range    = 79 – 57 = 22  
Class Total    = 1 + 3.3 log 31 = 5,921  
6 classes      
Length of the class = 22/6 = 3.6667 = 4

**Table 4.3**

Looking for Average and Standard of Deviation

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>X-</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>59</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>3</td>
<td>74</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>61</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>69</td>
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<td>1</td>
</tr>
<tr>
<td>8</td>
<td>71</td>
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<td>9</td>
</tr>
<tr>
<td>9</td>
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<td>2</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>68</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>77</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>12</td>
<td>59</td>
<td>-9</td>
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<td>76</td>
<td>8</td>
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<td>68</td>
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<td>0</td>
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<td>72</td>
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<td>16</td>
</tr>
<tr>
<td>19</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>
Average (X) = \( \frac{\sum X}{N} = \frac{2108}{31} = 68 \)

Standard of deviation (S)

\[
S^2 = \frac{\sum (X - \bar{X})^2}{n-1} = \frac{1238}{(31-1)}
\]

\( S^2 = 45.8519 \)

\( S = 6.7714 \)

<table>
<thead>
<tr>
<th>Class</th>
<th>Lc</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>Wide Range</th>
<th>Oi</th>
<th>Ei</th>
<th>(\frac{(O_i - E_i)^2}{E_i})</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>65</td>
<td>-3</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>79</td>
<td>11</td>
<td>121</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>62</td>
<td>-6</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>57</td>
<td>-11</td>
<td>121</td>
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</tr>
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<td>-2</td>
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<td></td>
</tr>
<tr>
<td>28</td>
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</tr>
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<td>9</td>
<td></td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>-1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(\sum)</td>
<td>2108</td>
<td></td>
<td>1238</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68.5</td>
<td>0.077834</td>
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<td>0.2301</td>
<td>5</td>
<td>7.1331</td>
<td>0.637888</td>
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</tr>
<tr>
<td>69-72</td>
<td>72.5</td>
<td>0.700508</td>
<td>0.1486</td>
<td>4</td>
<td>4.6066</td>
<td>0.079877</td>
<td></td>
</tr>
<tr>
<td>73-76</td>
<td>76.5</td>
<td>1.323181</td>
<td>-0.4066</td>
<td>4</td>
<td>2.0832</td>
<td>1.763692</td>
<td></td>
</tr>
<tr>
<td>77-80</td>
<td>80.5</td>
<td>1.945854</td>
<td>-0.4738</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td>X^2 = 9.743888</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description:
Lc= Minimum Score – 0.5
\[ Z_i = \frac{M_s - X_i}{S} \]
Range = P(Z_1) – P(Z_2)
E_i = Range x N
O_i = E_i
For a =5% with df = 6-1 = 5 gained \( X^2 = 11.07 \)
Because \( X^2 \) count <\( X^2 \) table so data are normal distribution.

2) First Normality Test of Experiment

**Hypothesis**
H_0 : Data are normal distribution
H_1 : Data are not normal distribution

**Hypothesis Test**
\[ X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

**Criteria Used**
Accepted if \( H_0 \ x^2_{hitung} \leq x^2_{(1-\alpha)(k-1)\ table} \)

**Hypothesis Test**
Maximum Score = 78
Minimum Score = 53
Score Range = 78 – 53 = 25
Class Total = 1 + 3.3 log 31 = 5,921 = 6

classes

Length of the class = 25/6 = 4.16667 = 4

Table 4.5
Looking for Average and Standard of Deviation Table

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>X-X</th>
<th>(X-X)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>-5.419354839</td>
<td>29,36941</td>
</tr>
<tr>
<td>2</td>
<td>59</td>
<td>-6.419354839</td>
<td>41,20812</td>
</tr>
<tr>
<td>3</td>
<td>55</td>
<td>-10.41935484</td>
<td>108,563</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>-5.419354839</td>
<td>29,36941</td>
</tr>
<tr>
<td>5</td>
<td>59</td>
<td>-6.419354839</td>
<td>41,20812</td>
</tr>
<tr>
<td>6</td>
<td>53</td>
<td>-12.41935484</td>
<td>154,2404</td>
</tr>
<tr>
<td>7</td>
<td>63</td>
<td>-2.419354839</td>
<td>5,853278</td>
</tr>
<tr>
<td>8</td>
<td>65</td>
<td>-0.419354839</td>
<td>0,175858</td>
</tr>
<tr>
<td>9</td>
<td>66</td>
<td>0,580645161</td>
<td>0,337149</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>-0.419354839</td>
<td>0,175858</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>4,580645161</td>
<td>20,98231</td>
</tr>
<tr>
<td>12</td>
<td>64</td>
<td>-1,419354839</td>
<td>2,014568</td>
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<tr>
<td>13</td>
<td>59</td>
<td>-6.419354839</td>
<td>41,20812</td>
</tr>
<tr>
<td>14</td>
<td>78</td>
<td>12,58064516</td>
<td>158,2726</td>
</tr>
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<td>68</td>
<td>2,580645161</td>
<td>6,659729</td>
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<tr>
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<td>-3,419354839</td>
<td>11,69199</td>
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<td>17</td>
<td>65</td>
<td>-0.419354839</td>
<td>0,175858</td>
</tr>
<tr>
<td>18</td>
<td>73</td>
<td>7,580645161</td>
<td>57,46618</td>
</tr>
<tr>
<td>19</td>
<td>70</td>
<td>4,580645161</td>
<td>20,98231</td>
</tr>
<tr>
<td>20</td>
<td>58</td>
<td>-7,419354839</td>
<td>55,04683</td>
</tr>
<tr>
<td>21</td>
<td>67</td>
<td>1,580645161</td>
<td>2,498439</td>
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<tr>
<td>22</td>
<td>74</td>
<td>8,580645161</td>
<td>73,62747</td>
</tr>
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<td>76</td>
<td>10,58064516</td>
<td>111,9501</td>
</tr>
<tr>
<td>24</td>
<td>71</td>
<td>5,580645161</td>
<td>31,1436</td>
</tr>
</tbody>
</table>
Average \((X) = \frac{\sum X}{N} = \frac{2028}{31} = 65.4194\)

Standard of deviation \((S)\)

\[ S^2 = \frac{\sum(X-X)^2}{n-1} \]

\[ = \frac{1281.5}{(31-1)} \]

\[ S^2 = 47.465 \]

\[ S = 6.8895 \]

**Table 4.6**

The Frequency Distribution of the Experiment Class Pre-Test

<table>
<thead>
<tr>
<th>Class</th>
<th>Le</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>Wide Range</th>
<th>Oi</th>
<th>Ei</th>
<th>(\frac{(O_i - E_i)^2}{E_i})</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.5</td>
<td>-1.97667</td>
<td>0.4633</td>
<td>0.0764</td>
<td>2</td>
<td>2.3684</td>
<td>0.057304</td>
<td></td>
</tr>
<tr>
<td>53-57</td>
<td>-1.21167</td>
<td>0.3869</td>
<td>0.2169</td>
<td>9</td>
<td>6.7239</td>
<td>0.77048</td>
<td></td>
</tr>
<tr>
<td>58-62</td>
<td>-0.44666</td>
<td>0.17</td>
<td>0.2917</td>
<td>9</td>
<td>9.0427</td>
<td>0.000202</td>
<td></td>
</tr>
<tr>
<td>63-67</td>
<td>0.31834</td>
<td>-0.1217</td>
<td>0.2382</td>
<td>5</td>
<td>7.3842</td>
<td>0.769807</td>
<td></td>
</tr>
<tr>
<td>68-72</td>
<td>1.083343</td>
<td>-0.3599</td>
<td>0.1072</td>
<td>5</td>
<td>3.3232</td>
<td>0.84607</td>
<td></td>
</tr>
<tr>
<td>73-77</td>
<td>1.848346</td>
<td>-0.4671</td>
<td>0.0284</td>
<td>1</td>
<td>0.8804</td>
<td>0.016247</td>
<td></td>
</tr>
<tr>
<td>78-82</td>
<td>2.613349</td>
<td>-0.4955</td>
<td>0.0284</td>
<td>1</td>
<td>0.8804</td>
<td>0.016247</td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>31</td>
<td>X^2 = 2.46011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description:
Lc= Minimum Score – 0,5
\[ Z_i = \frac{M_s - X}{s} \]
Range = \( P(Z_1) - P(Z_2) \)
Ei = Range x N
Oi = \( E_i \)
For a =5% with df = 6-1 = 5 gained \( X^2 = 11.07 \)
Because \( X^2 \) count < \( X^2 \) table so data are normal distribution

**Table 4.7**

**Result of Normality Test**

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>( X^2_{hitung} )</th>
<th>( X^2_{table} )</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Control</td>
<td>9.743888</td>
<td>11.07</td>
<td>Normal</td>
</tr>
<tr>
<td>2.</td>
<td>Experiment</td>
<td>2.46011</td>
<td>11.073</td>
<td>Normal</td>
</tr>
</tbody>
</table>

From table above, it is known that \( X^2_{count} \) both samples less than \( X^2_{table} \), therefore, Ho is received. It means that both sample, result data of experimental and control classes have normal distribution.
b. **Homogenity Test**

After being tested normality, data of both class are tested homogeneity. It aims to know whether both data have same variance or no. Statistical hypothesis of homogeneity test is as follow:

**Hypothesis**

\[
H_0 : \sigma_1^2 = \sigma_2^2 \\
H_1 : \sigma_1^2 \neq \sigma_2^2
\]

**Description:**

\(\sigma_1^2\): Experiment Class  \\
\(\sigma_2^2\): Control Class

**Hypothesis Test**

To know hypothesis using formula:

\[
F_{\text{count}} = \frac{\text{The Highest variance}}{\text{The lowest variance}}
\]

H0 accepted if \(F_{\text{count}} \leq F_{\text{table}} = F_{\frac{1}{2}a(v_1,v_2)}\)

From data gained:

<table>
<thead>
<tr>
<th>Class</th>
<th>Control</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2028</td>
<td>2108</td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>68.00</td>
<td>65.42</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Variance</td>
<td>41.27</td>
<td>42.72</td>
</tr>
<tr>
<td>Standart of deviation</td>
<td>6.42</td>
<td>6.54</td>
</tr>
</tbody>
</table>

Based on formula above gained:

$$F = \frac{42.7183}{41.2667} = 1.035$$

On $a = 5\%$ with

df count $= nb-1 = 31 - 1 = 30$

df demonitor $= nb-1 = 31 - 1 = 30$

$$F_{(0.05)(30;30)} = 2.38$$

Table 4.8

The Result of Homogeneity Test

<table>
<thead>
<tr>
<th>Class</th>
<th>Control</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>2108</td>
<td>2128</td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Mean</td>
<td>68.00</td>
<td>65.42</td>
</tr>
<tr>
<td>Variance</td>
<td>41.27</td>
<td>42.72</td>
</tr>
<tr>
<td>$F_{\text{count}}$</td>
<td>1.035</td>
<td></td>
</tr>
<tr>
<td>$F_{\text{table}}$</td>
<td>2.38</td>
<td></td>
</tr>
</tbody>
</table>

Homogeneity test used in this research is F test and test criteria; if $F_{\text{count}} < F_{\text{table}}$, Ho is accepted
with degree of significance 5%. From table above, it is known that $F_{count}$ both sample less than $F_{table}$, therefore, Ho is received because F is on accepting are of H$_0$ so it can be summed up that both classes are homogenous.

c. The Average Distinction Test of Pre-Test

After getting both data, it is done to know whether experiment class and control class have average distinction. It used $t$-test (independent sample $t$-test) with hypothesis as follow:

H$_0$: $\mu_1 \leq \mu_2$

H$_1$: $\mu_1 > \mu_2$

With:

$\mu_1$ = the achievement of experiment class thought use music performance.

$\mu_2$ = the achievement of control class thought does not use music performance.

Same Variance, therefore, formula used as follow:

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

Where:
\[ s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}} \]

And with test criteria: if \( t_{\text{count}} \geq t_{\text{table}} \)
with df = \( n_1 + n_2 - 2 \) and degree of significance 5%,
so \( H_0 \) is rejected. Based on calculation on appendix 10a, it is known that calculation of t-test as follow:

**Table 4.9**

**Result of t-tes Independent**

<table>
<thead>
<tr>
<th>Class</th>
<th>Control</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>2108</td>
<td>2128</td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>( \bar{X} )</td>
<td>68,00</td>
<td>65,42</td>
</tr>
<tr>
<td>Variance</td>
<td>41,27</td>
<td>42,72</td>
</tr>
<tr>
<td>Standard of deviation</td>
<td>6,42</td>
<td>6,54</td>
</tr>
<tr>
<td>( t_{\text{count}} )</td>
<td>-1,568</td>
<td></td>
</tr>
<tr>
<td>Df</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>( t_{\text{table}} )</td>
<td>1,67</td>
<td></td>
</tr>
</tbody>
</table>
Because t is on accepted area of $H_0$, so it can be summed up that there is average distinction of both class.

Gained $t_{count} = -1.568$ and $t_{(0.05; 60)} = 1.67$. Because $-1.568 < 1.67$ so $H_0$ is accepted or $H_1$ is rejected. It shows that average achievement of experiment and control class is identical.

3. Post-Test
   a. Normality Test

   Based on research finding, the writer tested normality data of experimental class using use pre-test. After he knew the data, he made frequency distribution of experimental class with steps on appendix 8a dan 8b:

1) Second Normality Test of Control

   Hypothesis
   \[ H_0 : \text{Data are normal distribution} \]
   \[ H_1 : \text{Data are not normal distribution} \]

   Hypothesis Test
   \[ \chi^2 = \sum_{l=1}^{k} \frac{(O_l - E_l)^2}{E_l} \]

   Criteria Used
Accepted if $H_0$ $\chi^2_{hitung} \leq \chi^2_{(1-\alpha)(k-1)}$

**Hypothesis Test**

Maximum Score = 76
Minimum Score = 64
Range = $76 - 64 = 12$
Total Class = $1 + 3,3 \log 31 = 5,9203$
= 6 classes
Length of the class = $12/6 = 2$

**Table 4.12**
Looking for Average and Standard of Deviation Table

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>X-X</th>
<th>(X-X)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>-0,483870968</td>
<td>0,234131</td>
</tr>
<tr>
<td>2</td>
<td>67</td>
<td>-3,483870968</td>
<td>12,13736</td>
</tr>
<tr>
<td>3</td>
<td>69</td>
<td>-1,483870968</td>
<td>2,201873</td>
</tr>
<tr>
<td>4</td>
<td>71</td>
<td>0,516129032</td>
<td>0,266389</td>
</tr>
<tr>
<td>5</td>
<td>73</td>
<td>2,516129032</td>
<td>6,330905</td>
</tr>
<tr>
<td>6</td>
<td>75</td>
<td>4,516129032</td>
<td>20,39542</td>
</tr>
<tr>
<td>7</td>
<td>69</td>
<td>-1,483870968</td>
<td>2,201873</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
<td>-0,483870968</td>
<td>0,234131</td>
</tr>
<tr>
<td>9</td>
<td>75</td>
<td>4,516129032</td>
<td>20,39542</td>
</tr>
<tr>
<td>10</td>
<td>74</td>
<td>3,516129032</td>
<td>12,36316</td>
</tr>
<tr>
<td>11</td>
<td>73</td>
<td>2,516129032</td>
<td>6,330905</td>
</tr>
<tr>
<td>12</td>
<td>68</td>
<td>-2,483870968</td>
<td>6,169615</td>
</tr>
<tr>
<td>13</td>
<td>69</td>
<td>-1,483870968</td>
<td>2,201873</td>
</tr>
<tr>
<td>14</td>
<td>70</td>
<td>-0,483870968</td>
<td>0,234131</td>
</tr>
<tr>
<td>15</td>
<td>67</td>
<td>-3,483870968</td>
<td>12,13736</td>
</tr>
<tr>
<td>16</td>
<td>68</td>
<td>-2,483870968</td>
<td>6,169615</td>
</tr>
<tr>
<td>17</td>
<td>71</td>
<td>0,516129032</td>
<td>0,266389</td>
</tr>
</tbody>
</table>
### Average (X)

\[
\bar{X} = \frac{\sum X}{N} = \frac{2185}{31} = 70.48
\]

### Standard of deviation (S)

\[
S^2 = \frac{\sum (X - \bar{X})^2}{n-1} = \frac{241.7419}{(31-1)}
\]

\[
S^2 = 8.058
\]

\[
S = 2.8386
\]

<table>
<thead>
<tr>
<th>Class</th>
<th>LC</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>Wide range</th>
<th>Oi</th>
<th>Ei</th>
<th>(\frac{(O_i - E_i)^2}{E_i})</th>
</tr>
</thead>
<tbody>
<tr>
<td>63,5</td>
<td>-2.46026</td>
<td>-0.49306</td>
<td>0.0326276</td>
<td>1</td>
<td>1.011456</td>
<td>0.00013</td>
<td></td>
</tr>
<tr>
<td>64-65</td>
<td>0.0326276</td>
<td>1</td>
<td>1.011456</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65.5</td>
<td>-1.7557</td>
<td>-0.46043</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.13**

The Frequency Distribution of the Control Class Post-Test
<table>
<thead>
<tr>
<th>66-67</th>
<th>67.5</th>
<th>-1.05115</th>
<th>-0.35341</th>
<th>0.10702543</th>
<th>3</th>
<th>3.317788</th>
<th>0.030439</th>
</tr>
</thead>
<tbody>
<tr>
<td>68-69</td>
<td>69.5</td>
<td>-0.3466</td>
<td>-0.13555</td>
<td>0.21785279</td>
<td>8</td>
<td>6.753437</td>
<td>0.230093</td>
</tr>
<tr>
<td>70-71</td>
<td>71.5</td>
<td>0.357959</td>
<td>0.139813</td>
<td>0.27536541</td>
<td>9</td>
<td>8.536328</td>
<td>0.025186</td>
</tr>
<tr>
<td>72-73</td>
<td>73.5</td>
<td>1.062514</td>
<td>0.355999</td>
<td>0.21618567</td>
<td>5</td>
<td>6.701756</td>
<td>0.432121</td>
</tr>
<tr>
<td>74-75</td>
<td>75.5</td>
<td>1.767068</td>
<td>0.461392</td>
<td>0.10539287</td>
<td>5</td>
<td>3.267179</td>
<td>0.91904</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description:**

LC = lower class – 0.5

\[ Z_i = \frac{B_k - X}{S} \]

Wide Range = \( P(Z_1) - P(Z_2) \)

\( E_i = \text{wide range} \times N \)

\( O_i = f_i \)

For \( \alpha = 5\% \) with \( df = 6-1 = 5 \) gained \( \chi^2 = 11.07 \)

Because \( \chi^2 < \chi^2 \) table so data are normal distribution

2) **Second Normality Test of Experiment**

**Hypothesis**

\( H_0 \): Data are normal distribution

\( H_1 \): Data are not normal distribution

**Hypothesis Test**

\[ \chi^2 = \sum_{i=1}^{k} \left( \frac{(O_i - E_i)^2}{E_i} \right) \]

**Criteria Used**

Accepted if \( H_0 \) \( \chi^2 \text{hitung} \leq \chi^2_{(1-\alpha)(k-1)\text{table}} \)

**Hypothesis Test**
Maximum Score = 87
Minimum Score = 67
Range = 87 – 67 = 20
Total Class = 1 + 3,3 log 31 = 5,9203 = 6 classes
Length of the class = 20/6 = 4,16667 = 4

**Table 4.14**
*Looking for Average and Standard of Deviation*

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>X-X</th>
<th>(X-X)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>-7,419354839</td>
<td>55,04683</td>
</tr>
<tr>
<td>2</td>
<td>68</td>
<td>-9,419354839</td>
<td>88,72425</td>
</tr>
<tr>
<td>3</td>
<td>83</td>
<td>5,580645161</td>
<td>31,1436</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>-5,419354839</td>
<td>29,36941</td>
</tr>
<tr>
<td>5</td>
<td>76</td>
<td>-1,419354839</td>
<td>2,014568</td>
</tr>
<tr>
<td>6</td>
<td>86</td>
<td>8,580645161</td>
<td>73,62747</td>
</tr>
<tr>
<td>7</td>
<td>79</td>
<td>1,580645161</td>
<td>2,498439</td>
</tr>
<tr>
<td>8</td>
<td>80</td>
<td>2,580645161</td>
<td>6,659729</td>
</tr>
<tr>
<td>9</td>
<td>77</td>
<td>-0,419354839</td>
<td>0,175858</td>
</tr>
<tr>
<td>10</td>
<td>76</td>
<td>-1,419354839</td>
<td>2,014568</td>
</tr>
<tr>
<td>11</td>
<td>86</td>
<td>8,580645161</td>
<td>73,62747</td>
</tr>
<tr>
<td>12</td>
<td>70</td>
<td>-7,419354839</td>
<td>55,04683</td>
</tr>
<tr>
<td>13</td>
<td>87</td>
<td>9,580645161</td>
<td>91,78876</td>
</tr>
<tr>
<td>14</td>
<td>85</td>
<td>7,580645161</td>
<td>57,46618</td>
</tr>
<tr>
<td>15</td>
<td>76</td>
<td>-1,419354839</td>
<td>2,014568</td>
</tr>
<tr>
<td>16</td>
<td>71</td>
<td>-6,419354839</td>
<td>41,20812</td>
</tr>
<tr>
<td>17</td>
<td>79</td>
<td>1,580645161</td>
<td>2,498439</td>
</tr>
<tr>
<td>18</td>
<td>80</td>
<td>2,580645161</td>
<td>6,659729</td>
</tr>
<tr>
<td>19</td>
<td>81</td>
<td>3,580645161</td>
<td>12,82102</td>
</tr>
<tr>
<td>20</td>
<td>74</td>
<td>-3,419354839</td>
<td>11,69199</td>
</tr>
<tr>
<td>21</td>
<td>78</td>
<td>0,580645161</td>
<td>0,337149</td>
</tr>
</tbody>
</table>
Average (X) \( \frac{\sum X}{N} = \frac{2400}{31} = 77.4193 \)

Standard deviation (S)

\[
S^2 = \frac{\sum (X-X)^2}{n-1}
\]

\[
= \frac{1281.548}{(31-1)}
\]

\[S^2 = 34.051\]

\[S = 5.835\]

Table 4.15
The Frequency Distribution of the Experiment Class Post-Test

<table>
<thead>
<tr>
<th>Class</th>
<th>LC</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>Wide range</th>
<th>Oi</th>
<th>Ei</th>
<th>(\frac{(O_i - E_i)^2}{E_i})</th>
</tr>
</thead>
<tbody>
<tr>
<td>66,5</td>
<td>-1,87123</td>
<td>-0,46934</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67-70</td>
<td>0,12454171</td>
<td>4</td>
<td>3,860793</td>
<td>0,336147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70,5</td>
<td>-1,01439</td>
<td>-0,3448</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71-74</td>
<td>0,15323895</td>
<td>5</td>
<td>4,750408</td>
<td>0,11854</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74,5</td>
<td>-0,50029</td>
<td>-0,19156</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.16

Result of Normality Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>$X^2_{count}$</th>
<th>$X^2_{table}$</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Control</td>
<td>1.63700</td>
<td>11.07</td>
<td>Normal</td>
</tr>
<tr>
<td>2.</td>
<td>Experiment</td>
<td>3.15396</td>
<td>11.07</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Description:

LC= lower class – 0.5

$Z_i = \frac{B_k - X}{S}$

Wide Range = $P(Z_1) - P(Z_2)$

$E_i = \text{wide range} \times N$

$O_i = f_i$

For $a = 5\%$ with $df = 6-1 = 5$ gained $X^2 = 11.07$

Because $X^2 < X^2$ table data are normal distribution
From table above, it is known that $X_{count}^2$ both sample less than $X_{table}^2$, therefore, Ho is received. It means that both sample, result data of experimental and control class have normal distribution.

b. Homogeneity Test

After being tested normality, data of both class are tested homogeneity. It aims to know whether both data have same variance or no. Statistical hypothesis of homogeneity test is as follow:

**Hypothesis**

$\begin{align*}
H_0 & : \sigma_1^2 = \sigma_2^2 \\
H_1 & : \sigma_1^2 \neq \sigma_2^2
\end{align*}$

Description:

$\sigma_1^2$: Experimental Class

$\sigma_2^2$: Control Class

**Hypothesis Test**

To know hypothesis using formula:

$$F_{count} = \frac{\text{The Highest variance}}{\text{The lowest variance}}$$

H0 accepted if $F_{count} \leq F_{table} = F_{\{\frac{1}{2}a(v_1,v_2)\}}$

From data gained:
<table>
<thead>
<tr>
<th>Class</th>
<th>Control</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2185</td>
<td>2400</td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>70.48</td>
<td>77.42</td>
</tr>
<tr>
<td>Variance</td>
<td>8.058</td>
<td>34.051</td>
</tr>
<tr>
<td>Standart of deviation</td>
<td>2.8386</td>
<td>5.835</td>
</tr>
</tbody>
</table>

Based on formula above gained:

$$F = \frac{34.051}{8.058} = 4.227$$

On $a = 5\%$ with

df count $= nb-1 = 31 - 1 = 30$
df demonitor $= nb-1 = 31 - 1 = 30$

$$F_{(0.05)(30;30)} = 2.38$$

**Table 4.8**

**The Result of Homogeneity Test**

<table>
<thead>
<tr>
<th>Class</th>
<th>Control</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>2185</td>
<td>2400</td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Mean</td>
<td>70.48</td>
<td>77.42</td>
</tr>
<tr>
<td>Variance</td>
<td>8.058</td>
<td>34.051</td>
</tr>
<tr>
<td>$F_{count}$</td>
<td>4.227</td>
<td></td>
</tr>
</tbody>
</table>
Homogeneity test used in this research is F test and test criteria; if $F_{count} < F_{table}$, Ho is accepted with degree of significance 5%. From table above, it is known that $F_{count}$ both sample less than $F_{table}$, therefore, Ho is received because F is on accepting are of H$_0$ so it can be summed up that both classes are not homogeneity.

c. **Test of Average and Hypothesis Test of Research**

After getting both data, it is done to know whether experiment class using music performance to to improve students’ pronunciation of -ed in non-extra syllable past tense is better than control class using conventional method. It used $t$-test (*independent sample t-test*) with hypothesis as follow:

H$_0$: $\mu_1 \leq \mu_2$

H$_1$: $\mu_1 > \mu_2$

With:

$\mu_1$ = the achievement of experiment class thought use music performance.

$\mu_2$ = the achievement of control class thought does not use music performance.
Same Variance, therefore, formula used as follow:

\[ t = \frac{X_1 - X_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

Where:

\[ s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \]

And with test criteria: if \( t_{count} \geq t_{table} \)
with \( df = n_1 + n_2 - 2 \) and degree of significance 5%, so \( H_0 \) is rejected. Based on calculation on appendix 10b, it is known that calculation of t-test as follow:

**Table 4.8**

**Result oft-test Independent (final analysis)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Control</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2185</td>
<td>2400</td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>( \bar{X} )</td>
<td>70.48</td>
<td>77.42</td>
</tr>
<tr>
<td>Variance</td>
<td>8.058</td>
<td>34.051</td>
</tr>
<tr>
<td>Standard of deviation</td>
<td>2.8386</td>
<td>5.835</td>
</tr>
<tr>
<td>( t_{count} )</td>
<td>5.951</td>
<td></td>
</tr>
<tr>
<td>Df</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>( t_{table} )</td>
<td>1.67</td>
<td></td>
</tr>
</tbody>
</table>
Because $t$ is on rejected in the area of $H_0$ so that it can be known that there is distinction average of both classes.

It is gained $t_{count} = 5.951$ and $t_{table} = 1.67$, because $t = 5.951 > 1.67 = t_{(0.05; 60)}$ so $H_0$ is rejected or $H_1$ is accepted. It shows that there is distinction average of both students’ achievement of experimental and control class. It means that music performance is effective to improve students’ pronunciation of -ed in non-extra syllable past tense in Lp3i Course Center Ngaliyan Square in academic year 2016/2017.

C. Discussion

1. The score of initial ability (Pre-test)

Based on the calculations of normality and homogeneity test from the experimental class and the control class is normal distribution and homogeneous.

2. The score of final ability (Post-test)

The result of this research is obtained the average score of experimental class was 77.42 which were higher than
the result of control class 70.48. The average score of experimental class was 75.667 and was 77.42. Teaching pronunciation of -ed in non-extra syllable past tense in experimental class by using music performance as a medium can encourage the students to be more active and motivated in learning activities. Music performance as a medium can create situation in teaching pronunciation of -ed in non-extra syllable past tense interesting and make the students easier to understand the material. It can be seen on average score of experimental class which had better result than control class.

The average score of control class was 70.48. Teaching pronunciation of -ed in non-extra syllable past tense at control class by using conventional method made the students feel bored with the material that is being presented because the method is too monotonous. So, the material can’t be well-transferred to the students optimally.

Based on the result of calculation t-test is obtained $t_{count}=5.951$ and $t_{table}=1.67$. This shows that $t_{count}>t_{table}$ ( $t_{count}$ higher than $t_{table}$). So it means that there is a significant difference between teaching pronunciation of -ed in non-extra syllable past tense students’ achievement score which was
taught by using music performance and without music performance.

D. Limitations 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 were:

1. The research was limited at Lp3i Course Center Ngaliyan Square in academic year 2016/2017. When the same researches conducted in other institutions, it is still possible that different result will be gained.
2. Relative lack of experience and knowledge of the researcher, makes implementation process of this research is less smooth. But the researcher tried as maximal as possible to do this research.
3. Considering all those limitations, it is necessary to do more research about teaching reading of narrative text using the same or different medium.
CHAPTER V

CONCLUSION

A. Conclusion

Based on the research finding and discussion in the previous chapter, the writer draws the conclusion as below:

Music performance is effective to teach pronunciation of -ed in non-extra syllable past tense students at Lp3i Course Center Ngaliyan Square in academic year 2016/2017. The test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 5.951, while the value of t-table on $\alpha = 5\%$ is 1.67 ($5.951 > 1.67$). The hypothesis is accepted.

To describe the extent of using music performance in teaching pronunciation of -ed in non-extra syllable past tense, the researcher takes average score of pre and post test score of both classes. The pre-test average score of control class is 68 and experimental class is 65.4194. The post-test average score of control class is 70.48 and experimental class is 77.42. So it can be concluded that the result of experimental class is higher than control class. Therefore, Music performance can be used in teaching pronunciation of -ed in non-extra syllable past tense. It means that music performance is effective to teach
pronunciation of -ed in non-extra syllable past tense students at Lp3i Course Center Ngaliyan Square in academic year 2016/2017.

B. Suggestions

As a result of the research, the researcher gives some suggestions for all the readers of this thesis.

1. For the students
   a. The students should study harder than before, because pronunciation is one of difficult subjects as they considered. They have to learn from the mistakes that they made before. So, they will not repeat the same mistakes.
   b. The students also have to learn more about the kinds of English pronunciation.

2. For the teachers
   a. Teachers’ explanation should be clear and easy to be understood by the students.
   b. The teacher should teach the students by using interesting ways, for example using music performance.
   c. The use of interesting method or way to teach is for making students enjoy the learning process. It also makes them interested and the classroom atmosphere is not boring.
3. For the readers

The writer hopes this thesis can be useful for the readers. So, they will know that using music performance is effective. It will help students interested and learn pronunciation of -ed in non-extra syllable past tense easily.

C. Closing

This thesis is served to the readers. The researcher realizes that she still lest far from perfect. The writer hopes any critics and suggestions to make it perfect. The researcher also hopes that it can be useful for him and for all readers in general.


Cambridge Advanced Learner’s Dictionary 3rd Ed. (Software PC).


Gilakjani, Abbas Pourhosein, A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for
Instruction *International Journal of Humanities and Social Science, Vol. 2 No. 3; February 2012*


Kamus Besar Bahasa Indonesia Digital (Software PC),

Kelly, Gerald, *How to Teach Pronunciation*, Pearson Education Limited


Nunan, David, Research Methods in Language Learning, New York: Cambridge University Press, 1992


## List of Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adian Gunawan</td>
<td>Male</td>
<td>C-01</td>
</tr>
<tr>
<td>2</td>
<td>Adrian Yustisio</td>
<td>Male</td>
<td>C-02</td>
</tr>
<tr>
<td>3</td>
<td>Agustin Ferdina</td>
<td>Female</td>
<td>C-03</td>
</tr>
<tr>
<td>4</td>
<td>Aji Wijaya</td>
<td>Male</td>
<td>C-04</td>
</tr>
<tr>
<td>5</td>
<td>Audrey Febriyanti</td>
<td>Female</td>
<td>C-05</td>
</tr>
<tr>
<td>6</td>
<td>Bagas Dewantoro</td>
<td>Male</td>
<td>C-06</td>
</tr>
<tr>
<td>7</td>
<td>Christina Dani</td>
<td>Female</td>
<td>C-07</td>
</tr>
<tr>
<td>8</td>
<td>Debbie Prananda</td>
<td>Female</td>
<td>C-08</td>
</tr>
<tr>
<td>9</td>
<td>Diva Arintya Nugroho</td>
<td>Female</td>
<td>C-09</td>
</tr>
<tr>
<td>10</td>
<td>Dwi Mayliana</td>
<td>Female</td>
<td>C-10</td>
</tr>
<tr>
<td>11</td>
<td>Dylan Farrel Latupeirissa</td>
<td>Male</td>
<td>C-11</td>
</tr>
<tr>
<td>12</td>
<td>Ellias Kurumiawan</td>
<td>Male</td>
<td>C-12</td>
</tr>
<tr>
<td>13</td>
<td>Evan Santuri Effendi</td>
<td>Male</td>
<td>C-13</td>
</tr>
<tr>
<td>14</td>
<td>Felicia Regina</td>
<td>Female</td>
<td>C-14</td>
</tr>
<tr>
<td>15</td>
<td>Fina Nailul Afani</td>
<td>Female</td>
<td>C-15</td>
</tr>
<tr>
<td>16</td>
<td>Indira Pramesti</td>
<td>Female</td>
<td>C-16</td>
</tr>
<tr>
<td>17</td>
<td>Indra Nugraha</td>
<td>Male</td>
<td>C-17</td>
</tr>
<tr>
<td>18</td>
<td>Ivan Harly Sutanto</td>
<td>Male</td>
<td>C-18</td>
</tr>
<tr>
<td>19</td>
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<td>Female</td>
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<td>Zoraida Maharani</td>
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</tr>
</tbody>
</table>
## Syllabus

**SILABUS LP3i COURSE CENTRE**

**TAHUN PELAJARAN 2016/2017**

### Mata Pelajaran

**BAHASA INGGRIS**

### Kelas

**Conversation**

### Kompetensi Inti

**KI 1:** Menghayati dan mengamalkan ajaran agama yang dianutnya

**KI 2:** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

**KI 3:** Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI 4:** Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

### Kompetensi Dasar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam Tindakan/kegiatan yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahan ya (Past Simple dan Present Perfect tense)</td>
<td>Mengamati</td>
<td>• Siswa mendengarkan dan membaca banyak kalimat Past Simple dan Present perfect tense, dalam berbagai konteks. • Siswa berinteraksi menggunakan kalimat Past Simple dan Present perfect tense selama proses pembelajaran, dengan bimbingan.</td>
<td>Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan</td>
<td>2 x 2 JP</td>
<td>• Audio CD/VCD/DVD • SUARA GURU • Koran/majalah berbahasa Inggris • <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
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<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
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</table>
| semangat belajar. | **Perfect Tense)** | Fungsi sosial | • Siswa menirukan contoh-contoh kalimat Past Simple dan Present Perfect tense.  
• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat Past Simple dan Present Perfect tense. (fungsi sosial, struktur teks, dan unsur kebahasaan). | struktur teks  
• Kesesuaian format penulisan/penyampaian |  |  |
| 2.1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. | Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya yang | Mempertanyakan |  |  |
| 3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang | Struktur teks |  |  |  |
|  | **I had plowed into a big green Buick.** I hollered farewells to my friends and poured myself into the car.** My friend has prepared everything before we left.** | **Unsur kebahasaan**  
**I had plowed into a big green Buick.** I hollered farewells to my friends and poured myself into the car.** My friend has prepared everything before we left.** | Mengeksplorasi  
• Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang |  |  |
|  |  |  |  | http://americanenglish.state.gov/files/aereseources_files  
http://learnenglish.britishcouncil.org/en/ |  |  |
<table>
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<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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<tbody>
<tr>
<td>dengan konteks penggunaannya.</td>
<td>n</td>
<td>terstruktur.</td>
<td>komentar atau cara penilaian lainnya</td>
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<tr>
<td>4.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.</td>
<td>(1) Past Simple, Present Perfect (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</td>
<td><strong>Mengasosiasi</strong></td>
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<tr>
<td>Topik</td>
<td>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</td>
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<td><strong>Mengkomunikasikan</strong></td>
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<td>Siswa menyatakan dan menanyakan tentang</td>
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- Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.

- Siswa membandingkan kalimat Past Simple dan Present Perfect tense yang telah dipelajari dengan ungkapan-ungkapan lainnya.

- Siswa membandingkan antara kalimat Past Simple dan Present Perfect tense dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.
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<td>tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</td>
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<td>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.</td>
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Appendix 17

LESSON PLAN
FOR EXPERIMENTAL GROUP

School : LP3i Course Centre
Class : Conversation Class
Subject : English
Topic : Non-Extra Syllable Past Tense
Time Allotment : 2 x 30 minutes

A. Core Competence
1. Esteeming and involving religion teaching which embraced.
2. Esteeming and involving honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), decent, self confidence, in interacting effectively with social environment and nature on range of its association and existence.
3. Comprehending and applying knowledge (factual, conceptual and procedural) based on curiosity about science, technological, artistic, related with cultural of phenomenon and visible occurrence.
4. Processing, serving and thinking out in concrete domain (using, decomposing, stringing up, modifying and making) and the abstract domain (writing, reading, counting, drawing and composing) agree with being learned in the school and the same other sources in viewpoint/theory.

B. Basic Competence
Understand oral and written non-extra syllable past tense and the meaning from the context.

C. Indicator of Competence Achievement
1. Demonstrating the motivation to develop the ability to speak non-extra syllable past tense.
2. Identifying the non-extra syllable past tense.
3. Writing back the non-extra syllable past tense.
D. Learning Aim

1. Through the experience in the learning process, students can appreciate the opportunity to learn English as a language of international communication.
2. Through the example, students can find non-extra syllable past tense.
3. Through learning by using music performance, students can pro-actively so as to create a pleasant atmosphere in the classroom.

E. Learning Material

First Meeting

“Someone Like You”

I heard that you’re settled down,
That you found a girl and you’re married now,
I heard that your dreams came true,
Guess she gave you things I didn’t give to you,
Old friend, why are you so shy?
Ain’t like you to hold back or hide from the light,

I hate to turn up out of the blue uninvited,
But I couldn’t stay away, I couldn’t fight it,
I had hoped you’d see my face,
And that you’d be reminded that for me it isn’t over,

Nevermind, I’ll find someone like you,
I wish nothing but the best for you, too,
Don’t forget me, I beg,
I remember you said,
“Sometimes it lasts in love,
But sometimes it hurts instead,”
Sometimes it lasts in love,
But sometimes it hurts instead, yeah,

You know how the time flies,
Only yesterday was the time of our lives,
We were born and raised in a summer haze,
Bound by the surprise of our glory days,

I hate to turn up out of the blue uninvited,
But I couldn’t stay away, I couldn’t fight it,
I had hoped you’d see my face,
And that you’d be reminded that for me it isn’t over,

Nevermind, I’ll find someone like you,
I wish nothing but the best for you, too,
Don’t forget me, I beg,
I remember you said,
“Sometimes it lasts in love,
But sometimes it hurts instead,”

Nothing compares,
No worries or cares,
Regrets and mistakes, they’re memories made,
Who would have known how bittersweet this would taste?

Nevermind, I’ll find someone like you,
I wish nothing but the best for you,
Don’t forget me, I beg,
I remember you said,
“Sometimes it lasts in love,
But sometimes it hurts instead,”

Nevermind, I’ll find someone like you,
I wish nothing but the best for you, too,
Don’t forget me, I beg,
I remember you said,
“Sometimes it lasts in love,
But sometimes it hurts instead,”

Sometimes it lasts in love,
But sometimes it hurts instead.

<table>
<thead>
<tr>
<th>Extra syllable past tense</th>
<th>Non-extra syllable past tense</th>
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<tbody>
<tr>
<td>Reminded</td>
<td>Married</td>
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<td>Settled</td>
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<td>Uninvited</td>
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<td>Hoped</td>
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</table>

In verbs that end in *t* or *d* the –*ed* is pronounced as an extra syllable.

**Second Meeting**

"Payphone"

I'm at a payphone trying to call home
All of my change I spent on you
Where have the times gone? Baby, it's all wrong
Where are the plans we made for two?

Yeah, I, I know it's hard to remember
The people we used to be...
It's even harder to picture,
That you're not here next to me.

You say it's too late to make it,
But is it too late to try?
And in our time that you *wasted*
All of our bridges *burned* down

I've *wasted* my nights,
You *turned* out the lights
Now I'm *paralyzed*.
Still stuck in that time
When we *called* it love
But even the sun sets in paradise

I'm at a payphone trying to call home
All of my change I spent on you
Where have the times gone? Baby, it's all wrong
Where are the plans we made for two?

If "Happy Ever After" did exist,
I would still be holding you like this
All those fairy tales are full of it.
One more stupid love song, I'll be sick

Oh, you *turned* your back on tomorrow
'Cause you forgot yesterday.
I gave you my love to borrow,
But you just gave it away.

You can't expect me to be fine,
I don't expect you to care
I know I've said it before
But all of our bridges *burned* down.

I've *wasted* my nights,
You *turned* out the lights
Now I'm *paralyzed*.
Still stuck in that time
When we *called* it love
But even the sun sets in paradise.

I'm at a payphone trying to call home
All of my change I spent on you
Where have the times gone? Baby, it's all wrong
Where are the plans we made for two?

If "Happy Ever After" did exist,
I would still be holding you like this
All those fairy tales are full of it.
One more stupid love song, I'll be sick

Yeah, yeah, now baby don't hang up,
So I can tell you what you need to know,
Baby I'm begging you just please don't go,
So I can tell you what you need to know
I'm at a payphone trying to call home
All of my change I spent on you
Where have the times gone? Baby, it's all wrong
Where are the plans we made for two?

If "Happy Ever After" did exist,
I would still be holding you like this
All those fairy tales are full of it.
One more stupid love song, I'll be sick

<table>
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<tr>
<th>Extra Syllable Past Tense</th>
<th>Non- Extra Syllable Past Tense</th>
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<tbody>
<tr>
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<td>Turned</td>
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<tr>
<td>Paralyzed</td>
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<tr>
<td>Called</td>
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</table>

In verbs that end in $t$ or $d$ the $-ed$ is pronounced as an extra syllable.

**Third Meeting**

*“When I Was Your Man“*

Same bed but it feels just a little bit bigger now
Our song on the radio but it don’t sound the same
When our friends talk about you, all it does is just tear me down
Cause my heart breaks a little when I hear your name

It all just sounds like oooooh…
Mmm, too young, too dumb to realize
That I should 've bought you flowers
And held your hand
Should 've gave you all my hours
When I had the chance
Take you to every party
Cause all you wanted to do was dance
Now my baby's dancing
But she's dancing with another man
My pride, my ego, my needs, and my selfish ways

Caused a good strong woman like you to walk out my life
Now I never, never get to clean up the mess I made, ohh...
And it haunts me every time I close my eyes

It all just sounds like oooodoh...
Mmm, too young, too dumb to realize
That I should 've bought you flowers
And held your hand
Should 've gave you all my hours
When I had the chance
Take you to every party
Cause all you wanted to do was dance
Now my baby's dancing
But she's dancing with another man

Although it hurts
I'll be the first to say that I was wrong
Oh, I know I'm probably much too late
To try and apologize for my mistakes
But I just want you to know

I hope he buys you flowers
I hope he holds your hand
Gives you all his hours
When he has the chance
Take you to every party
Cause I remember how much you loved to dance
Do all the things I should 've done
When I was your man
Do all the things I should 've done
When I was your man

<table>
<thead>
<tr>
<th>Extra Syllable Past Tense</th>
<th>Non-Extra Syllable Past Tense</th>
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<tbody>
<tr>
<td>Wanted</td>
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In verbs that end in t or d the –ed is pronounced as an extra syllable.
F. Learning Method
1. Scientific Approach
2. Observe - Practice

G. Learning Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activity</th>
<th>Time Allotment</th>
</tr>
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<td>1. Teacher and students together to make a summary of the material they have learned at</td>
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<tr>
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3. Teacher explains plan learning activity that will come.

H. Sources / Learning Media

1. Guitar
2. Printed Lyrics.
3. White board and boardmarker

I. Assessment

1. Type of assessment: Written test
2. Instrument: Multiple choice
3. Scoring:

\[ S = \frac{R}{N} \times 100 \]

Where:
\[ S = \text{Score} \]
\[ R = \text{Number of correct answer} \]
\[ N = \text{Number of questions} \]
\[ 100 = \text{Highest score} \]

Scoring Rubric

<table>
<thead>
<tr>
<th>No.</th>
<th>Component</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pronunciation</td>
<td>76 - 100</td>
<td>EXCELLENT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66 - 75</td>
<td>GOOD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26 - 65</td>
<td>POOR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 - 25</td>
<td>VERY POOR</td>
</tr>
</tbody>
</table>

Semarang, 25 Februari 2017

Bagian akademik,

Salamatul Libdah, S.Pdi.

Peneliti,

Bangkit Cahyo Utomo
NIM. 113411052

Kepala Cabang

Dra. B. Noviana D. R
Cab. Ngaliyan
Semarang
LESSON PLAN
FOR CONTROL GROUP

School : LP3i Course Centre
Class : Conversation Class
Subject : English
Topic : Non-Extra Syllable Past Tense
Time Allotment : 2 x 30 minutes

A. Core Competence

5. Esteeming and involving religion teaching which embraced.
6. Esteeming and involving honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), decent, self confidence, in interacting effectively with social environment and nature on range of its association and existence.
7. Comprehending and applying knowledge (factual, conceptual and procedural) based on curiosity about science, technological, artistic, related with cultural of phenomenon and visible occurrence.
8. Processing, serving and thinking out in concrete domain (using, decomposing, stringing up, modifying and making) and the abstract domain (writing, reading, counting, drawing and composing) agree with being learned in the school and the same other sources in viewpoint/theory.

B. Basic Competence

Understand oral and written non-extra syllable past tense and the meaning from the context.

C. Indicator of Competence Achievement

1. Demonstrating the motivation to develop the ability to speak non-extra syllable past tense.
2. Identifying the non-extra syllable past tense.
3. Writing back the non-extra syllable past tense.
D. Learning Aim

1. Through the experience in the learning process, students can appreciate the opportunity to learn English as a language of international communication.
2. Through the example, students can find non-extra syllable past tense.
3. Through learning by using music performance, students can pro-actively so as to create a pleasant atmosphere in the classroom.

E. Learning Material

First Meeting

<table>
<thead>
<tr>
<th>Extra syllable past tense</th>
<th>Non-extra syllable past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminded</td>
<td>Married</td>
</tr>
<tr>
<td>Rounded</td>
<td>Settled</td>
</tr>
<tr>
<td>Founded</td>
<td>Uninvited</td>
</tr>
<tr>
<td>Started</td>
<td>Hoped</td>
</tr>
<tr>
<td>Decided</td>
<td>Fixed</td>
</tr>
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</table>

In verbs that end in \( t \) or \( d \) the \(-ed\) is pronounced as an extra syllable.

Second Meeting

<table>
<thead>
<tr>
<th>Extra Syllable Past Tense</th>
<th>Non- Extra Syllable Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted</td>
<td>Wasted</td>
</tr>
<tr>
<td>Needed</td>
<td>Burned</td>
</tr>
<tr>
<td>Decided</td>
<td>Turned</td>
</tr>
<tr>
<td>Haunted</td>
<td>Paralyzed</td>
</tr>
<tr>
<td>Waited</td>
<td>Called</td>
</tr>
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</table>

In verbs that end in \( t \) or \( d \) the \(-ed\) is pronounced as an extra syllable.

Third Meeting

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</tr>
</thead>
<tbody>
<tr>
<td>Wanted</td>
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</tr>
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In verbs that end in \( t \) or \( d \) the \(-ed\) is pronounced as an extra syllable.
F. Learning Method
   1. Scientific Approach
   2. Observe - Practice

G. Learning Activity

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H. Sources / Learning Media
   A. Guitar
   B. Printed Lyrics.
   C. White board and boardmarker

I. Assessment
   a. Type of assessment: Written test
   b. Instrument: Multiple choice
   c. Scoring:

\[ S = \frac{R}{N} \times 100 \]

Where: 
- \( S \) = Score
- \( R \) = Number of correct answer
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Scoring Rubric

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Semarang, 25 Februari 2017

Peneliti,

Bangkit Cahyo Utomo
NIM. 113411052

Kepala Cabang

Dra. B. Noviana D. R
Cab. Ngaliyar
Semarang
Instrument for Pre-test

Choose the correct answer a, b, c, or d!

1. I was listening to music when my teacher …………………… my class.
   a. has entered          c. entered
   b. was entering        d. entering

2. My brother and me went to campus and then we …………………… in a cafeteria.
   a. had relaxed          c. were relaxing
   b. relaxed             d. relax

3. Angeline ………………… to English conversation when her friend was singing beside her.
   a. listened            c. was listening
   b. listens             d. listen

4. I …………………… to college alone when my friend was coming late.
   a. walked              c. was walking
   b. walk               d. walks

5. When I lived in Singapore, I …………………… in a hospital.
   a. work                c. was working
   b. worked              d. works

6. He passed his examination because he …………………… very hard.
   a. was studying        c. studied
   b. studies             d. study

7. I was watching movie when my mother …………………… me.
   a. was calling         c. called
   b. calls               d. call

8. I was writing journal when my brother …………………… game.
   a. played              c. plays
   b. was playing         d. play

9. Even though I had………….. clearly, he still could not understand what I meant.
   a. Explain             c. Explaining
   b. Explained           d. Explains

10. Although it was a difficult question but she ……………….correctly.
11. Why didn’t you …………your grandma’s house?
   a. Visit 
   b. Visited 
   c. visiting 
   d. visits 

12. Dina …………..her report
   a. Do not finished 
   b. Did not finished 
   c. Did not finish 
   d. Did not finishing 

13. We …………..many tourism object like Prambanan Temple and Malioboro.
   a. Visited 
   b. Visiting 
   c. Visit 
   d. Visits 

14. They………..the game last night.
   a. Play 
   b. Playing 
   c. Played 
   d. Plays 

15. Joshua …………..her shoes yesterday.
   a. Washed 
   b. Wash 
   c. Washing 
   d. Is washing 

16. I…………….to the school alone yesterday
   a. Walks 
   b. Walk 
   c. Walked 
   d. Walking 

17. They…………..each other two years ago.
   a. Loves 
   b. Loved 
   c. Love 
   d. Loving 

18. She …………..this music five minutes ago
   a. Listened 
   b. Listen 
   c. Listening 
   d. Is listen 

19. We …………..together to the college yesterday
   a. Walking 
   b. Walk 
   c. Walked 
   d. Walks 

20. I ………….. in this office 3 years ago
   a. Working 
   b. Work 
   c. Worked 
   d. Works
Instrument for Post-test

Name: ____________________________ Score: _______

Choose the correct answer a, b, c, or d!

1. We……to each other yesterday
   a. talking c. talked
   b. talk d. have talked

2. He……me yesterday morning
   a. calling c. called
   b. calls d. call

3. My family……Bali last year
   a. visiting c. have been visited
   b. visited d. visits

4. We……some clothes in the river yesterday
   a. wash c. washed
   b. washing d. has washed

5. Malika……her cat before it died
   a. loving c. loved
   b. loves d. love

6. My team……football together yesterday afternoon
   a. playing c. plays
   b. played d. play

7. After …. 30 kilometers, we stopped to have a rest.
   a. We covered c. covered
   b. We have been covered d. we had covered

8. Nothing …. Since we left.
   a. is changed c. was changed
   b. has been changed d. would be changed

9. He …. From the airport at 08.00 Am.
   a. Arriving c. Arrive
   b. Arrived d. Has Arrive

10. They …. Into the hotel at 09.00 Am.
    a. Check c. Checks
    b. Checking d. Checked

11. Jose …. In Brazil for five years.
    a. Lived c. Live
    b. is live d. living

12. Shinta …. Japanese for two years.
a. Study          c. Studied
b. Studying       d. is study

13. She .... At movie theater, when she was in junior high school.
a. work          c. working
b. works         d. worked

14. I .... Football when I was child.
a. play          c. plays
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15. He was sleeping when you ... him last night.
a. Called        c. calling
b. was calling   d. calls

16. The family ... in poverty for two decades.
a. Live          c. lives
b. living        d. lived

17. She ....... over the bridge by motorcycle last night
a. cross         c. crossed
b. is cross      d. crossing

18. My mother ....... fried chicken for my birthday party last week.
a. cooked        c. is cooking
b. cooks         d. cooking

19. I get a head ache because I ....... full time yesterday.
a. work          c. working
b. works         d. worked

20. I and my family ....... to Los Angeles last month
a. move          c. moves
b. moved         d. moving
Students’ worksheet

Pre-test

Choose the correct answer a, b, c, or d!

1. I was listening to music when my teacher entered my class.
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   b. relaxed
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   c. was listening
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4. I walked to college alone when my friend was coming late.
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   c. was walking
   d. walks

5. When I lived in Singapore, I worked in a hospital.
   a. work
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6. He passed his examination because he studied very hard.
   a. was studying
   b. studies
   c. studied
   d. study
1. I was watching movie when my mother call me.
   a. was calling  
   b. calls  
   c. called  
   d. call

2. I was writing journal when my brother game.
   a. played  
   b. was playing  
   c. plays  
   d. play

3. Even though I had clearly, he still could not understand what I meant.
   a. Explain  
   b. Explained  
   c. Explaining  
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4. Although it was a difficult question but she correctly.
   a. answer  
   b. answered  
   c. answering  
   d. answers

5. Why didn’t you your grandma’s house?
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   c. visiting  
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   d. Walks

20. I ............. in this office 3 years ago
   a. Working  
   b. Work  
   c. Worked  
   d. Works
Students' Worksheet
Pre-test

Name: Indira Pram-Sti
Class: C
Score: 60

Choose the correct answer a, b, c, or d!

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   a. has entered
   b. was entering
   c. entered
   d. entering

2. My brother and me went to campus and then we relaxed in a cafeteria.
   a. had relaxed
   b. relaxed
   c. were relaxing
   d. relax

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   b. studies
   c. studied
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   a. was calling  ✔ called
   b. calls  d. call

8. I was writing journal when my brother _______ game.
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9. Even though I had _______ clearly, he still could not understand what I meant.
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   b. Explained  d. Explains

10. Although it was a difficult question but she _______ correctly.
    a. answer  ✔ answered
    b. answered  c. answering  d. answers

11. Why didn’t you _______ your grandma’s house?
    a. Visit  ✔ visiting  c. visiting
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    a. Do not finished  ✔ Did not finish
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Students' Worksheet
Post-test

Name: [Redacted]  Class: E  Score: 85

Choose the correct answer a, b, c, or d!

1. We...to each other yesterday
   a. talking  ✗ talked  d. have talked
   b. talk  ✗ called  d. call

2. He...me yesterday morning
   a. calling  ✗ called  d. call
   b. calls  d. calls

3. My family...Bali last year
   a. visiting  ✗ visited  d. visits
   b. visits  c. have been visited

4. We...some clothes in the river yesterday
   a. wash  ✗ washed  d. has washed
   b. washing  c. washes

5. Malika ...her cat before it died
   a. loving  ✗ loved  d. love
   b. loves  c. have loved

6. My team...football together yesterday afternoon
   a. playing  ✗ played  d. play
   b. played  c. plays

7. After...30 kilometers, we stopped to have a rest.
   a. covered  b. We have been covered  ✗ covered  d. we had covered

8. Nothing...Since we left.
   ✗ changed  d. was changed
   a. changed  c. was changed
   b. has been changed  d. would be changed

9. He...From the airport at 08.00 Am.
   a. Arriving  ✗ Arrived  d. Has Arrived
   c. Arrive

10. They...Into the hotel at 09.00 Am.
    a. Check  ✗ Checks  c. Checks
    b. Checking  d. checked
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Name: Adrian Common

Choose the correct answer a, b, c, or d!

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   a. talking  X talked
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2. He.....me yesterday morning
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3. My family.....Bali last year
   a. visiting  c. have been visited
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   a. work c. working
   b. works x worked

14. I .... Football when I was child.
   a. play c. plays
   b. playing x played

15. He was sleeping when you ... him last night.
   x Called c. calling
   b. was calling d. calls

16. The family .... in poverty for two decades.
   a. Live c. lives
   x living d. lived

17. She .... over the bridge by motorcycle last night
   x cross c. crossed
   b. is cross d. crossing

18. My mother .... fried chicken for my birthday party last week.
   x cooked c. is cooking
   b. cooks d. cooking

19. I get a head ache because I .... full time yesterday.
   a. work c. working
   b. works x worked

20. I and my family ....... to Los Angles last month
   a. move c. moves
   b. moved x moving
### Appendix 22

**PRE-TEST SCORE OF EXPERIMENTAL GROUP**

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Appendix 26

PICTURES OF THE EXPERIMENTAL GROUP
Appendix 27

PICTURES OF THE CONTROL GROUP
Appendix 28

CERTIFICATE

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. H. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
e-mail : ppb@walisongo.ac.id

Certificate

Nomor: Un.10.0/FP3/PP.00.9/2401/2016

Certificate Number: 120161095

This is to certify that

BANGKIT CAHYO UTOMO
Student Register Number: 201601421095

the TOEFL Preparation Test

conducted by

the Language Development Center of State Islamic University (UN) “Walisongo”
Semarang

On September 7th, 2016

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Give in Semarang,
September 22nd, 2016

Director,

Dr. A. Muhammad Sajidullah, M.Ag.

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Lamp : -
Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:
Nuna Mustika Dewi, Dra., M.Pd.

Assalamu’alaikum Wr. Wb.
Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Bangkit Cahyo Utomo
NIM : 113411052
Judul : The Effectiveness of Music Performance to Improve Students’ Pronunciation of -ed in Non-Extra Syllable Past Tense in Eleventh Grade Students of SMAN 13 in Academic Year 2016/2017

Dan menunjuk saudara:
1. Nuna Mustika Dewi, Dra., M.Pd.
   NIP: 19650614 199203 2 001

Demikian penunjukan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.
Wassalamu’alaikum Wr. Wb.

A.n. Dekan,
Ketua Jurusan PBI

Dr. H. Ikhrrom, M/Ag.
NIP: 19650329 199403 1 002

Tembusan disampaikan kepada:
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-772/Un.10.3/D.1/TL.00/02/2017
Semarang, 21 Februari 2017
Lamp. : -

Hal : Mohon Izin Riset
a.n. : Bangkit Cahyo Utomo
NIM : 113411052

Kepada Yth.
Kepala LP3i Course Centre
di Semarang

Assalamu’alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan Mahasiswa:

Nama : Bangkit Cahhyo Utomo
NIM : 113411052
Alamat : Jatisari RT 06 RW 02 Mijen Semarang
Judul skripsi : “THE EFFECTIVENESS OF MUSIC PERFORMANCE TO IMPROVE STUDENTS’ PRONUNCIATION OF -ED IN NON-EXTRA SYLLABLE PAST TENSE IN CONVERSATION STUDENTS OF LP3I COURSE CENTER IN ACADEMIC YEAR 2016/2017”

Pembimbing : Nuna Mustika Dewi, Dra., M.Pd.

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diizinkan melakukan riset selama satu bulan, mulai tanggal 23 Februari 2017 sampai dengan tanggal 9 Maret 2017.
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terima kasih.
Wassalamu’alaikum Wr. Wb.

Dekan,
Wakil Dekan Bidang Akademik

R.H. Fatah Syukur, M.Ag
NIK. 196812121994031003

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)
SURAT KETERANGAN
NO : 015/BM/05/2017

Yang bertanda tangan di bawah ini:

Nama : Dra. B. Noviana D. R
Jabatan : Branch Manager LP3I Course Centre
Unit Kerja : Ngaliyan Semarang

Menerangkan dengan sesungguhnya bahwa:

Nama : Bangkit Cahyo Utomo
NIM : 113411052
Asal Per. Tinggi : UIN Walisongo Semarang
Jurusan : Pendidikan Bahasa Inggris
Fakultas : FITK
Alamat : Jatisari RT 06 RW 02 Mijen Semarang

Telah melaksanakan penelitian di LP3I Course Centre Ngalian Mulai 23 Februari – 4 Maret 2017 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul “THE EFFECTIVENESS OF MUSIC PERFORMANCE TO IMPROVE STUDENTS’ PRONUNCIATION OF -ED IN NON-EXTRA SYLLABLE PAST TENSE”.

Demikian surat ini dibuat tuuntuk digunakan sebagaimana semestinya.

Semarang, 4 Maret 2017
Kepala Cabang

[Signature]

Dra. B. Noviana D. R

LP3I Course Center, CENDEKIA, Ngaliyan - Semarang
Ruko Grand Ngaliyan Square No. 63
Telp. (024) 7605225
LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UNIV. WALISONGO SEMARANG

PENELITI : Bangkit Cahyo Utomo
NIM : 113411052
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF MUSIC PERFORMANCE TO IMPROVE STUDENTS’ PRONUNCIATION OF-ED IN NON-EXTRA SYLLABLE PAST TENSE IN LP3I COURSE CENTER NGALIYAN SQUARE IN ACADEMIC YEAR 2016/2017

HIPOTESIS :
a. Hipotesis Varians:
   \( H_0 \) : Varians rata-rata hasil belajar kelas eksperimen dan kontrol adalah identik.
   \( H_1 \) : Varians rata-rata hasil belajar kelas eksperimen dan kontrol adalah tidak identik.
b. Hipotesis Rata-rata:
   \( H_0 \) : Rata-rata hasil belajar kelas eksperimen \( \leq \) kontrol.
   \( H_1 \) : Rata-rata hasil belajar kelas eksperimen \( > \) kontrol.

DASAR PENGAMBILAN KEPUTUSAN :
   \( H_0 \) DITERIMA, jika nilai \( t_{hitung} \leq t_{tabel} \)
   \( H_0 \) DITOLAK, jika nilai \( t_{hitung} > t_{tabel} \)

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1. Pada kolom Levene's Test for Equality of Variances, diperoleh nilai sig. = 0.001. Karena sig. = 0.001 < 0.05, maka $H_0$ DITOLAK, artinya kedua varians rata-rata hasil belajar kelas eksperimen dan kontrol adalah tidak identik.

2. Karena tidak identiknya varians rata-rata hasil belajar kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata hasil belajar kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai $t_{hitung}$ pada baris kedua (Equal variances not assumed), yaitu $t_{hitung} = 5.951$.

3. Nilai $t_{tabel}$ (60;0.05) = 1.672 (two tails). Berarti nilai $t_{hitung} = 5.951 > t_{tabel} = 1.672$ hal ini berarti $H_0$ DITOLAK, artinya : Rata-rata hasil belajar kelas eksperimen lebih baik dari rata-rata hasil belajar kelas kontrol.

Semarang, 14 Juni 2017

Ketua Program Pendidikan Matematika,
CURRICULUM VITAE

A. Personal Identity
   1. Full Name: Bangkit Cahyo Utomo
   2. Place, Date of Birth: Semarang, 8 September 1991
   3. Original Address: Jatisari RT02 RW02 Kec. Mijen Semarang
   4. Phone: 083838301970
   5. E-mail: cahyoutomo44@gmail.com

B. Education Background
   1. Formal Education:
      a. TK ABA 45 Semarang
      b. SD N Mijen 03 Semarang
      c. SMP N 23 Semarang
      d. SMA N 13 Semarang
      e. UIN Walisongo Semarang

Semarang, 15 June 2017

Bangkit Cahyo Utomo
SN 113411052