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

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Assalamu'alaikum wr. wb

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ABSTRACT

Title	:	**The Effectiveness of Using Song to Teach Students' Pronunciation of –*Ed* in Non-extra Syllable Past Tense in LP3I Course Center Ngaliyan Squarein Academic Year 2016/2017**
Writer	:	Bangkit Cahyo Utomo
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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 α = 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

"COGITO 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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بسم الله الر حمن الر حيم

I do thanks to Allah who has given me insight and strength to finish this research completely. Sholawat and Salam are always given to the Prophet Muhammad who brings us from the darkness to the brightness.

The writer realized that there are many people who already helped the writer in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express my gratitude for all them.

1. Dr. H. Raharjo, M.Ed., St, as the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
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5. Mas Mukadi for his help in giving me motivation, helpful correction and suggestion.

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

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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:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِلْعَالِمِينَ

"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".(AR-Rum: 22)[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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[1]Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2004), p.9

[2]Abdalah Yousuf Ali, *The Glorious Qur'an*, (Beirut: Dar El- Fakir, 1999), p. 1450

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

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[3]Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2004), p. 10

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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 pronounciation 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

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[4]Jeremy Harmer, *The Practice of Language Testing* (United Kingdom: Longman Publishing, 2002)p.241

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

[7]Bobby De Potter dan Mike Hernacki, *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan* (Bandung : Kaifa, 2007) p. 112

preferred learning style.[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.[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.[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

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[8]Beth A. Rogowsky *et.all*, Matching Learning Style to Instructional Method: Effects on Comprehension, *Journal of Educational Psychology 2015, Vol. 107*, No. 1, p.77

[9]Ana Lidia Franzoni, Student Learning Styles Adaptation Method Based on Teaching Strategies and Electronic Media, *Educational Technology & Society*, *12* (4), p. 28

[10]Mehrnaz Arjomad, The Effect of Listening to Music on the Pronunciation of Lower Intermediate Iranian EFL Learners, *International Journal of Education and Research Vol. 3 No. 3 March 2015,* p. 112

the entire chant when the researcher combined music with the poems for them to chant.[11]

Music is something pleasure and exciting whose media are sounds produced by instruments or voices.[12] It is said to be an <u>art</u>, or form of <u>entertainment</u>, and also often defined by contrast with <u>noise</u> or <u>speech</u>. songs help L2 learners improve both their listening comprehension and understanding and production of important pronunciation features.[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[14] used by students with different learning styles. Based on the explanation previously given the researcher chose research by the

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[11]Fan-Wei Kung, Rhythm and pronunciation of American English: Jazzing up EFL teaching through Jazz Chants, *the Asian EFL Journal Vol. 70 2015*, p. 16

[12]Edinburgh Gate Harlow, *Longman Advanced American Dictionary*. (England:2007), p.1049

[13]Fariba Ghanbari, The Effects of English Songs on Young Learners' Listening Comprehension and Pronunciation, *International Journal of Language Learning and Applied Linguistics World Volume 6 (3)*, July 2014, p.344

[14]Richard E. Mayer, *Multimedia Learning Prinsip-Prinsip dan Aplikasi*, (Yogyakarta: Pustaka Pelajar, 2009), p.3

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 effectivness 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.[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 *t* or *d* the *-ed* is pronounced as an extra syllable. This is the only time the past tense has an extra syllable. Examples: project (2 syllables) project*ed* (3 syllables) plead (1 syllable) plead*ed* (2 syllables). In contrast, the following words that do not end in *t* or *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).

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[15]Michael Agnes, *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

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   [1]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Rajawali Press, 2011), p. 4.

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.

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

[3]Edinburgh Gate Harlow, *Longman Advanced American Dictionary*. (England:2007), p.1049.

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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]

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[4] Kamus Besar Bahasa Indonesia Digital (Software PC),

[5] http://www.wisegeek.com/what-is-classical-music.htm [Accessed at 29/9/2016].

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,

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[6] Pono Banoe, *Kamus Musik*, (Yogyakarta: Kanisius, 2003). P. 57

[7] Pono Banoe, *Kamus Musik*, P. 98

[8] Edinburgh Gate Harlow, *Longman Advanced American Dictionary*, (England:2007) p.859.

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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."[9] 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."[10] 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.

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[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

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[11]B.S. Azhar, Fundamental of English Grammar, Second Edition, (Prentice Hall: 1992), p. 23

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 in to 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-*ing*+ (O).

  Example : You *were reading*.

- Negative : Subject +was/were+not+ V-*ing* + (O).

  Example : You *were not reading*.

- Interrogative : Was/Were + Subject +V-*ing* + (O).

  Example : *Were* you *reading*?

- Negative & Interrogative**:** Was/Were+Subject + not +V-*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.[12]

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.[13]Here are some ideas for focusing on specific pronunciation features;

a. Voicing

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

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[12]Gerald Kelly, *How to Teach Pronunciation*, (Pearson Education Limited), p. 125-126

[13]Peter Strevens, *New Orientations in the Teaching Of English*,(Oxford University press,1977)

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.[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

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[14] Marianne Celce & Murcia, *Teaching Pronunciation*, (Cambridge University Press, 1996), p. 290-291

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.[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.[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-

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[15]Peter Strevens, *New Orientations in the Teaching Of English*,(Oxford University press,1977), p.106

[16] Marianne Celce & Murcia, *Teaching Pronunciation*, (Cambridge University Press, 1996), p. 290-291

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

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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.[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.

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[17]Marianne Celce & Murcia, *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.[18]

The songs for teaching -*ed* in non extra syllable past tense are below:

- **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?

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[18]Marianne Celce & Murcia, *Teaching Pronunciation*, (Cambridge University Press, 1996), p. 290-291

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-*ed* ending.[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 -*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 -*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'

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[19]Anggun Kusuma Dewi, (053411055) *Unpublished Thesis Under Title Pronunciations Problems Faced by the English Students' in Pronouncing-ed Ending*, (Semarang: IKIP PGRI, 2009).

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: experimetal 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

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[1]James Dean Brown and Thedore S. Rodgers, *Doing Second Language Research*, (New York: Oxford University Press, 2002), p. 211.

approach stresses the analyzes to the numerical data that is processed by statistical method.[2]

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.[3]

$$R \qquad X \qquad O_1$$
$$R \qquad\qquad O_2$$

Where:

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

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

X = Treatment

O_1 = Effect of treatment given

O_2 = Effect is not given treatment

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[2] M Burhan Bungin, *Metodologi Penelitian Kuantitatif: Komunikasi, Ekonomi Dan Kebijakan Publik Serta Ilmu-Ilmu Sosial Lainya*, (Jakarta: Kencana, 2006), p. 50.

[3] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfa Beta, 2008), p. 112.

In this study, the approach used by 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.

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[4]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), 4th Ed., p. 101.

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 *-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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[5]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* 4th Ed., p. 101.

[6]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* p. 130.

[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,

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[8]Suharsimi Arikunto, , *Prosedur Penelitian Suatu Pendekatan Praktik.*, p 150

combination, addition, rearrangement, matching, correct and incorrect (true/false) and multiple choice.[9] 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.[10]

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

[9] J.B Heaton, *Writing English Language Tests* (London: Longman, 1975), p. 12-13.

[10] Saifuddin Azwar, Tes Prestasi, (Yogyakarta: Pustaka Pelajar: 2015), p.80

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

$$Score = \frac{The\ number\ of\ right\ answer}{The\ number\ of\ questions}\ x100$$

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.

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[11]Wikipedia,"Documentation", http://en.wikipedia.org/wiki/documentation, cited November 12 2016

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.[12] 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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[12] Zainal Arifin, *Evaluasi Instructional,: Prinsip-Teknik-Prosedure,* (Bandung: PT Remaja Rosdakarya: 1990), p.110-111.

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

Mp : Average total score of items answered correctly on question

Mt : Average total score

St : 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 = The proportion of the students who answer incorrect

=(q = 1 - p)

Having calculated r_{count} compared r_{table} with significance level of 5%, if $r_{count} > r_{table}$ 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

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[13] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009), Cet. 9, p. 79.

[14] J.B Heaton, *Writing Language Tests*, (London: Longman, 1975), p.155.

[15] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, p. 100-101.

$$s^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Where :

$\sum x^2$ = the total score squared

$(\sum x)^2$ = 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.[16]

Where the criterion of computation is:

Table 1.3 Criteria of Difficulty Test

P = 0,00	Is very difficult
$0,00 < P \leq 0,30$	Is difficult
$0,30 < P \leq 0,70$	Is medium
$0,70 < P \leq 1,00$	Is easy
P = 1,00	Is very easy

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.[17]

Discriminating power can be obtain by using this following formula:

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[16] Anas Sudijono, *Pengantar Evaluasi Pendidikan,* (Jakarta:PT Raja Grafindo Persada, 2008), p. 372-373

[17] Suharsimi Arikunto, *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

Criteria	
$D \leq 0,00$	Very poor
$0,00 < D < 0,20$	Poor
$0,20 < D < 0,40$	Enough
$0,40\ D \geq 0,70$	Good
$0,70\ <\ D\ \leq$	Excellent

1,00	

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

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

   $$p = \frac{range\,R}{number\,of\,class}$$

   d) Make a frequency distribution table

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

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

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

g) Calculate variance, with the formula:

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

h) Calculate value of Z, with the formula:

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

x = Limit Class

$\overline{x}$ = Average

S = Standard deviation

i) Define the wide area of each class interval

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

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

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

Class	Bc	Z	P	L	Ei	$\dfrac{Oi - Ei}{Ei}$

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

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

m) Determine dk=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 : $\sigma_1^2 = \sigma_2^2$

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[18] Sudjana, *Metode Statistika*, (Bandung: Tarsito, 1996), p. 273.

H$_1$: $\sigma_1{}^2 \neq \sigma_2{}^2$

H$_0$ = the distribution of normal date

H$_1$ = Innormally distributed data

Where:

σ_1 = Variance value of beginning data with Aladdin movie

σ_2 = Variance value of beginning data is subjected to conventional learning classess.

$$❓_{count} = \frac{The\ biggest\ variance}{The\ smallest\ variance}$$

$$F_{table} = F_{\{\frac{1}{2}a(v_1.v_2)\}}$$

F_{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 accepted if $F_{count} < F_{\left[\frac{1}{2}(v_{1.v_2})\right]}$ 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

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[19] Sudjana, *Metode Statistika*, p. 250.

[20] Sudjana, *Metode Statistika.,* p. 262.

[21] Anas Sudjana, *Pengantar Statitika Pendidikan,* (Jakarta: PT. Raja Grafindo Persada, 1995) 6th Ed, p. 264.

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:

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

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 : Variant of experimental group

S_2^2 : Variant of both groups

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[22] Rodgers and Brown, *Doing Second Language Research*, (Cambridge: Oxford University Press 2002), p.205.

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

the formula is:

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

The hypotheses are:

Ho $= \mu_1 = \mu_2$

Ha $= \mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

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

Ho $\quad = \mu_1 = \mu_2$

Ha $\quad = \mu1 > \mu2$

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

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

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:

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

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

No	CODE	SCORE
1	E-01	70
2	E-02	68
3	E-03	83
4	E-04	72
5	E-05	76

6	E-06	86
7	E-07	79
8	E-08	80
9	E-09	77
10	E-10	76
11	E-11	86
12	E-12	70
13	E-13	87
14	E-14	85
15	E-15	76
16	E-16	71
17	E-17	79
18	E-18	80
19	E-19	81
20	E-20	74
21	E-21	78
22	E-22	73
23	E-23	67
24	E-24	87

25	E-25	77
26	E-26	77
27	E-27	70
28	E-28	87
29	E-29	75
30	E-30	77
31	E-31	76

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 4.2

List of Control Students' achievements

No	CODE	SCORE
1	C-01	70
2	C-02	67
3	C-03	69

4	C-04	71
5	C-05	73
6	C-06	75
7	C-07	69
8	C-08	70
9	C-09	75
10	C-10	74
11	C-11	73
12	C-12	68
13	C-13	69
14	C-14	70
15	C-15	67
16	C-16	68
17	C-17	71
18	C-18	71
19	C-19	69
20	C-20	73
21	C-21	74
22	C-22	64

23	C-23	73
24	C-24	72
25	C-25	69
26	C-26	68
27	C-27	70
28	C-28	70
29	C-29	66
30	C-30	76
31	C-31	71

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

Result of Validity Test 1

Item	r_{xy}	r_{table}	Description
1	0.350	0.355	Invalid
2	0.450	0.355	Valid
3	0.815	0.355	Valid
4	0.815	0.355	Valid
5	0.815	0.355	Valid
6	0.815	0.355	Valid
7	0.898	0.355	Valid
8	0.815	0.355	Valid
9	0.815	0.355	Valid
10	0.501	0.355	Valid
11	0.375	0.355	Valid
12	0.454	0.355	Valid
13	0.620	0.355	Valid
14	0.566	0.355	Valid
15	0.680	0.355	Valid

Item	r_{xy}	r_{table}	Description
16	0.544	0.355	Valid
17	0.453	0.355	Valid
18	0.327	0.355	Invalid
19	0.167	0.355	Invalid
20	0.566	0.355	Valid

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.

Criteria	Item	Total	Percentage
Valid	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, dan 20	17	75%
Invalid	1, 18, dan 19	3	25%

Table 4.11

Result of Validity Test 2

Item	r_{xy}	r_{table}	Description
2	0.529	0.355	Valid
3	0.625	0.355	Valid
4	0.591	0.355	Valid
5	0.597	0.355	Valid
6	0.630	0.355	Valid
7	0.741	0.355	Valid
8	0.918	0.355	Valid
9	0.409	0.355	Valid

10	0.390	0.355	Valid
11	0.592	0.355	Valid
12	0.591	0.355	Valid
13	0.597	0.355	Valid
14	0.630	0.355	Valid
15	0.741	0.355	Valid
16	0.874	0.355	Valid
17	0.636	0.355	Valid
20	0.603	0.355	Valid

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.

Criteria	Items	Total	Percentage
Valid	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, dan 20	17	100%
Invalid	Tidak ada	0	0%

b. **Reliability Test**

After validity tets, he conducts reliability test on the instrument. Reliability tets 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 classusing 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

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

Criteria Used

Accepted if H0 $x^2{}_{hitung} \leq x^2{}_{(1-\alpha)(k-1)tabel}$

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

No	X	X-	X^2
1	60	-8	64
2	59	-9	81
3	74	6	36
4	61	-7	49
5	65	-3	9
6	76	8	64
7	69	1	1
8	71	3	9
9	70	2	4
10	68	0	0
11	77	9	81
12	59	-9	81
13	76	8	64
14	76	8	64
15	66	-2	4
16	60	-8	64
17	68	0	0
18	72	4	16
19	72	4	16

20	65	-3	9
21	79	11	121
22	62	-6	36
23	57	-11	121
24	77	9	81
25	66	-2	4
26	66	-2	4
27	60	-8	64
28	77	9	81
29	65	-3	9
30	68	0	0
31	67	-1	1
$\sum$	2108		1238

Average (X) $= \frac{\sum X}{N} = \frac{2108}{31} = 68$

Standard of deviation (S)

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

$$= \frac{1238}{(31-1)}$$

$$S^2 = 45,8519$$

$$S = 6,7714$$

Table 4.4
The Frequency Distribution of the Control Class Pre-Test

Class	Lc	Zi	P(Zi)	Wide Range	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
	56,5	-1,79019	0,4633				
57-60				0,0863	6	2,6753	4,131735
	60,5	-1,16751	0,377				
61-64				0,1716	2	5,3196	2,071536
	64,5	-0,54484	0,2054				
65-68				0,2333	10	7,2323	1,05916

	68,5	0,077834	-0,0279				
69-72				0,2301	5	7,1331	0,637888
	72,5	0,700508	-0,258				
73-76				0,1486	4	4,6066	0,079877
	76,5	1,323181	-0,4066				
77-80				0,0672	4	2,0832	1,763692
	80,5	1,945854	-0,4738				
Sum					31	$X^2 = 9,743888$	

Description:

Lc= Minimum Score – 0,5

$Zi = \frac{Ms - X}{S}$

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.

2) First Normality Test of Experiment

Hypothesis

H_0 : Data are normal distribution

H_1 : Data are not normal distribution

Hypothesis Test

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

Criteria Used

Accepted if H_0 $x^2{}_{hitung} \leq x^2{}_{(1-\alpha)(k-1)tabel}$

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 = 4,166667 = 4

Table 4.5
Looking for Average and Standard of Deviation Table

No	X	X-X	$(X-X)^2$
1	60	-5,419354839	29,36941
2	59	-6,419354839	41,20812
3	55	-10,41935484	108,563
4	60	-5,419354839	29,36941
5	59	-6,419354839	41,20812
6	53	-12,41935484	154,2404
7	63	-2,419354839	5,853278
8	65	-0,419354839	0,175858
9	66	0,580645161	0,337149
10	65	-0,419354839	0,175858
11	70	4,580645161	20,98231
12	64	-1,419354839	2,014568
13	59	-6,419354839	41,20812
14	78	12,58064516	158,2726
15	68	2,580645161	6,659729
16	62	-3,419354839	11,69199
17	65	-0,419354839	0,175858
18	73	7,580645161	57,46618
19	70	4,580645161	20,98231
20	58	-7,419354839	55,04683
21	67	1,580645161	2,498439
22	74	8,580645161	73,62747
23	76	10,58064516	111,9501
24	71	5,580645161	31,1436

25	61	-4,419354839	19,5307
26	77	11,58064516	134,1113
27	60	-5,419354839	29,36941
28	69	3,580645161	12,82102
29	64	-1,419354839	2,014568
30	63	-2,419354839	5,853278
31	74	8,580645161	73,62747
$\sum$ X	2028		1281,548

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

Class	Lc	Zi	P(Zi)	Wide Range	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
	52,5	-1,97667	0,4633				
53-57				0,0764	2	2,3684	0,057304
	57,5	-1,21167	0,3869				
58-62				0,2169	9	6,7239	0,77048
	62,5	-0,44666	0,17				
63-67				0,2917	9	9,0427	0,000202
	67,5	0,31834	-0,1217				
68-72				0,2382	5	7,3842	0,769807
	72,5	1,083343	-0,3599				
73-77				0,1072	5	3,3232	0,84607
	77,5	1,848346	-0,4671				
78-82				0,0284	1	0,8804	0,016247
	82,5	2,613349	-0,4955				
Sum					31	$X^2 = 2.46011$	

Description:

Lc= Minimum Score – 0,5

$Zi = \frac{Ms-X}{S}$

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

Ei = Range x N

$Oi = E_i$

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

BecauseX^2count$<X^2$ tableso data are normal distribution

Table 4.7

Result of Normality Test

No.	Class	X^2_{hitung}	X^2_{tabel}	Description
1.	Control	9,743888	11,07	Normal
2.	Experiment	2,46011	11,073	Normal

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:

σ_1^2: Experiment Class

σ_2^2: Control Class

Hypothesis Test

To know hypothesis using formula:

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

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

From data gained:

Class	Control	Experiment
Sum	2028	2108
N	31	31

$\overline{X}$	68,00	65,42
Variance	41,27	42,72
Standart of deviation	6,42	6,54

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

TheResult of Homogeneity Test

Class	Control	Experimental
Total Score	2108	2128
N	31	31
Mean	68,00	65,42
Variance	41,27	42,72
F_{count}	1,035	
F_{table}	2,38	

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_{tabel}, 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_o: $\mu_1 \leq \mu_2$

H_1: $\mu_1 > \mu_2$

With :

μ_1 = the achievement of experiment class thought use music performance.

μ_2 = the achievement of control class thought does not use music performance.

Same Variance, therefore, formula used as follow:

$$t = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

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 $t_{count} \geq t_{tabel}$ 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*

Class	Control	Experiment
Total Score	2108	2128
N	31	31
$\overline{X}$	68,00	65,42
Variance	41,27	42,72
Standard of deviation	6,42	6,54
t_{count}	-1,568	
Df	60	
t_{table}	1,67	

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 : Data are normal distribution
   H_1 : Data are not normal distribution
   Hypothesis Test
   $X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{Ei}$
   Criteria Used

Accepted if H0 $x^2_{hitung} \leq x^2_{(1-\alpha)(k-1)tabel}$

Hypothesis Test

Maximum Score = 76

Minimum Score = 64

Range $\qquad$ = 76 – 64 = 12

Total Class $\qquad$ = 1 + 3,3 log 31 = 5,9203

= 6 classes

Length of the class $\qquad$ = 12/6 = 2

Table 4.12
Looking for Average and Standard of Deviation Table

No	X	X-X	$(X-X)^2$
1	70	-0,483870968	0,234131
2	67	-3,483870968	12,13736
3	69	-1,483870968	2,201873
4	71	0,516129032	0,266389
5	73	2,516129032	6,330905
6	75	4,516129032	20,39542
7	69	-1,483870968	2,201873
8	70	-0,483870968	0,234131
9	75	4,516129032	20,39542
10	74	3,516129032	12,36316
11	73	2,516129032	6,330905
12	68	-2,483870968	6,169615
13	69	-1,483870968	2,201873
14	70	-0,483870968	0,234131
15	67	-3,483870968	12,13736
16	68	-2,483870968	6,169615
17	71	0,516129032	0,266389

18	71	0,516129032	0,266389
19	69	-1,483870968	2,201873
20	73	2,516129032	6,330905
21	74	3,516129032	12,36316
22	64	-6,483870968	42,04058
23	73	2,516129032	6,330905
24	72	1,516129032	2,298647
25	69	-1,483870968	2,201873
26	68	-2,483870968	6,169615
27	70	-0,483870968	0,234131
28	70	-0,483870968	0,234131
29	66	-4,483870968	20,1051
30	76	5,516129032	30,42768
31	71	0,516129032	0,266389
$\sum X$	2185		241,7419

Average (X) $=\dfrac{\sum X}{N}=\dfrac{2185}{31}=70,48$

Standard of deviation (S)

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

$$= \frac{241,7419}{(31-1)}$$

$$S^2 = 8,058$$

$$S = 2,8386$$

Table 4.13
The Frequency Distribution of the Control Class Post-Test

Class	LC	Zi	P(Zi)	Wide range	Oi	Ei	$\dfrac{(O_i - E_i)^2}{E_i}$
	63,5	-2,46026	-0,49306				
64-65				0,0326276	1	1,011456	0,00013
	65,5	-1,7557	-0,46043				

				Wide Range	Oi	Ei	
66-67				0,10702543	3	3,317788	0,030439
	67,5	-1,05115	-0,35341				
68-69				0,21785279	8	6,753437	0,230093
	69,5	-0,3466	-0,13555				
70-71				0,27536541	9	8,536328	0,025186
	71,5	0,357959	0,139813				
72-73				0,21618567	5	6,701756	0,432121
	73,5	1,062514	0,355999				
74-75				0,10539287	5	3,267179	0,91904
	75,5	1,767068	0,461392				
Sum					31	$X^2 = 1,637009$	

Description:

LC= lower class – 0,5

$Zi = \frac{Bk - X}{S}$

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

Ei = wide range x N

Oi = f_i

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

Because$X^2 < X^2$ tableso 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

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

   Criteria Used

   Accepted if H0 $x^2{}_{hitung} \leq x^2{}_{(1-\alpha)(k-1)tabel}$

   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 = 4,166667 = 4

Table 4.14
Looking for Average and Standard of Deviation

No	X	X-X	$(X-\bar{X})^2$
1	70	-7,419354839	55,04683
2	68	-9,419354839	88,72425
3	83	5,580645161	31,1436
4	72	-5,419354839	29,36941
5	76	-1,419354839	2,014568
6	86	8,580645161	73,62747
7	79	1,580645161	2,498439
8	80	2,580645161	6,659729
9	77	-0,419354839	0,175858
10	76	-1,419354839	2,014568
11	86	8,580645161	73,62747
12	70	-7,419354839	55,04683
13	87	9,580645161	91,78876
14	85	7,580645161	57,46618
15	76	-1,419354839	2,014568
16	71	-6,419354839	41,20812
17	79	1,580645161	2,498439
18	80	2,580645161	6,659729
19	81	3,580645161	12,82102
20	74	-3,419354839	11,69199
21	78	0,580645161	0,337149

22	73	-4,419354839	19,5307
23	67	-10,41935484	108,563
24	87	9,580645161	91,78876
25	77	-0,419354839	0,175858
26	77	-0,419354839	0,175858
27	70	-7,419354839	55,04683
28	87	9,580645161	91,78876
29	75	-2,419354839	5,853278
30	77	-0,419354839	0,175858
31	76	-1,419354839	2,014568
$\sum X$	2400		1281,548

Average $(X) = \dfrac{\sum X}{N} = \dfrac{2400}{31} = 77.4193$

Standard of 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

Class	LC	Zi	P(Zi)	Wide range	Oi	Ei	$\dfrac{(O_i - E_i)^2}{E_i}$
	66,5	-1,87123	-0,46934				
67-70				0,12454171	4	3,860793	0,336147
	70,5	-1,01439	-0,3448				
71-74				0,15323895	5	4,750408	0,11854
	74,5	-0,50029	-0,19156				

75-78				0,26502247	10	8,215697	0,387519
	78,5	0,185189	0,073459				
79-82				0,23457142	5	7,271714	0,709693
	82.5	0,870663	0,308031				
83-86				0,13213139	4	4,096073	0,002253
	86.5	1,556137	0,440162				
87-90				0.0473445	3	1,467679	1,599809
	90.5	2.241611	0.487507				
Sum					$X^2 = 3{,}153961$		

Description:

LC= lower class – 0,5

$Zi = \frac{Bk - X}{S}$

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

Ei = wide range x N

Oi = f_i

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

Because$X^2 < X^2$ tableso data are normal distribution

Table 4.16

Result of Normality Test

No.	Class	X^2_{count}	X^2_{table}	Description
1.	Control	1.637009	11.073	Normal
2.	Experiment	3.153961	11.073	Normal

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From table above, it is known that X^2_{count} both sample less than X^2_{table}, 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

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

H_1 $: \sigma_1^2 \neq \sigma_2^2$

Description:

σ_1^2: Experimental Class

σ_2^2: Control Class

Hypothesis Test

To know hypothesis using formula:

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

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

From data gained:

Class	Control	Experiment
Sum	2185	2400
N	31	31
$\overline{X}$	70.48	77.42
Variance	8.058	34.051
Standart of deviation	2.8386	5.835

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

Class	Control	Experimental
Total Score	2185	2400
N	31	31
Mean	70.48	77.42
Variance	8.058	34.051
F_{count}	4.227	

F_{table}	2.38

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_{tabel}, therefore, Ho is received because F is on accepting are of H_0 so it can be summed up that both classes are not homogeny.

c. Test of Average and Hyphotesis 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_o: $\mu_1 \leq \mu_2$

H_1: $\mu_1 > \mu_2$

With:

μ_1 =the achievement of experiment class thought use music performance.

μ_2 = the achievement of control class thought does not use music performance.

Same Variance, therefore, formula used as follow:

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

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 $t_{count} \geq t_{tabel}$ 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 of *t-test Independent (final analysis)*

Class	Control	Experiment
Total	2185	2400
N	31	31
$\overline{X}$	70.48	77.42
Variance	8.058	34.051
Standard of deviation	2.8386	5.835
t_{count}	5.951	
Df	60	
t_{table}	1.67	

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 thatmusic 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 α = 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.

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Appendix 15

List of Control Class

No.	Name	Sex	Code
1	Adian Gunawan	Male	C-01
2	Adrian Yustisio	Male	C-02
3	Agustin Ferdina	Female	C-03
4	Aji Wijaya	Male	C-04
5	Audrey Febriyanti	Female	C-05
6	Bagas Dewantoro	Male	C-06
7	Christina Dani	Female	C-07
8	Debbie Prananda	Female	C-08
9	Diva Arintya Nugroho	Female	C-09
10	Dwi Mayliana	Female	C-10
11	Dylan Farrel Latupeirissa	Male	C-11
12	Ellias Kurniawan	Male	C-12
13	Evan Santuri Effendi	Male	C-13
14	Felicia Regina	Female	C-14
15	Fina Nailul Afani	Female	C-15
16	Indira Pramesti	Female	C-16
17	Indra Nugraha	Male	C-17
18	Ivan Harly Sutanto	Male	C-18
19	Jessy Christy	Female	C-19
20	Junianto Endra Kartika	Female	C-20
21	Kezia Rosiana Kusuma	Female	C-21
22	Mahardika Prima Putra	Male	C-22
23	Maria Assumpta Devina	Female	C-23
24	Meiliana Amaya Garendi	Female	C-24
25	Mohammad Sariful Umam	Male	C-25
26	Padma W. Pribadi	Male	C-26
27	Putri Sabrina Salsabila	Female	C-27
28	Reivaldo Putra Leanartha	Male	C-28
29	Tarangga Belinda	Female	C-29
30	Thomas Budiharjo	Male	C-30
31	Valencia Nawang Pramesti	Female	C-31

List of Experiment class

No.	Name	Sex	Code
1	Adinda Septania Putri	Female	E-01
2	Aira Pramudyaningsih	Female	E-02
3	Alvito Abyasa	Male	E-03
4	Anam Hardeka	Male	E-04
5	Anggie Berliana Primadona	Female	E-05
6	Anindito Wijanarko	Male	E-06
7	Azzam Wafi Anwar	Male	E-07
8	Bintang Anggun	Female	E-08
9	Bisma Adi Sasongko	Male	E-09
10	Bobby Prapanca	Male	E-10
11	Chandra Marta Laksono	Male	E-11
12	Elliana Sandra Putri	Female	E-12
13	Hanggianto Pradipta	Male	E-13
14	Hanum Pujiwahono	Male	E-14
15	Harun Adi Saputra	Male	E-15
16	Hening Pujiastuti	Female	E-16
17	Hilda Choirunnisa	Female	E-17
18	Malvin Abdi Arifin	Male	E-18
19	Mazzaya Fifty nur	Female	E-19
20	Nadia Febrilianti	Female	E-20
21	Nauval Bima Atanta	Male	E-21
22	Nina Karisa Purnomo	Female	E-22
23	Nova Dwijayanti	Female	E-23
24	Rafa Danis Andromeda	Male	E-24
25	Reza Montana Dharrmawan	Male	E-25
26	Rico Almahendra Putra	Male	E-26
27	Saira Hanindita Ferisya	Female	E-27
28	Sellya Tiara Assifa	Female	E-28
29	Yolanda Laksiata Deva	Female	E-29
30	Yusu Satya Primahendra	Male	E-30
31	Zoraida Maharani	Female	E-31

Appendix 16

<div style="text-align:center">

Syllabus

SILABUS LP3i COURSE CENTRE

TAHUN PELAJARAN 2016/2017

</div>

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 menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam	**Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya** **(Past Simple dan Present**	**Mengamati** • 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	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar.	**Perfect Tense)**	guru.	struktur teks		• http://americanenglish.state.gov/files/ae/resource_files
2.1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	*Fungsi sosial* Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya	• 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).	• Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian		• http://learnenglish.britishcouncil.org/en/
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 merujuk pada kesudahannya, sesuai	*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 kebahasaa*	**Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai *past simple* dan *present perfect* yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **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	• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan konteks penggunaannya. 4.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	*n* (1) Past Simple, Present Perfect (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	terstruktur. • 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. **Mengasosiasi** • 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. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tentang	komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		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. • 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.			

<div align="center">

LESSON PLAN

FOR EXPERIMENTAL GROUP

</div>

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 occurence.

4. Processing, serving and thinking out in concrete domain (using, decomposing, stringing up, modificating 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.

Extra syllable past tense	Non-extra syllable past tense
Reminded	Married
	Settled
	Uninvited
	Hoped

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

Extra Syllable Past Tense	Non- Extra Syllable Past Tense
	Wasted
	Burned
	Turned
	Paralyzed
	Called

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 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

Extra Syllable Past Tense	Non- Extra Syllable Past Tense
Wanted	Caused

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

Activity	Description of Activity	Time Allotment
Opening	1. Teacher greets students by English in order to create English environment. 2. Teacher checks students attendance.	10 minutes
Core Activity	1. Observing: • Students observe song that given by the teacher. • By guidance of the teacher, students identify song lyrics. 2. Questioning: • By guidance of the teacher, students questioned to sing the song. 3. Exploring: • Students write the non-extra syllable on the lyrics. 4. Associating: • Each student pronounced in front of the class vocabulary they wrote. 5. Communicating: • Through a variety of situations that are given by teacher, students practice pronounced non-extra syllable.	40 minutes
Closing	1. Teacher and students together to make a summary of the material they have learned at this meeting. 2. Teacher asks questions to students to help them reflect on their learning activity they have done.	10 minutes

	3. Teacher explains plan learning activity that will come.	

H. Sources / Learning Media

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

I. Assesment

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

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

Where: S = Score

R = Number of correct answer

N = Number of qustions

100 = Highest score

Scoring Rubric

No.	Component	Range	Description
	Pronounciation	76 - 100	**EXCELLENT**
		66 - 75	**GOOD**
		26 - 65	**POOR**
		0 - 25	**VERY POOR**

Semarang, 25 Februari 2017

Bagian akademik,

Salamatul Libdah, S.Pdi.

Peneliti,

Bangkit Cahyo Utomo
NIM. 113411052

Kepala Cabang

Dra. B. Noviana D. R
Cab. Ngaliyar
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 occurence.

8. Processing, serving and thinking out in concrete domain (using, decomposing, stringing up, modificating 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

Extra syllable past tense	Non-extra syllable past tense
Reminded	Married
Rounded	Settled
Founded	Uninvited
Started	Hoped
Decided	Fixed

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

Second Meeting

Extra Syllable Past Tense	Non- Extra Syllable Past Tense
Wanted	Wasted
Needed	Burned
Decided	Turned
Haunted	Paralyzed
Waited	Called

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

Third Meeting

Extra Syllable Past Tense	Non- Extra Syllable Past Tense
Wanted	Caused

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

Activity	Description of Activity	Time Allotment
Opening	3. Teacher greets students by English in order to create English environment. 4. Teacher checks students attendance.	10 minutes
Core Activity	6. Observing: • Students observe song that given by the teacher. • By guidance of the teacher, students identify song lyrics. 7. Questioning: • By guidance of the teacher, students questioned to sing the song. 8. Exploring: • Students write the non-extra syllable on the lyrics.	40 minutes

	9. Associating: • Each student pronounced in front of the class vocabulary they wrote. 10. Communicating: • Through a variety of situations that are given by teacher, students practice pronounced non-extra syllable.	
Closing	4. Teacher and students together to make a summary of the material they have learned at this meeting. 5. Teacher asks questions to students to help them reflect on their learning activity they have done. 6. Teacher explains plan learning activity that will come.	10 inutes

H. Sources / Learning Media

  A. Guitar

  B. Printed Lyrics.

  C. White board and boardmarker

I. Assesment

  a. Type of assesment : Written test

  b. Instrument   : Multiple choice

  c. Scoring   :

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

  Where: S = Score

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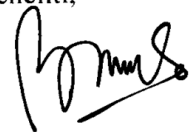
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Scoring Rubric

No.	Component	Range	Description
	Pronounciation	76 - 100	EXCELLENT
		66 - 75	GOOD
		26 - 65	POOR
		0 - 25	VERY POOR

Semarang, 25 Februari 2017

Bagian akademik,   Peneliti,

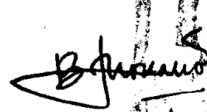**Salamatul Libdah, S.Pdi.**   **Bangkit Cahyo Utomo**
                                      NIM. 113411052
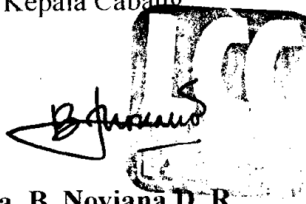
Kepala Cabang

Dra. B. Noviana D. R
Cab. Ngaliyan
Semarang

Appendix 19

<p style="text-align:center;">Instrument for Pre-test</p>

Name :   Score :

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.

a. answer   c. answering

b. answered   d. answers

11. Why didn't you ……………your grandma's house?

   a. Visit   c. visiting

   b. Visited   d. visits

12. Dina ……………her report

   a. Do not finished   c. Did not finish

   b. Did not finished   d. Did not finishing

13. We ……………many tourism object like Prambanan Temple and Malioboro.

   a. Visited   c. Visit

   b. Visiting   d. Visits

14. They……………the game last night.

   a. Play   c. Played

   b. Playing   d. Plays

15. Joshua ……………her shoes yesterday.

   a. Washed   c. Washing

   b. Wash   d. Is washing

16.   I……………to the school alone yesterday

a. Walks   c. Walked

b. Walk   d. Walking

17.   They……………each other two years ago.

a. Loves   c. Love

b. Loved   d. Loving

18.   She ……………this music five minutes ago

a. Listened   c. Listening

b. Listen   d. Is listen

19.   We …………… together to the college yesterday

a. Walking   c. Walked

b. Walk   d. Walks

20.   I …………… in this office 3 years ago

a. Working   c .Worked

b. Work   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
b. playing
d. played

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 Angles last month
a. move
c. moves
b. moved
d. moving

Appendix 21

Students' worksheet

Name : Bisma Adi Sasongko.   Class : E   Score : 75

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.

   a. answer   c. answering

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11. Why didn't you ……………your grandma's house?

   a. Visit   c. visiting

   b. Visited   d. visits

12. Dina ……………her report

   a. Do not finished   c. Did not finish

   b. Did not finished   d. Did not finishing

13. We ……………many tourism object like Prambanan Temple and Malioboro.

   a. Visited   c. Visit

   b. Visiting   d. Visits

14. They……………the game last night.

   a. Play   c. Played

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15. Joshua ……………her shoes yesterday.

   a. Washed   c. Washing

   b. Wash   d. Is washing

16.   I……………to the school alone yesterday

   a. Walks   c. Walked

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17.   They……………each other two years ago.

   a. Loves   c. Love

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   b. Walk   d. Walks

20.   I …………… in this office 3 years ago

   a. Working   c. Worked

   b. Work   d. Works

Name : Indira Pramsti   Class : 8 C   Score :   60

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.
    a. answer   c. answering
    b. answered   d. answers

11. Why didn't you ....your grandma's house?
    a. Visit   c. visiting
    b. Visited   d. visits

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

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

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

15. Joshua ……………her shoes yesterday.

a. Washed   c. Washing

b. Wash   d. Is washing

16.   I……………to the school alone yesterday

a. Walks   c. Walked

b. Walk   d. Walking

17.   They……………each other two years ago.

a. Loves   c. Love

b. Loved   d. Loving

18.   She ……………this music five minutes ago

a. Listened   c. Listening

b. Listen   d. Is listen

19.   We …………… together to the college yesterday

a. Walking   c. Walked

b. Walk   d. Walks

20.   I …………… in this office 3 years ago

a. Working   Worked

b. Work   d. Works

Students' Worksheet
Post-test

Name : Hanum Class : E Score : 85
Pujiwahono

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

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

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

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

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

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

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

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

8. Nothing .... Since we left.
✗ 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
✗ Arrived d. Has Arrive

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

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

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

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

14. I …. Football when I was child.
a. play ~~play~~   c. plays
b. playing   d. played

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

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

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

18. My mother …….. fried chicken for my birthday party last week.
a. cooked ~~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 ~~worked~~

20. I and my family ………. to Los Angles last month
a. move   c. moves
b. moved ~~moved~~   d. moving

Students' Worksheet
Post-test

Name : Adian Gunawan Class : C   Score : 70

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.   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
b. playing   d. played

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 Angles last month
a. move   c. moves
b. moved   d. moving

Appendix 22

PRE-TEST SCORE OF EXPERIMENTAL GROUP

NO	CODE	SCORE
1	E-01	60
2	E-02	59
3	E-03	74
4	E-04	61
5	E-05	65
6	E-06	76
7	E-07	69
8	E-08	71
9	E-09	70
10	E-10	68
11	E-11	77
12	E-12	59
13	E-13	76
14	E-14	76
15	E-15	66
16	E-16	60
17	E-17	68
18	E-18	72
19	E-19	72
20	E-20	65
21	E-21	79
22	E-22	62
23	E-23	57
24	E-24	77
25	E-25	66
26	E-26	66

27	E-27	60
28	E-28	77
29	E-29	65
30	E-30	68
31	E-31	67

Appendix 23

PRE-TEST SCORE OF CONTROL GROUP

NO	CODE	SCORE
1	C-01	60
2	C-02	59
3	C-03	74
4	C-04	61
5	C-05	65
6	C-06	76
7	C-07	69
8	C-08	71
9	C-09	70
10	C-10	68
11	C-11	77
12	C-12	59
13	C-13	76
14	C-14	76
15	C-15	66
16	C-16	60
17	C-17	68
18	C-18	72
19	C-19	72
20	C-20	65
21	C-21	79
22	C-22	62
23	C-23	57
24	C-24	77
25	C-25	66
26	C-26	66

27	C-27	60
28	C-28	77
29	C-29	65
30	C-30	68
31	C-31	67

Appendix 24

POST-TEST SCORE OF EXPERIMENTAL GROUP

NO	CODE	SCORE
1	E-01	70
2	E-02	68
3	E-03	83
4	E-04	72
5	E-05	76
6	E-06	86
7	E-07	79
8	E-08	80
9	E-09	77
10	E-10	76
11	E-11	86
12	E-12	70
13	E-13	87
14	E-14	85
15	E-15	76
16	E-16	71
17	E-17	79
18	E-18	80
19	E-19	81
20	E-20	74
21	E-21	78
22	E-22	73
23	E-23	67
24	E-24	87

25	E-25	77
26	E-26	77
27	E-27	70
28	E-28	87
29	E-29	75
30	E-30	77
31	E-31	76

Appendix 25

POST-TEST SCORE OF CONTROL GROUP

NO	CODE	SCORE
1	C-01	70
2	C-02	67
3	C-03	69
4	C-04	71
5	C-05	73
6	C-06	75
7	C-07	69
8	C-08	70
9	C-09	75
10	C-10	74
11	C-11	73
12	C-12	68
13	C-13	69
14	C-14	70
15	C-15	67
16	C-16	68
17	C-17	71
18	C-18	71
19	C-19	69
20	C-20	73
21	C-21	74
22	C-22	64
23	C-23	73
24	C-24	72

25	C-25	69
26	C-26	68
27	C-27	70
28	C-28	70
29	C-29	66
30	C-30	76
31	C-31	71

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. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

Certificate

Nomor : Un.10.07P3/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 (UIN) "Walisongo" Semarang

On September 7th, 2016

and achieved the following result:

Listening Comprehension	Structure and Written Expression	Vocabulary and Reading	Score
54	40	41	450

Give in Semarang,
September 22nd, 2016
Director,

Dr. H. Muhammad Saifullah, M.Ag.
NIP. 19700321 199603 1 003

© TOEFL is registered trademark by Educational Testing Service.
This program or test is not approved or endorsed by ETS.

Nomor : Un.10.3/J4/PP.00.9/2937/2015   Semarang, 26 Juli 2016

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 penunjukkan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

Ketua Jurusan PBI

Dr. H. Ikhrom, 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

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 melaksanakan 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.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Prof. Dr. H. Fatah Syukur, M.Ag
NIP. 19681212 199403 1 003

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, 24 Mei 2017
Kepala Cabang

Cab. Ngaliyan
Semarang
Dra. B. Noviana D. R

LP3I Course Center, CENDEKIA, Ngaliyan - Semarang
Ruko Grand Ngaliyan Square No. 63
Telp. (024) 7605225

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

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai awal	eksp	31	65.4194	6.53592	1.17389
	kontr	31	68.0000	6.42391	1.15377
nilai akhir	eksp	31	77.4194	5.83538	1.04806
	kontr	31	70.4839	2.83867	.50984

1

LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ *7601295 Fax. 7615387 Semarang 50182*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai awal	Equal variances assumed	.002	.969	-1.568	60	.122	-2.58065	1.64596	-5.87306	.71177
	Equal variances not assumed			-1.568	59.982	.122	-2.58065	1.64596	-5.87308	.71179
nilai akhir	Equal variances assumed	11.538	.001	5.951	60	.000	6.93548	1.16549	4.60415	9.26682
	Equal variances not assumed			5.951	43.446	.000	6.93548	1.16549	4.58574	9.28523

1. Pada kolom *Levenes 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 Jurusan Pend. Matematika,

Yulia Romadiastri

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