

**THE EFFECTIVENESS OF POPULAR ENGLISH SONGS TO
TEACH VOCABULARY OF VERB**

**(An Experimental Research at the Eight Grade of SMP N 01 Kungkung-
Kendal in the Academic Year of 2016/2017)**

THESIS

Submitted in Partial Fulfillment of the Requirement for 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 Popular English Songs to Teach Vocabulary of Verb*”, (An Experimental Research at the Second Grade of SMP N 1 Kangkung in Academic Year of 2016/2017).

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Keyword: verb, vocabulary, Song lyrics, non Song lyrics.

The background of the study in this research is the students still has difficulties in remembering new vocabulary and confused of understand the vocabulary, even the teacher already done some technique such us lectures, giving assignment, discussions, and drilling method. The objective of this research is to found out the effectiveness of popular English songs to teach vocabulary of verb and to identify the improvement of using songs in teaching vocabulary of verb. The research was an experimental research. Conducted in two classes; the experimental group (VIII D) and control group (VIII C) as sample. The VIII D was taught by using song lyrics, while the VIII C was taught without song lyrics. The instruments used to collect the data were: documentation and test. The documentation was used to get the data of students' name list that become respondents, lesson plan, etc. Test was used to know students' competence before and after the experiment. There are two kinds of test. They are pre-test and post test. After the data had been collected by using test, it was found that the pre- test average of the experimental group was 49.91 and control group was 50.91. While, the post-test average of the experimental group was 85.86 and control group were 80.06. The obtained t-test was 3.721, whereas the t-table was 2.00 for a = 5%. The t-test score was higher than the t-table ($3.721 > 2.00$). It was meant that H_a was accepted while H_o was rejected. Since t-test score was higher than the t-table, Song Lyrics were effective media in improving students' vocabulary of verb at the Second Grade of SMP N 1 Kangkung in the academic year 2016/2017. Finally the writer suggests the teachers to use song lyrics as one of media in the teaching vocabulary of verb.

Motto

الَّذِي لَهُ مُلْكُ السَّمٰوٰتِ وَالْاَرْضِ وَمَا بَيْنَهُمَا يَتَّخِذُ وَلَدًا وَّمَا يَكُنْ لَّهُ
شَرِيكٌ فِيْ اٰلِمْلِكِ وَخَلَقَ كُلَّ شَيْءٍ فَقَدَرَهُ تَقْدِيْرًا ۝۲

“He, whose is the kingdom of the heavens and the earth, and who did not take to himself son and who has no associate in the kingdom, and who created everything, then ordained for it a measure.”

QS. Al-Furqaan:2¹

“Everything in the universe is within you. Ask all from yourself.”

-Jalaluddin Rumi-²

Be like the flower that gives its fragrance to even the hand that crushes it.

-Ali bin Abi Thalib³-

¹ Muhammad Taqi ud Din Al Hilali, Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language*, (Madinah: King Fahd Complex for the Printing of Holy Qur'an)

² <http://www.goodreads.com/quotes>

³ <http://www.quote fancy.com/quote>

DEDICATION

This thesis is dedicated to:

- My dear parents, love and respect are always for them. Thank you for the valuable efforts and contributions in making my education success.
- My beloved sister and brother; I love you so much.
- My beloved friends, thanks for your love and patience.

ACKNOWLEDGEMENT

Alhamdulillah, the researcher would like to thank to Allah for blessing, health, and chance, and inspiration given to the researcher during the writing this final project. The researcher could finish this final project because of guidance, support, and help from many people. So, that the researcher would like to express her gratitude to the followings:

1. The dean of Education and Teacher Training Faculty
2. Sayyidatul Fadlilah, M.Pd., as the advisor. Thank you for the guidance, corrections, and suggestions.
3. All the English lectures for providing academics assistance and support.
4. Aris Suparyanto, S.Pd., as the headmaster of SMP N 1 Kangkung Kendal and his administration officers who provided permission to conduct the research.
5. My beloved family who always give support and help.
6. My classmates in class B of education and teacher training faculty community of 2012.
7. Everybody who helps me finishing the research. Finally, the researcher expects that this final project may be helpful for all. Amin.

Semarang, 19 July 2019

The Researcher,

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CHAPTER I INTRODUCTION

A. The Background of the Research

Language is the system of communication in speech and writing used by people of a particular group or nation for example English. Language emerges first as word, both historically, and in terms of the way each of us learned our first and any subsequent language.⁴ Learning English is very important for everyone in order to be able to communicate with other people in the world. Communicative language functions include greetings and leave-takings, requesting and giving information, requesting and giving assistance, and others.⁵

How important language is also written in the Holy Qur'an.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (١٣)

Meaning: “Men, We have created you from a male and female, and made you into nations and tribes that you might get it know one another. The noblest of you in Allah’s sight is the most righteous of you. Allah is wise and all –knowing.⁶

⁴ Scoot Turnbury, *How to Teach Vocabulary* (England : Longman. 2002), p.1

⁵ J. Michael O'Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (England: Longman.1996), p.61

⁶ Mahmud Y. Zayid, *The Alqur'an; an English Ttranslation of the Meaning of the Alqur'an*, (Lebanon; Dar Al –coura, 1980.),p.384.

In the surah Al Hujarat verse 13, we conclude that in this word we were create as human. Automatically every human has language to communicate with another. Allah creates human in the word with various nations, ethnics, and costumes. Even so the language, one country and another country have different language. People who live in different places have to cooperate with another to complete the necessities in their life. Language has an important role to human life because language is not only to communicate, but also to convey the message, express, and interpret something.

The Indonesian government has chosen English as a compulsory subject to be taught in school. There are so many reasons especially because English is the first language that is used in the world. So, the young generation at least must know how they can communicate with the world. As a result, the Indonesian government always makes effort to improve the quality of teacher and other component which are involved in education process.

Vocabulary is one of important parts of creating and understanding language. According to Richard C. Jack; “Vocabulary is one of the most obvious component of language and one of the first thing applied linguists turned their attention to”.⁷ Students must be able to use a lot of vocabulary, if they want to be successful in learning English. In the English learning proses, low vocabulary make students difficult to understand and express

⁷ Richard, C. Jack, *Curriculum Development in the Language Teaching* (New York: Cambridge University Press,2002), p. 4

their opinions and ideas. With a limited vocabulary students will also have a limited understanding in terms of speaking, reading, listening and writing. It might be impossible to learn a language without mastering vocabulary. David Wilkins said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁸ It means that we must mastering vocabulary to make it easier in understanding grammar. In case, if we have mastering grammar it will be easier in learning English and reduce misunderstanding in communicate with the others.

Cameron said “Building up useful vocabulary is central to the learning of a foreign language at primary level”.⁹ English is considered as one of subjects that is less comfortable by student. It is the fact that words are the basic building block on language, the units of meaning from which larger structures, such as sentences, paragraphs and whole texts are formed.¹⁰ The students learn English for the second time after finishing their elementary school. So, they learn the English components including vocabulary in junior high school. But, even they have learned before, teaching English in Junior high school is not easy. There is thought that to understand the meaning in English is difficult for them. Moreover, most of students have no interest in learning English.

⁸ Scott Thornbury, *How to Teach Vocabulary*, (England : Pearson Education Ltd, 2002), p.13.

⁹ Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge:Cambridge University Press, 2001), p. 72.

¹⁰ John Read, *Assessing Vocabulary*, (United Kingdom : Cambridge University Press, 2000), p. 1.

In Indonesian's school there is no special subject to learn vocabulary. Teaching vocabulary is integrated with other skills such as listening, speaking, reading and writing. The functions of learning English in Junior High School are; first, by studying English students are expected to have a means to develop their knowledge of science, technology and culture. The second is that students are expected to be able to support the development of tourism.

Students must be able to use a lot of vocabulary of English, if they want to be successful in learning. Organizing vocabulary in meaningful ways makes it easier to learn.¹¹ So, Teacher needs appropriate method to teach the students. Beside that, teacher has an important task to make students motivated and enjoy studying vocabulary. Teachers should be creative in delivering material. In the teaching and learning process, teacher usually needs media to help teacher to make the classroom atmosphere interested, so it is not boring for the students. It helps the students to understand more about the English material which is taught by their teacher. Besides that, teacher must manage the classroom situation. Teacher should have strategy to teach the children using some media, such as songs, realia, and another media to make the children more interested in the subject. I use popular English song lyrics to teach vocabulary of verb.

Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to

¹¹ Jeane McCarten, *Teaching Vocabulary*, (New York : Cambridge University Press, 2007), p. 21.

someone who study language. A piece of song can change the atmosphere in a classroom or prepare students for new activity. It can amuse and entertain, and make satisfactory connection between the world of leisure and the world of learning.¹²

Song is one of the audio media that can be used to learn vocabulary, can establish condition which enables the students to acquire knowledge and skill. It makes students not to be bored in a classroom because they usually like song. It can create fun atmosphere to the learners and they can be more interested in understanding the English material.

There are two main reasons why I have chosen this topic. The first reason is a personal one dealing, with my own experience with this method. I would look up the lyrics of my favourite song in a dictionary, and listening to my favourite songs made me never forget these words, even though I have hardly ever used some of them. I wanted to find out if this method would be succesful. The second reason is that there are many people who love listening music everytime on their mobile phones and MP3 players. Even in minimarket or in bus they playing a songs. That is why I thought that I could make their habit in listening to music on studying of those songs making the lessons more enjoyable and, hopefully, more effective.

¹²Jeremy Harmer, *The Practice of English Language Teaching*, (United Kingdom: Longman, 2001), p.38

B. Research Questions

1. How effective popular English songs used to teach vocabulary of verb?
2. How are the student's improvement on vocabulary of verb before and after threatment?

C. Objectives of the Research

This research is intended to meet the objectives. The objective are as follow.

1. To find out the effectiveness of popular English songs to teach vocabulary of verb.
2. To identify the improvement of using songs in teaching vocabulary of verb at the eight grade of SMP N 01 Kangkung Kendal in the Academic Year of 2016/2017.

D. Scope of the Research

To limit the scope of the study, the writer only discuss the things such as follow.

1. This study done in the eighth grade students of SMP N 01 Kangkung Kendal in the Academic Year of 2016/2017.
2. The researcher explained about simple past tense.
3. The researcher talked about the use of popular English song lyrics, which is effective to teach vocabulary of verb. It is done to found the effective way to teach vocabulary of verb.

E. Pedagogical Significance

The results of this research hopefully will be useful for students, English teacher, school, and the writer.

1. Students

It is hoped that students can improve vocabulary of verb by using popular English songs. Students will more interest to learning English especially vocabulary of verb.

2. English Teacher

The result of this study can be used to help teaching vocabulary of verb. Encouraging teacher to find the best method of teaching English vocabulary to the students.

3. The writer

The result of the study will answer this questions which are the basic of reseach. This research could be used as process to improve the teaching performance both teacher and researcher.

CHAPTER II

REVIEW RELATED LITERATURE

A. Theoretical Review

1. Vocabulary

a. Definition of vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.¹³ As we know, beside from their look or attitude, we appraise someone by their way to speak. People that can speak properly of course will be easy to communicate with others. According to Vygotsky, word is a microcosm of human consciousness.¹⁴ The created of new words never stop. Language grows with the age and the new words will appear in the progress.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law,

¹³ Jack C. Richards, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 255.

¹⁴ Scott Thornburry, *How to Teach Vocabulary*, (England : Pearson Education Ltd, 2002), p. 1.

which are made up of two or three words but express a single idea.¹⁵ Finocciaro explains that “The students’ vocabulary can be divided into two kinds, namely active and passive vocabulary”. Active vocabulary refers to the words in which the students can understand and pronounce correctly, can use them in speaking or in writing, or used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.¹⁶

Another opinion is given by Celce and Olshtain, “There are two kinds of vocabulary: they are function words and content words”.¹⁷

The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs). Each function word either gives some grammatical information on the other words in a sentence or clause,

¹⁵ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1991), p. 60.

¹⁶ M. Finocchiaro, *English As a Second Language 'From Theory to Practice'* (New York: Regent Publishing Company, 1974), p. 73

¹⁷ Marianne Celce-Murcia and Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), p. 76.

and cannot be isolated from other words, or it may indicate what the speaker mean in his or her sentence.

The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones). The content words can be divided into three general classes. The first is words that refers to a person, a place or a thing that we might call them nouns. The second is words that express an action, an event or a state are called verbs. And the last is words are used to describe the qualities of thing or action are called adjectives and adverbs.

Hatch and Brown state that vocabulary is a list or set of words for a particular language or list or set of words that individual speakers of language might use.¹⁸ Based on all explanation above, we can see that the limited vocabulary make students have the difficulties in learning and understanding the foreign language. So, the researcher concludes that vocabulary is list of words which is important component in language and it needs to be learned in language learning.

b. Vocabulary of Verb

1. Definition of verb

In studying language, verb is a part of word classes in learning vocabulary. It belongs to important component. In language

¹⁸ Evelyn Hatch, *Vocabulary, Semantic and Language Education* (United Kingdom:Cambridge University Press,1995), p. 1.

grammatical, verb can be classified into some types.¹⁹ Based on the usage, object, function of the sentence, and based on the form.

First, based on the usage, verb is divided into three kinds. There are Infinitive verb (V₁), preterit (V₂), and past participle or (V₃). The example of those are: *go*, *went*, and *gone*. Second, based on the object of the sentence there are transitive and intransitive verb. A transitive verb is the verb that needs object to complete the meaning of sentences, for example: I'd *get* a thousand hugs. Intransitive verb is a verb that does not require an object²⁰, for Example: I'm *asleep*.

For the next, based on the function of the sentence, verb is divided into Full verb or ordinary verb, Auxiliary verb, and Linking verb. Full verb or ordinary verb is verb that used to express an action and this verb has complete meaning without using *to*, for example: Why do I *tire* of counting sheep?. Auxiliary verb is verb that helping other verb to complete sentence, for example: I'm *weird*. Linking verb is a verb of in complete predication; it merely announces that the real predicate follows. The more common linking verb appear be, become, get, look, remain, seem and feel, for example: I *feel* asleep.

¹⁹ Satrio Nugroho, *Complete English Grammar*, (Surabaya, Kartika, 1999) p. 168.

²⁰ M, Frank, *Modern English, a Practical Reference Guide*. (New Jersey: Prentice Hall, Inc, Englewood Cliffs, 1972) p. 49.

The last is based on the form, verb is divided into:²¹ Regular and irregular verb. Regular verb is change of verb which is systematic, that is adding -d or -ed of first verb so to be v_2 (past tense) and v_3 (past participle), for example: the word *ask* is simple form or V1, being *asked* in simple past and past participle.

Irregular verb is a verb that has the same functions with regular verb. however, it is different from regular verb. Regular verb is the verb that just added by *ed*, but in irregular verb, the change of verb is not systematic. The examples of irregular verbs form from present, past tense and past participle are as follow: the word *become* being *became* in simple past and *become* in past participle.

2. Function and Position of verbs

The verb functions as the grammatical center for the predication on the subject. As we have seen, it may be grammatical center expressing mere linkage, or it may be the strongest predicating word in the central core of the sentence. The verb is so basic that other functions (subject, object, complement) are determined in relation to it. The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verb always expresses activity.

²¹ Betty Schramper Azar, *Understanding and Using English Grammar Second ed.* (New jersey; Prentice Hall Regent, 1989) p. 17.

The verb is used after a subject, or before an object or complement. The verb appears before the subject in most questions, and in sentences or clauses that begin with certain types of negative adverb.²² As we know, simple sentence is arranged from subject and verb. It means that verb is the main part to make a sentence beside subject.

c. The Principles of Teaching Vocabulary

Some principles in teaching can be helpful when the teacher focuses on vocabulary development or another items in English language learning. According to Caroline, there are several principles of teaching and learning vocabulary, as follows :²³

First, emphasize about direct and indirect teaching. Direct and indirect vocabulary instruction should be included as part of a vocabulary development program. Direct instruction refers to teaching the words and their meanings. An example of direct instruction would be pre-teaching vocabulary items students will encounter in a reading selection. Indirect instruction refers to helping children learn appropriate strategies so they can figure out the meaning of words on their own. For example, teaching the prefixes *uni*, *bi*, and *tri* to students and then having them point to pictures of a *unicycle*, *bicycle*.

²² M, Frank, *Modern English, a Practical Reference Guide*. (New Jersey:Prentice Hall, Inc, Englewood Cliffs, 1972) p. 51.

²³ Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York:Mc Graw Hill,2005), p. 123-127.

Second, teach vocabulary words before a new activity. When vocabulary words are taught before a new activity, students benefit in two ways. First, they are able to comprehend the activity. Second, teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words. This principle holds true for stories (oral and written), songs, and many other language-rich activities.

Third, teach how to use context clues appropriately. Students can benefit from learning how to use context clues and guessing the meaning from the context. This is a strategy that learners can use when they encounter unfamiliar words. Conversely, Beck and McKeown point out that in addition to teaching how to use context clues, students also need to be taught that context clues do not always help readers to understand the meanings of unfamiliar words.

Fourth, presents multiple exposures to new vocabulary items. Students make educational gains when they are exposed to vocabulary items repeatedly in rich context. In other words, teacher shouldn't expect that a vocabulary word taught on Monday will be remembered on Wednesday. As part of teaching repertoire, a new word should appear many times and in different situations for the next several weeks of instruction.

Fifth, give opportunities for deep processing of vocabulary items. Deep processing means working with information at a high cognitive and or personal level. Deep processing makes it more likely that

information will be remembered. Part of deep processing is having students establish connections between new words and their prior knowledge. Simply memorizing lists of words and their meanings is not adequate for students to integrate the vocabulary words into their personal vocabularies.

The last is teach students to use dictionaries. The use of dictionaries of tool for EFL and ESL instruction has come back into style. Students can benefit from using dictionaries. Students under the age of six, can use a picture dictionary where words are grouped into different categories. For the next is have students keep vocabulary notebooks. Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning. Students who are in the beginning stages of language and literacy development can create their own picture dictionaries while older learners can make more sophisticated notebooks and dictionaries.

Based on the explanation above, it can be concluded that there are some principles in teaching and learning vocabulary that can be used by English teacher. Then the goal of teaching learning can be achieved.

The researcher used two principles of teaching and learning vocabulary. There are present multiples exposure to new vocabulary items with the wordwall media, and teach students to used dictionaries. The researcher ask the student to found the meaning of vocabulary that their found in the lyric of song.

d. Techniques in Teaching Vocabulary

In the teaching learning process the teacher has to be able to make the interesting materials for the students, and he has to know all kinds of method in order to be able to use one of them when situation demands it. The creativity of the teacher will get a good result. According to Scott Thornbury, there are some techniques in teaching vocabulary:²⁴

First, using mnemonics, it involves devising an image that typically connects the pronunciation of the second language of word with the meaning of a first language. For example, when I was learning the Maori word *te aroha* (love), the word sounded a little like the English word *arrow+er*, so I pictured Cupid with a bow and arrow. This technique will takes time, and a certain amount of training. Indeed, some practitioners think it is worth.

Second, using word cards, since there are some learners that have difficulty in imaging to find the meaning of a word, they can be trained to prepare and use sets of word cards. To train learners adopt this technique, and to always carry on with them, it pays at first to supply students with blank cards until they get into the habit of obtaining their own. There many activities as the variety such as peer teaching and

²⁴ Scott thornbury, *How to Teach Vocabulary* (England:Bluestone Press, 2013), p. 145-160.

testing, association games, guess my word, De-vowelled words, Gost writing, categories.

Third, guessing from context. It is one of the most useful skills learners can acquire and apply both inside and outside the classroom. It seems to be one that can be taught and implemented relatively easily. It also one that we all already use, perhaps unconsciously when reading and listening in our mother tongue. The problem is that they are less confident about their understanding of the context than they would be in their first language. Because of that, this technique should be integrated as often as possible into text-based activities.

Fourth, coping strategies for production, in this strategies learners can use gadgets and tools in their learning process. In this modern era, students be acquainted with gadgets from they child. Teachers can use this strategy to show them the benefit of technology that they have in their learning process. For example use tape, then apply it through role plays.

Fifth, using Dictionaries, it is useful when learners are generating text and looking for the resources of word for vocabulary acquisition. Training learners in effective dictionary use in particularly important since many learners may not be familiar with dictionary conventions. There are some key skills involved in effective dictionary uses are the following: Recognising features of dictionary layout, understanding the way dictionary entries are coded, discriminating between the different

meaning of a words, cross checking, using synonyms, and inferring the spelling.

Sixth, using spelling rules, dictionaries are often used to check spelling, and spelling in English is somewhat problematic. This is because there is often more than one way of spelling sound, and more than one way of pronouncing a letter (or combination of letters). The situation is complicated by existence of many words that are spelt the same but pronounced differently (homographs), and many that are pronounced the same but spelt differently (homophones).

The next is keeping records, learners have to depend to a large extent on their own vocabulary record. Few students are so organized that they provide a useful reference for later study. The keeping of vocabulary notebooks is a skill that usually requires some classroom training. The teacher can give them an advise to make a notebook that should be of a size that can carry around with them. It is probably good if learners can develop their own preferred method of recording vocabulary.

The last technique is motivation, The teacher should share a sense of the excitement and fascination of word with the students. Beside activities in making interest of words, the teachers can share their own learning experiences or other learner experiences, both succesfull and unsuccessful. It can be a motivation to them to learning more. So, we can conclude from the all techniques, the teacher can use one of them

that is considered as the best technique and suitable with the condition of the students.

In this research the researcher used some techniq in teaching learning process. The researcher used dictionaries techniq for student learning activity and then used keeping records with student making wordwall and also gave some motivation to the students.

2. Song

a. Definition of Song

Oxford Learner's Pocket Dictionary stated that song is short piece of music with words that you sing.²⁵ A song is a relatively short musical composition for the human voice (possibly accompanied by other musical instruments), which features words (lyrics). The words of songs are typically of a poetic, rhyming nature, although they may be religious verses or free prose. Songs can be broadly divided into many different forms, depending on the criteria used. One division is between "art songs", "popular songs", and "folk songs". Other common methods of classification are by purpose (sacred vs. secular), by style (dance, ballad, Lieder, etc.) or by time of origin (Renaissance, Contemporary, etc). The performer of a song is called a "singer" or "vocalist", the act is called singing.²⁶

²⁵ Oxford, *Oxford Learner's Pocket Dictionary*, fourth edition, (New York: Oxford University Press, 2003), p. 423

²⁶ <http://www.wordiq.com/definition/Song> accessed on 27 September 2016

Based on definition above, I conclude that, song is a piece of music with words that is intended to be sung by the human. Song is one of teaching media that can be used to teach any material, it may be used to create more relaxing in learning foreign language. It also can be used to teach vocabulary, because in the lyrics of songs there are several kinds of vocabularies. Therefore, song is an interesting and enjoyable activity. Song can increase the language acquisition process unconsciously and song can help students to pronounce the words and read the words quickly. Students need suitable songs to sing, they are cheerful song, happy song, active song, funny songs and ofcourse a popular songs that suit to their age.

b. Songs as media to teach vocabulary of verb

Media are the things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can affectiveness of instructional program.²⁷ The existence of media is to motivate the student to learning by their own desire. The use of media leads students to learn by doing. When students use media in learning, then they will have the experience of learning and directly involve in the learning process.

In the teaching learning process the teacher has to be able to make the interesting materials for the students, and he has to know all

²⁷ H. Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p. 11.

kinds of method in order to be able to use one of them when situation demands it. There are many kinds of media that can be used in teaching and learning process. For example, realia, picture, short card, song, etc. Song is one of teaching media that familiar to the students that helps gain attention and maintain their interest in the theories and concepts in discussion. Song can be used to teach vocabulary. It is also make the students enjoy when studying vocabulary of verb in the class.

c. The advantages and disadvantages of song as teaching vocabulary

Likes the other teaching media, songs has advantages and disadvantages in language learning process. The other advantages of using song in teaching vocabulary are:²⁸

first, Song is highly memorable and motivating to students. In lyrics, words usually appear in context, the sound of new words is easily remembered along with the melody of the song and by listening to the song, students are exposed to the new words many times. Nowadays, it is almost impossible to escape music. It is used in films, advertisements, it is on radio and even in most shops, restaurants and other public places. Current technological inventions, such as the iPod, mobile phone and MP3 player enable people to enjoy their favourite music anywhere at anytime.

²⁸ Siti Tarwiyah. *Teaching English through games and songs*, (CV.Karya Abadi Jaya: Semarang, 2015), p.5

The second, It is reduces learning stress level when it is used as a filter. Learning foreign language can be stressful for anyone, especially young learners. English songs playing as students enter the classroom help create a relaxing environment. Playing music when students are bored can make them active again.

Third, It is increases the joy of learning and add new vocabulary. Singing is an activity that people of all levels can enjoy equally. Students with low English levels will be able to follow along with gestures and dances as they gradually learn the language in the song. More advanced students can also enjoy singing and dancing while improving their rhythm, intonation, and pronunciation, even if they already know all the words.

The fourth is reinforces grammatical structures. Many students feel difficult when they learn about grammar. They can remember the formulas but sometimes they feel confuse in make a sentence. Songs makes students easy to understand the grammatical structure by analyzing the tenses from the lyrics of a song.

The fifth is sustains student's attention and concentration. People will take attention to something that their like. A lyric of popular English songs definitely ensures repetition, motivation, personalized approach and certainly arouses student's attention. And the last is facilitates a positive learning mood and motivates students to learn. Students will not to be up to the lesson that they feel difficult. They will have no interest to study because they cant understand the

material. Strong motivation makes the learner spend more time on rehearsal and practice.

In other hand, the use of song in teaching learning process has disadvantages. Those are:²⁹ Music disturbs concentrations when applying to people who hate a genre of music. As we know, the taste of music from one to another people is different. Moreover, in the class, there are many people that ofcourse have different kind of favorit music. It makes someone that did not like the music have no interest to listen it. Beside that, Music can hurt eardrums if it is set up so loud.

According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effect than bad effect. It gives good effects to activate understanding and make students easy to memorize the material.

B. Previous Researches

Considering the topic of this research, there are some researches have been done related to the topic. They can be explained as follow.

1. A thesis written by Handayani³⁰ under title Identifying the Effectiveness of Using Song to Teach Parts of Speech has similarity with my research that is both of them used song to teach

²⁹ <http://www.eslbase.com/articles/songs.asp> accessed on September 27, 2016/ 15.45

³⁰ Resmi Handayani, unpublished thesis under title *Identifying the Effectiveness of Using Song to Teach Parts of Speech*, (Semarang: UIN Walisongo, 2010).

the material of English. But, the difference between her thesis and mine is about the material. She uses song to teach part of speech, but my research uses song to teach vocabulary of verb. She divide the population into two group as experimental and control group. In experimental group, the researcher used son lyric in teaching learning process and for the control class is without song. The result of the thesis is the use of song is effective to teach parts of speech. It shows the improvement in average of pre test, both of Control class and experimental class are 60.75 and 63.78. The average of student's score of post test, both of them are 72.56 and 78.04.

2. A thesis by M Zain,³¹ used listening English song to teach simple past tense. The population of her study was the eleventh year students of MAN 2 Pekalongan 2010/ 2011. She chose two classes to be result. One class as a control class and one class as experimental class. There is significance difference in score of test achieved by the students after they have been taught using Listening English Song.

The differences between this research and my research will be in material, she did the research to know the effectiveness of song to teach simple past whereas the writer will do the research to know

³¹ Noorma Fitriana M Zain, unpublished thesis under title *The Effectiveness of Teaching Simple Past Tense by Using the Medium of English Songs*, (Semarang: UIN Walisongo, 2010).

whether or not song lyrics is effective to improve students' vocabulary of verb. Besides that, this research was conducted with eleventh grade of MAN 2 Pekalongan 2010/ 2011 and I will do the research with eighth grade of SMP N 01 Kangkung Kendal in the Academic Year of 2015/2016.

3. A thesis by Izza Maulana³² *The Effectiveness of Using Pictures in Teaching Vocabulary at the Seventh Grade of SMP Hasanuddin 5 Semarang in the Academic Year of 2016/2017*. It was conducted into two groups; experimental group (VII D) and control group (VIIB) which was chosen by simple random sampling technique. Experimental group was taught vocabulary by using pictures while control group was taught vocabulary without pictures. I said that using picture in teaching vocabulary is effective. Based on H_0 was rejected and H_a was accepted that there was a difference of the post test average score between experimental group and control group. average score of experimental group was 86.15 and control group was 88.45. Meanwhile, the post test average of experimental group was 53.65 and control group was 43.97. the similarity between his thesis and mine is using media to teach vocabulary.

³² Izza Maulana Rohman, unpublished thesis under *title The Effectiveness of Using Pictures in Teaching Vocabulary* (Semarang: UIN Walisongo, 2016)

4. The Effectiveness of The Use of English Pop Songs in Teaching Vocabulary In Smp, a jurnal by Suhartono, Husin.³³ He said that students' vocabulary mastery increases significantly, especially in nouns after using english pop song in teaching learning process. The differences with my thesis is the material that he focused on. My focused is in vocabulary of verb and his focused is on nouns. This research, the writer employs the measurement technique to measure the students' vocabulary. The calculation of students, score by using t-test is 11.83. And based on t-value, it is higher than t-table 34 df (degree of freedom) that is 2.04 in the level 0.05. The result of the computation of the significant of the treatment is 2.01. It is higher than 0.8 and based on the criteria of effectiveness, it is categorized as high or effective research finding.
5. A thesis by Bankit Cahyo, 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 has similarity with my thesis. We use song in teaching learning process, but different material. I use song to teach vocabulary of verb and the researcher used song to teach student's pronunciation. The researcher found that using song to teach

³³ Imliyana, Suhartono, Husin, unpublished thesis under title *The Effectiveness of The Use of English Pop Songs in Teaching Vocabulary In Smp* (Pontianak: English Study Program of FKIP Untan, 2014)

student's pronunciation of –Ed in Non-extra syllable past tense is effective.³⁴ The subject of this research divided into two groups, experimental class which was taught using song and control class which was taught without song. The researcher used test and documentation as instrument. The study showed that the value of t-test is higher than t-table, that's mean the hypothesis is accepted and usin song as media is effective.

C. HYPOTHESIS

The criteria of the test of hypothesis as follow.

Ha : There is a significant effect of using popular English songs to teach vocabulary of verb at the eighth grade of SMP N 01 Kangkung Kendal in the Academic Year of 2016/2017.

Ho : There is not any significant effect of using popular English songs to teach vocabulary of verb at the eighth grade of SMP N 01 Kangkung Kendal in the Academic Year of 2016/2017.

³⁴ Bangkit Cahyo Utomo, unpublished thesis under *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 (Semarang: UIN Walisongo, 2017)

CHAPTER III RESEARCH METHOD

A. Design of Reseach

This was an experimental quantitative research. The researcher used two classes as control group and experimental group. The researcher began with pre-test in control and experimental class to know about their understanding in material. After that, in control class the researcher taught them with conventional method. In experimental class the researcher gave them lyric and played the songs to analyzed the vocabulary of verb. In addition, the researcher showed them how to make word wall by using their vocabulary that their found in the lyric. In the second meeting, the student made their own word wall in a group by used their favorite songs and presented in front of class. After treatment, the researcher gave them post-test to got the data about their ability used the method.

B. Time and Place

This research conducted on February 2017 in SMP N 01 Kangkung Kendal. The researcher chose this school because there was no a researcher conducted any research yet in there. In addition, the researcher determined this school because the location is not far from the place that the researcher lived.

C. Subject of Research

The experimental and control group took from eight grade of SMP N 01 Kangkung Kendal. The researcher chosed the subject based on probability sampling with simple random sampling, the researcher chose VIII C and VIII D. There are 30 students in class VIII C and 30 students in VIII D.

D. Method of Collection Data

The technique of collection data in this analysis involves several activities:

1. Try out Test

To find out the effectiveness of song lyrics to improve students vocabulary of verb, the researcher provided any test, one of them is tryout test. Tryout test is conducted before the pre test is administered. The instrument to be tried out was the composition test. The result of test was used to find out the validity, reliability, difficulty level and also the discriminating power of each item.

a. Validity

The validity is a measurement which shows validity of the instrument. It is a condition in which a test can measure what is supposed to be measured.

Heaton states that validity is the extent to which it measures what is supposed to measure and nothing else. The result was consulted to critical score for r-product moment. If the obtained coefficient of

correlation was higher than the critical score for r- product moment, it meant that a paragraph was valid at 5% alpha level significance.

To calculate the validity, the writer used the formula as follows:

$$r_{11} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (N \sum Y)^2\}}}$$

2. Test

a. Pre-test

Before teaching material using song, the researcher gave a test to the students by taking a previous material. This test was given before the research is run. The researcher conducted the test to measure students' achievement. The test which conducted before the treatment called pre- test. It used to find out the initial condition of students before the treatment.

b. Post-test

Post-test held after all treatments were conducted. The researcher gave a post-test to experiment class in order to know ability of the students after they were taught by using song and without song. The result of test was analyzed statistically.

2. Documentation

It was refers to the archival data that helps me to collect the needed data. The researcher functioned the document related to the object research such as students name list to be used in determining the team for the experiment and students' examination score from the tests.

E. Data Analysis

The aim of this study was to find out whether song could increase the vocabulary of verb. There were pre test and post test, these tests are used to measure the students' progress in mastering vocabulary of verb. The steps of data analysis are:

1. Try out Test

To find out the effectiveness of song lyrics to improve students vocabulary of verb, the researcher provided any test, one of them is tryout test. Tryout test is conducted before the pre test is administered. The instrument to be tried out was the composition test. The result of test was used to find out the validity, reliability

a. Validity

The validity is a measurement which shows validity of the instrument. It is a condition in which a test can measure what is supposed to be measured³⁵

The result was consulted to critical score for r-product moment. If the obtained coefficient of correlation was higher than the critical score for r-product moment, it meant that a paragraph was valid at 5% alpha levelsignificance.

Formula:

³⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*,(Jakarta: PT. Rineka Cipta, 2006) p.168.

$$r_{11} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{11} = the correlation coefficient between X variable and Y

N = the number of the students

$\sum X$ = the sum of total score of X item

$\sum Y$ = the sum of total score of Y item

. b. Reliability

Reliability refers to the stability or the consistency of the test scores, besides having high validity, a good test should have high reliability too. Heaton states that reliability is a necessary characteristic of any good test; for it to be valid at all, a test must first be reliable as a measuring instrument.³⁶

In this study, the reliability of the test was measured by comparing the obtained score with r-score product moment. Thus, if the obtained score was higher than the table r-score, it could be said that the test was reliable.

To calculate the reliability of the test, the writer used the formula as follows:³⁷

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

Where:

r_{11} = The reliability coefficient of items

³⁶ J. B. Heaton, *Writing English Language Test* (London: Longman, 1975) p.155

³⁷ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2006) p. 188.

n = The number of item in the test

P = The proportion of students who give the right answer

q = The proportion of students who give the wrong answer

S = The standard deviation of the test

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

2. Preliminary test

Before the researcher determine the statistical analysis technique used, the researcher examined the normality and homogeneity test of the data.

b. Normality test

Normality test were used to find out the data distribution normal or not. In this case, the researcher employed the chi(square), the steps of chi(square) test are as follow.

1) to determining span (R) that is the bigger score is lessened the smaller score.

2) to determining many class interval (P) using formula

$$P = \frac{\text{Span} (R)}{\text{Many class}}$$

3) Making table of distribution frequency

4) to determining class boundary (Bk) from each class interval

5) to determining means (\bar{X}), using formula,

$$\bar{X} = \frac{\sum f_i \cdot X_i}{\sum f_i}$$

6) to determining variants, using formula

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

7) to determining Z score, using formula

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

x = class boundary

\bar{x} = mean

s = standard deviation

8) to determining chi-square (χ^2) using formula³⁸

$$\chi^2 = \sum \frac{S(o_i - E_i)^2}{E_i}$$

9) Determining χ^2 table

10) to determining distribution normality with criteria: if χ^2 value $>$ χ^2 table, so data is not in normal distribution, and if χ^2 value $<$ χ^2 table, so data is normal distribution.

b. Homogeneity test

Homogeneity is used to determine that data homogeny or not.

The steps as follows³⁹:

- 1) Determining means (\bar{x})
- 2) Determining variants (S^2) using

³⁸ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2002). p. 273

³⁹ Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2007), p.

$$S^2 = \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

3) Determining F using formula

$$F = \frac{\text{Bigger variants}}{\text{Smaller variants}}$$

4) Compare F_{value} with $F_{\text{table}} \frac{1}{2} \alpha (nb-1) (nk-1)$ and $dk = (k-1)$ if

$F_{\text{value}} < F_{\text{table}}$ so, that data is homogen distribution.

c. T- test

Technique statistic where used to determine significant compares (to compare mean score of group with mean score other group) is using t-test.⁴⁰

Hypothesis H_0 and H_a .

$H_0 = N_1 \leq N_2$

$H_a = N_1 > N_2$

Formula where used in t-test:

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

$$S^2 = \frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}$$

Where:

t = statistic

\bar{x}_1 = the mean score of the experimental group

⁴⁰ Ibnu Hajar, *Dasar-Dasar Methodologi Penelitian Kuantitatif dalam pendidikan*, (Jakarta: PT Grafindo, 1996), Cet. 1, p. 251

\bar{x}_2 = the mean score of the control group

s_1^2 = the variants of experimental group

s_2^2 = the variants of control group

n_1 = the total of students of experimental group

n_2 = the total of students of control group

F. Analysis Phase End

a. Normality Test Steps normality second step is the same as the normality test on the initial data.

b. Homogeneity Test

Steps homogeneity second step is the same as the homogeneity test on the initial data.

c. Test Average (Right-hand Test)

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

$$H_0 = 1 = 2$$

$$H_a = 1 > 2$$

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

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

with

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

Testing criteria that apply H_0 is accepted if count $t > \text{table } t$ with determine $dk = (n_1 + n_2 - 2)$ and $\alpha = 5\%$ with opportunities $(1 - \alpha)$ Values for other t H_0 rejected.⁴¹

G. Indicator Achievement

The student's success and failure in doing the planned activities are assessed by referring to the increasing students' vocabulary of verb achievement through songs. The proficiency can be said that they are successfully gained by students if the students had increase their vocabulary of verb..

⁴¹ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 1996), p. 243.

CHAPTER IV

FINDING OF THE RESEARCH

A. Description of the Research Finding

To find out the difference between the students who are taught by using song lyrics and the students who are not taught by using song lyrics in vocabulary of verb, the researcher did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different method of learning both classes.

Before the researcher determined the sample, the researcher should conduct a normality and homogeneity test by choosing two classes. They are between class VIII C (Control Class) and class VIII D (Experimental Class) as the sample. This test was conducted to determine whether the sample is homogeneous or not. After conducting the test, data analysis was carried out to find out the homogeneity of the sample. The Data Analysis of Pre-test Value of the Experimental and the Control Class.

Table 1
The List of Pre-Test Value of the Experimental and Control Classes

NO	CODE OF STUDENTS	CONTROL CLASS		CODE OF STUDENTS	EXPERIMENTAL CLASS	
		X_i	$(X_i - \bar{X})^2$		X_i	$(X_i - \bar{X})^2$
1.	C-1	53	58.829	D-1	53	109.621
2.	C-2	50	113.849	D-2	63	0.22
3.	C-3	70	87.049	D-3	70	42.641
4.	C-4	56	21.809	D-4	60	12.041
5.	C-5	60	0.489	D-5	53	109.621
6.	C-6	63	5.429	D-6	70	42.641
7.	C-7	53	58.829	D-7	63	0.22
8.	C-8	66	28.409	D-8	66	6.401
9.	C-9	56	21.809	D-9	53	109.621
10.	C-10	70	87.049	D-10	73	90.821
11.	C-11	53	58.829	D-11	58	29.921
12.	C-12	66	28.409	D-12	70	42.641
13.	C-13	63	5.489	D-13	56	55.801
14.	C-14	50	113.849	D-14	63	0.22
15.	C-15	73	152.029	D-15	50	109.621
16.	C-16	56	21.809	D-16	73	90.821
17.	C-17	50	113.849	D-17	66	6.401
18.	C-18	60	0.489	D-18	53	109.621
19.	C-19	53	58.829	D-19	70	42.641
20.	C-20	66	28.409	D-20	73	90.821
21.	C-21	63	5.489	D-21	66	6.401

22.	C-22	56	21.809	D-22	60	12.041
23.	C-23	66	28.409	D-23	70	42.641
24.	C-24	60	0.489	D-24	66	6.401
25.	C-25	63	5.489	D-25	60	12.041
26.	C-26	56	21.809	D-26	76	90.821
27.	C-27	63	5.489	D-27	63	0.22
28.	C-28	60	0.489	D-28	58	29.921
29.	C-29	76	253.01	D-29	66	6.401
30.	C-30	70	87.049	D-30	63	0.22
Sum		1820	1495.071		1904	1309.465
Average		60.666667			63.466667	
Variant		50.9195402			49.9126437	
Standard Deviation		7.13579289			7.06488809	
Min Score		50			50	
Max Score		76			76	

1. Validity Test

It is obtained that from 15 test items; there are 15 test items which are valid and 5. The following is the example of item validity computation for item number 1 and for the other items would use the same formula. For r product moment is $(n-2)=13$, significancy 5%, r table is 0,553.

Formula:

$$r_{11} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (N \sum Y)^2\}}}$$

$$N=15 \quad \sum XY = 425$$

$$\sum X = 30 \quad \sum X^2 = 2099$$

$$\sum Y = 900$$

$$r_{11} = \frac{15(425) - (30)(900)}{\sqrt{\{15(30) - (30)^2\} \{15(2099) - (15 \times 900)\}}}$$

$$r_{11} = \frac{27075}{18435}$$

$$r_{11} = 1,468$$

Because of $r_{11} > \text{table } r$, so item number 1 is valid.

2. Reliability Test

After validity items had been done, the next analysis was to test the reliability of instrument. It was done to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. From the computation of reliability of the try out instruments, it was obtained 0.812, for α 5 % with $N = 15$ It was obtained 0.70. thus, the value resulted from computation is higher than its critical value. It could be concluded that the instruments that were used in this research was reliable. The complete analysis and the computation as follow:

Before computing the reliability, the writer had to compute Variance (S^2) with the formula below:

$$S^2 = \frac{\sum X^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$S^2 = \frac{900 - \frac{900}{15}}{15}$$

$$S^2 = 56$$

After finding the Variance (S^2) the writer computed the reliability of the test as follows:

Formula:

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

$$r_{11} = \left(\frac{15}{15-1} \right) \left(\frac{56 - 13,48}{56} \right)$$

$$r_{11} = 0,812$$

2. Preliminary Test

a. Normality Pre-test of the Experimental Class

The normality test is used to know whether the data obtained is normally distributed or not. Based on the table above, the normality test:

Hypothesis:

Ha: The distribution list is normal.

Ho: The distribution list is not normal

Test of hypothesis:

The formula is used:

$$X^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

The computation of normality test :

N = 30

Length of the class: 4

Maximum score:76

$$\sum x = 1904$$

Minimum score: 50

$$\bar{x} = 63.467$$

K/ Number of class: 6

$$\text{Range} = 26$$

Table 2
Frequency Distribution

Class	f_i	x_i	$x_i - \bar{x}$	$x_i - \bar{x}^2$	$f(x_i - \bar{x})^2$
50-54	5	53	-10.47	109.62	548.1
55-59	3	57	-6.47	41.86	125.58
60-64	8	62	-1.47	2.16	17.28
65-69	5	67	3.53	12.46	62.3
70-74	8	72	8.53	72.76	582.08
75-79	1	77	13.53	183.06	183.06
SUM	30			421.92	1518.4

$$S = \sqrt{\frac{\sum f(x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1518.4}{29}} = 7.235$$

Table 3
Normality Pre Test of the Experimental Class

Class	limit class	Z for the limit class	opportunities Z	size classes for Z	E_i	O_i	$(O_i - E_i)^2$
50-54	49.5	-1.447	0.0749	0.112	3.36	5	2.687
55-59	54.5	-0.894	0.1867	0.234	7.02	3	16.16
60-64	59.5	-0.203	0.4207	0.264	7.92	8	0.006
65-69	64.5	0.487	0.6844	0.195	5.58	5	0.722
70-74	69.5	1,178	0.879	0.09	2.7	8	28.09
75-79	74.5	1.87	0.9693	0.017	0.51	1	0.24
	79.5	2.215	0.986				
					27.3 6		47.905

$$x^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$= \frac{47.905}{27.36} = 1.751$$

With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, obtained $X_{table}^2 = 7.851$. Because X_{count}^2 is lower than X_{table}^2 ($1.751 < 7.815$). So, the distribution list is normal.

b. Normality Pre-test of the Control Class

Hypothesis:

Ha: The distribution list is normal.

Ho: The distribution list is not normal

Test of hypothesis:

The formula is used:

$$s^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

The computation of normality test :

N = 30

Length of the class: 4

Maximum score: 76

$\sum x = 1820$

Minimum score: 50

$\bar{x} = 60.67$

K/ Number of class: 6

Range = 26

Table 4
Frequency Distribution

Class	f_i	x_i	$x_i - \bar{x}$	$x_i - \bar{x}^2$	$f(x_i - \bar{x})^2$
50-54	7	53	-7.67	58.83	411.81
55-59	5	57	-3.67	13.47	6.35
60-64	9	62	1.33	1.76	15.84
65-69	4	67	6.33	40.06	160.24
70-74	4	72	11.33	128.36	513.44
75-79	1	77	16.33	266.67	266.67
SUM	30				1435.35

$$S = \sqrt{\frac{\sum f(x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1435.35}{29}} = 7.035$$

Table 5
Normality Pre Test of the Control Class

Class	limit class	z for the limit class	opportunities z	size classes for z	E_i	O_i	$(O_i - E_i)^2$
50-54	49.5	-1.901	0.1379	0.1636	4.908	7	4.376
55-59	54.5	-0.521	0.3015	0.2699	8.097	5	9.591
60-64	59.5	0.189	0.5714	0.2419	7.257	9	3.038
65-69	64.5	0.899	0.8133	0.133	3.99	4	0.01
70-74	69.5	1,610	0.9463	0.0435	1.305	4	7.263
75-79	74.5	2.321	0.9898	0.0064	0.192	1	0.652
	79.5	2.676	0.9962				
Sum					25.749		24.93

$$x^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$= \frac{24.93}{25.749} = 0.968$$

With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, obtained $X_{table}^2 = 7.851$. Because X_{count}^2 is lower than X_{table}^2 ($0.968 < 7.815$). So, the distribution list is normal.

c. Homogeneity Pre Test of the Experimental Class

Hypothesis:

$$H_o : \alpha_1^2 = \alpha_2^2$$

$$H_a : \alpha_1^2 \neq \alpha_2^2$$

Test of hypothesis:

$$F = \frac{\text{Biggest variant}}{\text{Smallest variant}}$$

The data of the research:

$$\sum(x_i - \bar{x})_1^2 = 1495.071 \quad n_1 = 30$$

$$\sum(x_i - \bar{x})_2^2 = 1309.465 \quad n_2 = 30$$

$$\alpha_1^2 = S_1^2 = \frac{\sum(x_i - \bar{x})^2}{n_1 - 1} = \frac{1495.071}{29} = 51.554$$

$$\alpha_2^2 = S_2^2 = \frac{\sum(x_i - \bar{x})^2}{n_2 - 1} = \frac{1309.465}{29} = 45.154$$

Biggest variant = 51.554

Smallest variant = 45.154

Based on the formula, it is obtained :

$$F = \frac{51.554}{45.154} = 1.141$$

With $\alpha = 5\%$ and $dk = 6-3 = 3$, obtained $f_{table} = 2.00$.

Because f_{count} is lower than f_{table} ($1.141 < 2.00$). So, H_0 is accepted and the two groups have same variant/ homogeneous.

d. The Average Similarity Pre Test of Experimental and Control Classes.

Hypothesis:

$$H_o : \alpha_1 = \alpha_2$$

$$H_a : \alpha_1 \neq \alpha_2$$

Test of hypothesis:

Based of the computation of the homogeneity test, the experimental class and control class have same variant. So, the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

The data of the research:

$$\bar{x}_1 = 63.47$$

$$\bar{x}_2 = 60.67$$

$$s_1^2 = 51.554$$

$$s_2^2 = 45.154$$

$$n_1 = 30$$

$$n_2 = 30$$

$$s = \sqrt{\frac{(30-1)51.554 + (30-1)45.154}{30+30-2}}$$

$$s = \sqrt{\frac{1495.066 + 1309.466}{58}} = 6.954$$

So, the computation t-test :

$$t = \frac{63.47 - 60.67}{6.954 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{2,8}{1,786} = 1,567$$

with $\alpha = 5\%$ and $dk = 30 + 30 - 2 = 58$, obtained $t\text{-table} = 2.00$, because $t\text{-count}$ is lower than $t\text{-table}$ ($1.567 < 2.00$), so H_o is accepted and there is no difference the pre test average value from both groups.

3. Analysis Phase End (Post Test)

Table 6
The List of Post Test Scores of the Experimental and Control Class

NO	CODE OF STUDENTS	CONTROL CLASS		CODE OF STUDENTS	EXPERIMENTAL CLASS	
		X_i	$(X_i - \bar{X})^2$		X_i	$(X_i - \bar{X})^2$
1.	C-1	80	3.725	D-1	76	97.417
2.	C-2	70	142.235	D-2	80	34.457
3.	C-3	90	65.125	D-3	90	17.057
4.	C-4	76	35.165	D-4	76	97.417
5.	C-5	76	35.165	D-5	73	165.637
6.	C-6	80	3.725	D-6	93	50.837
7.	C-7	70	142.235	D-7	90	17.057
8.	C-8	80	3.725	D-8	80	34.457
9.	C-9	76	35.165	D-9	73	165.637
10.	C-10	96	197.965	D-10	100	199.657
11.	C-11	70	142.235	D-11	83	8.237
12.	C-12	96	197.965	D-12	93	50.837
13.	C-13	90	65.125	D-13	80	34.457
14.	C-14	70	142.235	D-14	100	199.657
15.	C-15	90	65.125	D-15	76	97.417
16.	C-16	80	3.725	D-16	93	50.837
17.	C-17	70	142.235	D-17	80	34.457
18.	C-18	86	16.565	D-18	76	97.417
19.	C-19	76	35.165	D-19	100	199.657
20.	C-20	80	3.725	D-20	90	17.057
21.	C-21	80	3.725	D-21	83	8.237
22.	C-22	76	35.165	D-22	80	34.457
23.	C-23	96	197.965	D-23	93	50.837

24.	C-24	86	16.565	D-24	90	17.057
25.	C-25	80	3.725	D-25	93	50.837
26.	C-26	86	16.565	D-26	100	199.657
27.	C-27	70	142.235	D-27	83	8.237
28.	C-28	76	35.165	D-28	93	50.837
29.	C-29	80	3.725	D-29	83	8.237
30.	C-30	70	142.235	D-30	76	97.417
Sum		2402	2075.4		2576	2195.47
Average		80.06 67			85.8667	
Variant		67.99 54			75.7057	
Standard Deviation		8.245 93			8.7009	
Min Score		70			73	
Max Score		96			100	

4. The Nomality Post Test of the Experimental Class

Based on the table above, the normality test:

Hypothesis:

Ha: The distribution list is normal.

Ho: The distribution list is not normal

Test of hypothesis:

The formula is used:

$$X^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

The computation of normality test :

N = 30

Length of the class: 4

Maximum score: 100

$\sum x = 2576$

Minimum score: 73

$$\bar{x} = 85.8667$$

K/ Number of class: 6

$$\text{Range} = 27$$

Table 7
Frequency Distribution

Class	f_i	x_i	$x_i - \bar{x}$	$x_i - \bar{x}^2$	$f(x_i - \bar{x})^2$
73-77	6	73	-12.87	165.64	993.84
78-82	4	80	-5.87	34.46	137.84
83-87	6	85	-0.87	0.76	4.56
88-92	6	90	4.13	17.06	102.36
93-97	5	95	9.13	83.36	416.8
98-102	3	100	14.13	199.66	598.98
SUM	30				2254.38

$$S = \sqrt{\frac{\sum f(x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{2254.38}{29}} = 8.816$$

Table 8
Normality Post Test of the Experimental Class

Class	limit class	z for the limit class	opportunities z	size classes for z	E_i	O_i	$(O_i - E_i)^2$
73-77	72.5	-1.516	0.0643	0.1068	3.204	6	7.817
78-82	77.5	-0.949	0.1711	0.1809	5.427	4	2.036
83-87	82.5	-0.382	0.3520	0.2194	6.582	6	0.338
88-92	87.5	0.184	0.5714	0.202	6.06	6	0.0036
93-97	92.5	0.752	0.7734	0.1332	3.996	5	1.008
98-102	97.5	1.319	0.9066	0.0627	1.881	3	1.252
	102.5	1.886	0.9693				
SUM					27.15		12.454

$$\begin{aligned}
 \chi^2 &= \sum \frac{(O_i - E_i)^2}{E_i} \\
 &= \frac{12.454}{27.15} = 0.4587
 \end{aligned}$$

With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, obtained $\chi^2_{table} = 7.815$. Because χ^2_{count} is lower than χ^2_{table} ($0.4587 < 7.815$). So, the distribution list is normal.

B. The Normality Post Test of the Control Class

Based on the table above, the normality test:

Hypothesis:

Ha: The distribution list is normal.

Ho: The distribution list is not normal

Test of hypothesis:

The formula is used:

$$X^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

The computation of normality test :

N = 30

Length of the class: 4

Maximum score: 96

$\sum x = 2402$

Minimum score: 70

$\bar{x} = 80.067$

K/ Number of class: 6

Range = 26

Table 9
Frequency Distribution

Class	f_i	x_i	$x_i - \bar{x}$	$x_i - \bar{x}^2$	$f(x_i - \bar{x})^2$
70-74	7	72	-8.067	65.076	455.532
75-79	6	77	-3.067	9.406	56.436
80-84	8	82	1.933	3.73	29.84
85-89	3	87	6.933	48.06	144.18
90-94	3	92	11.933	142.39	373.17
95-99	3	97	16.933	286.72	860.16
SUM	30				1919.318

$$S = \sqrt{\frac{\sum f(x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1919.318}{29}} = 8.135$$

Table 10
Normality Post Test of the Control Class

Class	limit class	z for the limit class	opportunities z	size classes for z	E_i	O_i	$(O_i - E_i)^2$
70-74	69.5	-1.298	0.0985	0.149	4.47	7	6.401
75-79	74.5	-0.684	0.2483	0.039	1.17	6	23.328
80-84	79.5	-0.567	0.2877	0.417	12.51	8	20.340
85-89	84.5	0.544	0.7054	0.169	5.07	3	4.284
90-94	89.5	1.159	0.8749	0.086	2.58	3	0.176
95-99	94.5	1.774	0.9616	0.029	0.87	3	4.536
	99.5	2.388	0.9913				
SUM					26.67		59.065

$$\begin{aligned}
 \chi^2 &= \sum \frac{(O_i - E_i)^2}{E_i} \\
 &= \frac{59.065}{26.67} = 2.214
 \end{aligned}$$

With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square distribution table, obtained $\chi^2_{table} = 7.815$. Because χ^2_{count} is lower than χ^2_{table} ($2.214 < 7.815$). So, the distribution list is normal.

C. Homogeneity Post Test of the Control Class

Hypothesis:

$$H_o : \alpha_1^2 = \alpha_2^2$$

$$H_a : \alpha_1^2 \neq \alpha_2^2$$

Test of hypothesis:

$$F = \frac{\text{Biggest variant}}{\text{Smallest variant}}$$

The data of the research:

$$\sum(x_i - \bar{x})_1^2 = 2195.47 \quad n_1 = 30$$

$$\sum(x_i - \bar{x})_2^2 = 2075.4 \quad n_2 = 30$$

$$\alpha_1^2 = S_1^2 = \frac{\sum(x_i - \bar{x})^2}{n_1 - 1} = \frac{2195.47}{29} = 75.705$$

$$\alpha_2^2 = S_2^2 = \frac{\sum(x_i - \bar{x})^2}{n_2 - 1} = \frac{2075.4}{29} = 71.565$$

Biggest variant = 75.705

Smallest variant = 71.565

Based on the formula, it is obtained :

$$F = \frac{75.705}{71.565} = 1.057$$

With $\alpha = 5\%$ and $dk = 6-3 = 3$, obtained $f_{table} = 2.00$. Because f_{count} is lower than f_{table} ($1.057 < 2.00$). So, H_0 is accepted and the two groups have same variant/ homogeneous.

D. The Average Similarity Test of Post Test of Experimental and Control classes.

Hypothesis:

$$H_o : \alpha_1 = \alpha_2$$

$$H_a : \alpha_1 \neq \alpha_2$$

Test of hypothesis:

Based of the computation of homogeneity test, the experimental class and control class have same variant. So, the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

The data of the research:

$$\bar{x}_1 = 85.867$$

$$\bar{x}_2 = 80.067$$

$$s_1^2 = 75.705$$

$$s_2^2 = 71.565$$

$$n_1 = 30$$

$$n_2 = 30$$

$$S = \sqrt{\frac{(30-1)75.705 + (30-1)71.565}{30+30-2}}$$

$$S = \sqrt{\frac{2195.445 + 2075.385}{58}}$$

$$= 8.581$$

So, the computation t-test :

$$t = \frac{85.865 - 80.067}{8.581 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{5.798}{1.558} = 3.721$$

with $\alpha = 5\%$ and $dk = 30 + 30 - 2 = 58$, obtained $t_{table} = 2.00$, T-value was 3.721. So, the t-value was higher than the critical value on the table ($3.721 > 2.00$). From the result, it can be concluded that there is a significant difference in Popular English Song achievement score between students were taught using songs and those were taught without using songs. So, it can be said that Songs is effective to increase student's vocabulary of verb, and so the action hypothesis is accepted.

B. Discussion of the Research Findings

Before giving the treatment, writer checked the balance of the students' initial ability of both classes. The data used to test the balance was the score of pre-test. Analysis of initial data was conducted through normality test that aimed at showing whether the data is normally distributed or not. This can be seen from the normality test with chi-square, where $x_{count}^2 < x_{table}^2$, $\alpha = 5\%$, $dk = 3$.

On the normality test of pre-test of the experimental class, it can be seen $x_{count}^2 (1.751) < x_{table}^2 (7.815)$ and the control class $x_{count}^2 (0.968) < x_{table}^2 (7.815)$. Since homogeneity test shows f_{count} is $< f_{table}$ ($1.141 < 2.00$), it can be concluded that the two classes is homogeneous. Based on the analysis of t-test at the pre-test, it is obtained $t_{count} = 1.567$ with $t_{table} =$

2.00 which proves that there is no difference of the average of pre-test between both classes.

The normality test of post-test of experimental class results χ^2_{count} (0.4587) < χ^2_{table} (7.815) and control class results χ^2_{count} (2.214) < χ^2_{table} (7.815). The post-test demonstrate that the hypothesis of those classes is normal on the distribution. It is proved with f_{count} (1.057) < F_{table} (2.00) from the homogeneity test that had the same variant.

From the last phase of the t-test, it is obtained $t_{count} = 3.721$ with $t_{table} = 2.00$ with the standard of significant 5%. Because of $t_{count} > t_{table} = (2.712 > 2.00)$ so the hypothesis is accepted. It means that using popular English songs to teach student's vocabulay of verb is effective.

Song has some positive influences for the students in increasing vocabulay of verb achievement. There were some reasons why the students can increase their vocabulay of verb by using Songs. They were as follows:

1. By using songs can make students easy to memorize the material.
2. Using songs, the students can learn English vocabulary relaxes and enjoy.

The result of the research shows that the experimental class (the students who are taught using Songs) has the mean value 85.867. Meanwhile, the control class (the students who are taught without using Songs) has the mean value 80.067. It can be said that the vocabulay achievement of experiment class is higher than the control class.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the critical value, $t_{count} > t_{table}$ (t_{count} higher than t_{table}). The value of t-test is 3.721, while the

critical value on $t_{s0.05}$ is 2.00. It means that there is a significant difference of the English vocabulary achievement between students taught using Songs and those taught without Songs. In this case, the use of songs is necessary needed to increase student's vocabulary of verbs.

C. Limitation of The Research

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

1. Relative short time of research makes this research could not be done optimally.
2. The research is limited at SMP N 1 Kangkung so that when the same research will conducted in other schools, it is still possible to get different result.
3. The implementation of the research process was less smooth; this was more due to lack of experience and knowledge of the writer.

Considering all those limitations, there is a need to do more research about increasing student's vocabulary of verb using songs. So that, the more optimal result will be gained.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After the researcher finishes the previous chapters, the researcher will draw some conclusions as the result of the study on the effectiveness of popular English songs with the second grade students of SMP N 1 Kangkung in the academic of year 2016/2017.

Based on the hypothetical test and discussion of the data analysis in the previous chapter, the conclusion can be drawn that using popular English songs are more effective at VIII D of SMP N 1 Kangkung.

It is can be seen from the results of test score showing that the experimental class that were given treatment using songs as media got higher score that was 85.867 compared with the control class who did not get treatment using songs as media that was 80.067.

Based on the t-test with standard of significant 5%, it is found $t_{count} = 3.721$ with $t_{table} = 2.00$. Because $t_{count} > t_{table}$, so there is real difference between results of the study of learning using song as a medium and learning without using song as a medium. Consequently based the testing, the process of learning English using songs as media is effective.

B. Suggestions

Based on the result of this research with positively indicates that there is positive effect of using songs as media to increase student's

vocabulary of verb. Some suggestions for the teaching learning English are proposed as follows:

1. To the teachers
 - a. The creativity of the English teachers is needed in teaching English, as their duties to transfer the knowledge of English to the students.
 - b. It will be better if the English teachers find out appropriate and interesting teaching media as students need.
 - c. To give contribution to English teachers that teaching writing using songs as media is more interesting.
2. To the students
 - a. To increase the students' vocabulary of verbs.
 - b. It may help students to disappear their bored in learning English.
 - c. To increase the English mastery, especially in mastering English vocabulary of verbs.

3. To the readers

The writer hopes this thesis can be useful for the reader. So, they know that using songs as media to increase student's vocabulary of verbs is more effective.

4. To the writer

After conducting this research, many experiences are gotten. The writer can know the teaching learning process in class. It is important for the writer to know an appropriate teaching media in teaching English.

5. To the school

Songs can be a new media to increase student's vocabulary of verbs in SMP N 1 Kangkung in order to get better output.

This research has found out that teaching English with song to increase students' vocabulary of verb is effective. The writer hopes the school institution can support the teacher to create enjoyable, fun and interesting situation in learning such as using songs to increase student's vocabulary of verb.

C. Closure

This thesis is served to the readers. The writer realizes that is still lest perfect. The writer hopes any suggestions and criticisms to make it perfect. The writer hopes that it can be useful for herself and for the readers in general.

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Appendix 1**NAMES OF EXPERIMENTAL GROUP AND CONTROL GROUP**

EXPERIMENTAL GROUP	CODE	CONTROL GROUP	CODE
Adnan Nurwahyudi	D-1	Ade Pujo Wibryanto	C-1
Ahmad Feriyanto	D-2	Ahmad Yeni	C-2
Ajay Mujahidin	D-3	Alfin Nazal Arzaqi	C-3
Alieffia Septy Adlina	D-4	Arla Febriyanty A.H	C-4
Amanda Maria Deny	D-5	Bayu Kestriyanto	C-5
Arvina Rizky E. A	D-6	Dewi Wahyu Nin gsih	C-6
Aulia Firman Maulana	D-7	Diana Safitri	C-7
Azza Nur Laila	D-8	Dwi handayani Putri	C-8
Azzam Nur Dian Syah	D-9	Fina Ainiyah	C-9
Dina Ayu Latifah	D-10	Himatul Latifah	C-10
Dwi Maulidia	D-11	Ima Ayu Nadia	C-11
Dyas Nur Aisah	D-12	Indriyannastuti	C-12
Fahrurrozi	D-13	Intan Sulistiani	C-13
Ifan Fikri	D-14	Lilik Muslikhah	C-14
Iman Ariyanto	D-15	Lusyana Dina Lolita	C-15
Iva Triyana	D-16	Meli Melani	C-16
M. Ulil Albab Soekon	D-17	Muhammad Farid R	C-17
Muhammad Umar Ali	D-18	Nadia Norkamilata	C-18
Nadiya Lailatul Sofi	D-19	Nila Amanial Chusna	C-19
Nor Intan Trisnawati	D-20	Nila Ikmaliyani	C-20
Nova Diani	D-21	Nur Fitriani	C-21
Nur Ain Safikah	D-22	Panggih Sektiyoso	C-22
Prisca Apriyanti A	D-23	Retno Dwi Isnawati	C-23
Rian Kurniawan	D-24	Setyawan Adi Saputra	C-24
Rizal Duwi Susilo	D-25	Siska Anggie Febriyani	C-25
Rizkiyani Nurul Faiza	D-26	Siti Hidayatul M.	C-26
Sharifah Aini	D-27	Siti Nur Hidayah	C-27
Shylla Efika Suci	D-28	Sovi Sustiaton	C-28
Siti khofifah	D-29	Vira Tri Amisti	C-29

Appendix 2

SCORES OF EXPERIMENTAL GROUP

EXPERIMENTAL GROUP	CODE	PRE TEST	POST TEST
Adnan Nurwahyudi	D-1	53	76
Ahmad Feriyanto	D-2	63	80
Ajay Mujahidin	D-3	70	90
Alieffia Septy Adlina	D-4	60	76
Amanda Maria Deny	D-5	53	73
Arvina Rizky E. A	D-6	70	93
Aulia Firman Maulana	D-7	63	90
Azza Nur Laila	D-8	66	80
Azzam Nur Dian Syah	D-9	53	73
Dina Ayu Latifah	D-10	73	100
Dwi Maulidia	D-11	58	83
Dyas Nur Aisah	D-12	70	93
Fahrurrozi	D-13	56	80
Ifan Fikri	D-14	63	100
Iman Ariyanto	D-15	50	76
Iva Triyana	D-16	73	93
M. Ulil Albab Soekon	D-17	66	80
Muhammad Umar Ali	D-18	53	76
Nadiya Lailatul Sofi	D-19	70	100
Nor Intan Trisnawati	D-20	73	90
Nova Diani	D-21	66	83
Nur Ain Safikah	D-22	60	80
Prisca Apriyanti Ameliasari	D-23	70	93
Rian Kurniawan	D-24	66	90
Rizal Duwi Susilo	D-25	60	93
Rizkiyani Nurul Faiza	D-26	76	100

Sharifah Aini	D-27	63	83
Shylla Efika Suci	D-28	58	93
Siti khofifah	D-29	66	83
Syalis Mawalin Navidah	D-30	63	76

Appendix 3**SCORES OF CONTROL GROUP**

CONTROL GROUP	CODE	PRE TEST	POST TEST
Ade Pujo Wibryanto	C-1	53	80
Ahmad Yeni	C-2	50	70
Alfin Nazal Arzaqi	C-3	70	90
Arla Febriyanty A.H	C-4	56	76
Bayu Kestriyanto	C-5	60	76
Dewi Wahyu Nin gsinh	C-6	63	80
Diana Safitri	C-7	53	70
Dwi handayani Putri	C-8	66	80
Fina Ainayah	C-9	56	76
Himatul Latifah	C-10	70	96
Ima Ayu Nadia	C-11	53	70
Indriyannastuti	C-12	66	96
Intan Sulistiani	C-13	63	90
Lilik Muslikhah	C-14	50	70
Lusyana Dina Lolita	C-15	73	90
Meli Melani	C-16	56	80
Muhammad Farid Ridho	C-17	50	70
Nadia Norkamilata	C-18	60	86
Nila Amanial Chusna	C-19	53	76
Nila Ikmaliyani	C-20	66	80
Nur Fitriani	C-21	63	80
Panggih Sektiyoso	C-22	56	76
Retno Dwi Isnawati	C-23	66	96
Setyawan Adi Saputra	C-24	60	86
Siska Anggie Febriyani	C-25	63	80
Siti Hidayatul Mutoharoh	C-26	56	86
Siti Nur Hidayah	C-27	63	70
Sovi Sustiaton	C-28	60	76
Vira Tri Amisti	C-29	76	80

Widiyawati	C-30	70	70
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Appendix 4

LESSON PLAN FOR EXPERIMENT GROUP

School : SMP Negeri 01 Kangkung
Subject : English Lesson
Class/ Semester : VIII/2
Time allotment : 2 x 90 minutes
Topic : Experience
Skill focus : Reading and Listening
Media : Song Lyric

Standard of Competence : 11. To understand the meaning of transactional and interpersonal short conversation to communicate with others especially in the song lyric.

Basic of competence : 11.3 To give responses to the meaning of transactional and interpersonal short conversation accurately, fluently, and acceptable to communicate with other especially in song lyric.

Indicator :- Students are able to mention vocabulary of verb from the lyrics of song.
- Students are able to identify the meaning of verb from the lyrics of song correctly.

Learning outcomes :

By the end of the lesson, students will have been able to:

- Explain the definition and the use of verb.
- Mention the vocabulary of verb accurately and fluently
- Express meaning the vocabulary of verb correctly.

A. Teaching and Learning Activities:

1. Pre activity (15 minutes)

- a. Teacher enters the room and greets the students.
- b. Students respond the teacher's greeting.

2. Main activity (60 minutes)

a. First Meeting

1) Exploration (10 minutes)

- a) Teacher gives questions related to the topic.
- b) Students answer teacher questions.

2) Elaboration (40 minutes)

- a) Teacher explains about verb and gives examples.
- b) Students listen carefully when teacher plays song in group.
- c) Teacher gives songs lyric to students.
- d) Students identify the meaning of verb in the lyric of song.
- e) Students writes their vocabulary of verb in stickynote.
- f) One of the student from each group come forward and mention the verb and also the meaning of verb that they find in the lyric.
- g) Teacher and students discuss the vocabulary of verb together.
- h) Student stick their stickynote on wordwall

3) Confirmation

- a) Teacher reviews the material.

b. Second Meeting

1) Exploration

- a) Teacher gives questions related to the topic.
- b) Students answer teacher questions.

2) Elaboration

- a) Teacher explains about verb and gives examples.
- b) Teacher ask the student in group to find vocabulary of verb from their favorite songs.
- c) Students make a wordwall in group.
- d) Each group come forward and presenting their task.
- g) Teacher and students discuss the vocabulary of verb together.

3) Confirmation

- a) Teacher reviews the material.

3. Post Activity

- a) The students have time to ask.
- b) Teacher closes the lesson and says greeting.

B. References

1. English on Sky 2 for Junior High School Students Year VIII, 2007
2. Internet; song and the lyrics of song

C. Scoring :

1. Test item : 20
2. Score each item : 5
3. Total score of all items : $5 \times 20 = 100$

D. Assessment

1. Form : Written test
2. Technique : Students are assigned to choose the correct answer
3. Aspect to be assessed : Vocabulary of verb

Semarang,

English Teacher

February 14th 2017
Researcher

Sidi Narbuko,S.Pd
NIP: 197412222008011005

Durrotun Nasikhah

APPENDIX 5

LESSON PLAN CONTROL GROUP

School	: SMP Negeri 01 Kangkung
Subject	: English Lesson
Class/ Semester	: VIII/2
Time allotment	: 2 x 90 minutes
Topic	: Experience
Skill focus	: Reading
Standard of Competence	: 11.1 To understand the meaning of transactional and interpersonal short conversation to communicate with others especially in the recount text.
Basic of competence	: 11.2 To give responses to the meaning of transactional and interpersonal short conversation accurately, fluently, and acceptable to communicate with other especially in the recount text.
Indicator	: - Students are able to identify the meaning of verb from the text correctly. - Students are able to mention vocabulary of verb from the text.

Learning outcomes :

By the end of the lesson, students will have been able to:

- Explain the definition and the use of verb.
- Mention the vocabulary of verb accurately and fluently
- Express meaning the vocabulary of verb form correctly.

A. Teaching and Learning Activities:

1. Pre activity (15 minutes)
 - a. Teacher enters the room and greets the students.
 - b. Students respond the teacher's greeting.
2. Main activity (60 minutes)
 - a. First Meeting
 - 1) Exploration (10 minutes)

- a) Teacher gives questions related to the topic.
- b) Students answer teacher questions.
 - c) Teacher gives motivation to the students to learn vocabulary of verb.
- 2) Elaboration (40 minutes)
 - a) Teacher gives explanation about recount text and verb.
 - b) Students make a sentence from verb.
 - c) Teacher gives a text to the students in group.
 - d) Students in group identify the vocabulary of verb from the topic.
 - e) Teacher checks the students.
 - f) Students from each group come forward and write their vocabulary of verb and the meaning of the vocabulary of verb in the whiteboard.
- 3) Confirmation (10 minutes)
 - a) Teacher reviews the material.

b. Second Meeting

- 1) Exploration (10 minutes)
 - a) Teacher gives questions related to the topic.
 - b) Students answer teacher questions.
 - c) Teacher gives motivation to the students to learn vocabulary of verb.
 - 2) Elaboration (40 minutes)
 - a) Teacher gives a recount text to the students in group.
 - b) Students in group identify and find the vocabulary of verb in the text.
 - c) Students write the verb that they find from the text on the stickynote.
 - d) Teacher checks the students.
 - e) Student from each group come forward and mention the verb and the meaning of verb that they find.
 - f) Students stick their stickynote on wordwall.
 - 3) Confirmation
 - a) Teacher reviews the material.
- ### 3. Post Activity

- a) The teacher review the explanation they have discussed.
- b) The students have time to ask.
- c) Teacher closes the lesson and says greeting.

F. References

1. English on Sky 2 for Junior High School Students Year VIII, 2007

G. Scoring :

1. Test item : 20
2. Score each item : 5
3. Total score of all items : $5 \times 20 = 100$

H. Assessment

1. Form : Written test
2. Technique : Students are assigned to choose the correct answer
3. Aspect to be assessed : Vocabulary of verb

EnglishTeacher

Semarang, February 14th 2017
Researcher

Sidi Narbuko, S.Pd.
NIP: 197412222008011005

Durrotun Nashikhah

APPENDIX 6

Pre-test Question

Name :.....

Number :.....

A. Choose the correct answer by crossing (X) for a, b, c or d!

1. We on the canvas.
a. Paint c. Kick
b. Run d. Swim

2. I ... the story of Jaka Tingkir.
a. Drink c. Draw
b. Read d. Guess

3. They in the mosque.
a. Pray c. Play
b. Eat d. Swim

4. You to the radio.
a. Eat c. Watch
b. Think d. Listen

5. Anto: what are you doing?
Beni: I A cat in my drawing book.
a. Eat c. Play
b. Think d. Draw

6. Achan and juni During the examination!
a. Push c. Cheat
b. Drink d. Catch

7. I To the english teacher.
a. Speak c. Catch
b. Kick d. Touch

8. I A letter.

- a. Drink c. Write
 - b. Buy d. Sell
9. You The blackboard.
- a. Erase c. Eat
 - b. Sleep d. Bath
10. Mr. rasyad tells a funny story, so we ... together.
- a. Run c. Eat
 - b. Laugh d. Erase

B. Fill in the blank using the appropriate verb from the box!

1. I That book is expensive.
2. Santi and Devi During the axam.
3. We to the teache's explanation.
4. I on the chair.
5. You a letter from her.
6. They at the clown.
7. We the story of Pandhawa Lima.
8. You Me to buy soda.
9. I Loudly in front of class.
10. They Paragraphs about holiday.

Cheat	Laugh	Ask
Read	Write	Sit
Speak	Think	Listen

APPENDIX 7

Post-test Question

Name :.....

Number :.....

A. Choose the correct answer by crossing (X) for a, b, c or d!

1. I to school by bus.
a. Go c. Kick
b. Run d. Swim

2. They Indonesia raya song together.
a. Think c. Drink
b. Sleep d. Sing

3. I the ball.
a. Kick c. Make
b. Cut d. Read

4. They in the mosque.
a. Eat c. Pray
b. Help d. Sing

5. I the bicycle in the morning
a. Kick c. Touch
b. Ride d. Climb

6. Can you me?
a. Help c. Kick
b. Drink d. Read

7. the grass!
a. Eat c. Cut
b. Write d. Throw

8. I my holiday in the village.

- a. Pray c. Read
 - b. Sing d. Spend
9. Mr.Rasyad a funny story.
- a. Ride c. Sing
 - b. Telled. Think
10. These cake are of butter and fresh cream.
- a. Help c. Eat
 - b. Made d. Look

B. Fill in the blank using the appropriate verb from the box!

1. Nanang and Rasyad Motorcycle to school.
2. I the ball to the goal.
3. Can you me how to make a fried rice?
4. The bird is high.
5. We our favorite song together.
6. I English is an easy lesson.
7. You The ball to the center back
8. My mother the vegetable in the market.
9. We to Rian's birthday party last night.
10. Can you me a glass of water?

Give	Show	Buys
Kick	Flying	Think
Sing	Came	Ride

Locked Away (Rock City feat. Adam Levine)

If I got locked away
And we lost it all today
Tell me honestly, would you still love me the same?
If I showed you my flaws
If I couldn't be strong
Tell me honestly, would you still love me the same?

Right about now
If a judge for life me would you stay by my side?
Or is you gonna say goodbye?
Can you tell me right now?
If I couldn't buy you the fancy things in life
Shawty, would it be alright?
Come and show me that you are down

Now tell me would you really ride for me?
Baby tell me would you die for me?
Would you spend your whole life with me?
Would you be there to always hold me down?
Tell me would you really cry for me?
Baby don't lie to me
If I didn't have anything
I wanna know would you stick around?

If I got locked away
And we lost it all today
Tell me honestly, would you still love me the same?
If I showed you my flaws
If I couldn't be strong
Tell me honestly, would you still love me the same?

Let's get it diddly-down-down-down
All I want is somebody real who don't need much
A gal I know that I can trust
To be here when money low

If I did not have nothing else to give but love
Would that even be enough?
Gal meh need fi know

Now tell me would you really ride for me?
Baby tell me would you die for me?
Would you spend your whole life with me?
Would you be there to always hold me down?
Tell me would you really cry for me?
Baby don't lie to me
If I didn't have anything
I wanna know would you stick around?

Flashlight (Jessie J)

When tomorrow comes

I'll be on my own

Feeling frightened of the things that I don't know

When tomorrow comes

Tomorrow comes

Tomorrow comes

And though the road is long

I look up to the sky

And in the dark I found lost hope that I won't fly

And I sing along, I sing along, and I sing along

(Chorus)

I got all I need when I got you and i

I look around me and see a sweet life

Im stuck in the dark but you're my flashlight

You getting me, getting me through the night

Kick start my heart when you shine it in my eyes

Can't lie, it's a sweet life

Stuck in the dark but you're my flashlight

You getting me, getting me through the night

Cause you're my flashlight, Cause you're my flashlight

Cause you're my flashlight

I see the shadows long beneath the mountain top

Im not afraid when the rain won't stop

Cause you light the way, you light the way, you light the way

**The list of verbs in the song
Locked Away**

Verbs	Meaning
Got	Mendapatkan
Lost	Kalah
Love	Mencintai
Stay	Tinggal
Say	Bicara
Tell	Mengatakan
Buy	Membeli
Judge	Menilai
Come	Datang
Show	Menunjukkan
Know	Mengetahui
Ride	Berkendara
Die	Mati
Spend	Menghabiskan
Hold	Menggenggam
Cry	Menangis
Lie	Berbohong
Want	Ingin
Stick	Menempelkan
Need	Membutuhkan
Trust	Mempercayai

**The list of verbs in the song
Flashlight**

Verbs	Meaning
Come	Datang
Feel	Merasa
Frightened	Ketakutan
Know	Mengetahui
Though	Berpikir
Look	Melihat
Found	Menemukan
Lost	Kehilangan
Fly	Terbang
Sing	Bernyanyi
Got	Mendapatkan
Need	Mebutuhkan
See	Melihat
Stuck	Menempel
Kick	Menendang
Start	Memulai
Shine	Menyinari
Lie	Berbohong
Stop	Berhenti

Appendix 9

STANDAR KOMPETENSI DAN KOMPETENSI DASAR BAHASA INGGRIS KELAS 8

Semester 1

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p> <p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>
<p>2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan</p>	<p>2.1. Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>2.2. Merespon makna yang terdapat dalam</p>

<p><i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>3.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p> <p>3.2. Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>
<p>4. Mengungkapkan makna dalam teks</p>	<p>4.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana</p>

<p>lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar</p>	<p>5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis</p>	<p>6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana</p>

<p>fungsiional dan esei pendek sederhana berbentuk <i>descriptive</i>, dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
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Semester 2

<p>Standar Kompetensi</p>	<p>Kompetensi Dasar</p>
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Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>7.1. Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>7.2. Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon</p>
<p>8. Memahami makna dalam teks lisan fungsional dan</p>	<p>8.1. Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima</p>

Standar Kompetensi	Kompetensi Dasar
<p>monolog pendek sederhana berbentuk <i>narrative</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>untuk berinteraksi dengan lingkungan sekitar</p> <p>8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i></p>
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>9.2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur:</p>

Standar Kompetensi	Kompetensi Dasar
	<p>meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</p>
<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>
<p>Membaca</p> <p>11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang</p>

Standar Kompetensi	Kompetensi Dasar
	<p>berkaitan dengan lingkungan sekitar Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>
<p>Menulis 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i></p>

Appendix 10

Pre-test Question

50

Name : ...

Number : ...

A. Choose the correct answer by crossing (X) for a, b, c or d!

1. We on the canvas.

- a. Paint c. Kick
X Run d. Swim

2. I ... the story of Jaka Tingkir.

- a. Drink c. Draw
X Read d. Guess

3. They in the mosque.

- a. Pray X Play
b. Eat d. Swim

4. You to the radio.

- a. Eat c. Watch
b. Think X Listen

5. Anto: what are you doing?

Beni: I A cat in my drawing book.

- a. Eat c. Play
b. Think X Draw

6. Achan and juni During the examination!

- X Push c. Cheat
b. Drink X Catch

7. I To the english teacher.

- a. Speak X Catch

- b. Kick d. Touch

8. I ... A letter.

- a. Drink ~~✗~~ Write
b. Buy d. Sell

$$8 \times 3 = 18$$

9. You ... The blackboard.

- ~~✗~~ Erase c. Eat
b. Sleep d. Bath

~~✗~~ Mr. rasyad tells a funny story, so we ... together.

- ~~✗~~ Run c. Eat
b. Laugh ~~✗~~ Erase

B. Fill in the blank using the appropriate verb from the box!

1. I ~~read~~ read That book is expensive.
2. Santi and Devi ~~cheat~~ cheat During the exam.
3. We ~~sit~~ sit to the teacher's explanation.
4. I ~~sit~~ sit on the chair.
5. You ~~write~~ write a letter from her.
6. They ~~ask~~ ask at the clown.
7. We ~~read~~ read the story of Pandhawa Lima.
8. You ~~think~~ think Me to buy soda.
9. I ~~listen~~ listen loudly in front of class.
10. They ~~write~~ write paragraphs about holiday.

$$8 \times 2 = 10$$
$$25 \times 2 = 50$$

Cheat	Laugh	Ask
Read	Write	Sit
Speak	Think	Listen

canmu

Post-test Question

70

Name : Ummu M.

Number : 19

A. Choose the correct answer by crossing (X) for a, b, c or d!

1. I to school by bus.

- a. Go
- b. Run
- c. Kick
- d. Swim

2. They Indonesia raya song together.

- a. Think
- b. Sleep
- c. Sing
- d. Drink

3. I the ball.

- a. Kick
- b. Cut
- c. Make
- d. Read

4. They in the mosque.

- a. Eat
- b. Help
- c. Pray
- d. Sing

5. I the bicycle in the morning

- a. Kick
- b. Ride
- c. Touch
- d. Climb

6. Can you me?

- a. Help
- b. Drink
- c. Kick
- d. Read

7. the grass!

- a. Eat
- b. Write
- c. Cut
- d. Throw

8. I my holiday in the village.

- a. Pray
- b. Sing
- c. Read
- d. Spend

9. Mr. Rasyad a funny story.

- a. Ride
- b. Tell
- c. Sing
- d. Think

15

10. These cake are of butter and fresh cream.

- a. Help
- b. Made
- c. Eat
- d. Look

B. Fill in the blank using the appropriate verb from the box!

- 1. Nanang and Rasyad ride Motorcycle to school.
- 2. I kick the ball to the goal.
- 3. Can you show me how to make a fried rice?
- 4. The bird is flying high.
- 5. We sing our favorite song together.
- 6. I think English is an easy lesson.
- 7. You kick the ball to the center back.
- 8. My mother buys the vegetable in the market.
- 9. We came to Rian's birthday party last night.
- 10. Can you give me a glass of water?

$\frac{15}{20}$
 $35 \times 2 = 70$

Give	Show	Buys
Kick	Flying	Think
Sing	Came	Ride

experiment

Post-test Question

Name : ADNAN MURWAHYUDI

Number : 01

76

A. Choose the correct answer by crossing (X) for a, b, c or d!

1. I to school by bus.

- a. Go c. Kick
b. Run d. Swim

2. They Indonesia raya song together.

- a. Think c. Drink
b. Sleep d. Sing

3. I the ball.

- a. Kick c. Make
b. Cut d. Read

4. They in the mosque.

- a. Eat c. Pray
b. Help d. Sing

5. I the bicycle in the morning

- a. Kick c. Touch
 b. Ride d. Climb

6. Can you me?

- a. Help c. Kick
b. Drink d. Read

7. the grass!

- a. Eat c. Cut
b. Write d. Throw

8. I my holiday in the village.

- a. Pray c. Read
b. Sing ~~d. Spend~~

$60 \times 3 = 30$

9. Mr. Rasyad a funny story.

- a. Ride c. Sing
~~b. Tell~~ d. Think

10. These cake are of butter and fresh cream.

- a. Help c. Eat
~~b. Made~~ d. Look

B. Fill in the blank using the appropriate verb from the box!

1. Nanang and Rasyad ~~ride~~ Motorcycle to school.
2. I ~~kick~~ the ball to the goal.
- ~~3.~~ Can you ~~show~~ me how to make a fried rice?
- ~~4.~~ The bird is ~~fly~~ high.
5. We ~~sing~~ our favorite song together.
- ~~6.~~ I ~~came~~ English is an easy lesson.
7. You ~~kick~~ The ball to the center back
- ~~8.~~ My mother ~~think~~ the vegetable in the market.
- ~~9.~~ We ~~show~~ to Rian's birthday party last night.
- ~~10.~~ Can you ~~think~~ me a glass of water?

$4 \times 2 = 8$

$38 \times 2 = 76$

Give -	Show -	Buys
Kick -	Flying	Think
Sing	Came	Ride -

Appendix 11



**PEMERINTAH KABUPATEN KENDAL
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KANGKUNG**

Alamat: Jl. Raden Patah-Tanjungmojo-Kendal 51353 Telp. 387 672
smpnegeri1kangkung@gmail.com
KENDAL

SURAT KETERANGAN

Nomor :423/ 096 /SMP

Yang bertanda tangan di bawah ini:

Nama : ARIS SUPARYANTO, S.Pd
NIP : 19700420 199802 1 003
Jabatan : Kepala Sekolah

Menerangkan bahwa mahasiswa Program Pendidikan Bahasa Inggris Universitas Islam Negeri Walisongo, yang tersebut dibawah ini :

Nama : DURROTUN NASHIKHAH
NPM : 123411037
Fak./Program Studi : Fakultas Ilmu Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris.

Mahasiswa tersebut di atas, telah melaksanakan Penelitian pada SMPN 1 Kangkung pada tanggal 07 Februari 2017 sampai dengan 21 Februari 2017 dengan Judul Skripsi :
“The Effectiveness Of Popular English Songs to Increase Student’s Vocabulary of Verb.(An Experimental Research at the Eight Grade of SMP N 01 Kangkung-Kendal in the Academic Year of 2015/2016).”

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan seperlunya.

Kendal, 25 Maret 2017
Kepala Sekolah



ARIS SUPARYANTO, S.Pd
NIP.19700420 199802 1 003

Appendix 12



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

PENELITI : DURROTUN NASIKHAH
NIM : 123411037
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF POPULAR ENGLISH SONG TO TEACH VOCABULARY OF VERB (AN EXPERIMENTAL RESEARCH AT THE EIGHT GRADE OF SMP N 01 KANGKUNG-KENDAL IN THE ACADEMIC YEAR OF 2016/2017)

HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

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

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

b. Hipotesis Uji Homogenitas Data Tahap Akhir

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

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

c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

HASIL DAN ANALISIS DATA

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Control	Experimental
Mean	60.66666667	63.46666667
Variance	50.91954023	49.91264368
Observations	30	30
df	29	29
F	1.020173176	
P(F<=f) one-tail	0.47874032	
F Critical one-tail	1.860811435	

Keterangan:

Sig. = 0.478 > 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	<i>Experimental</i>	<i>Control</i>
Mean	85.86666667	80.06666667
Variance	75.70574713	67.9954023
Observations	30	30
df	29	29
F	1.113395091	
P(F<=f) one-tail	0.387182253	
F Critical one-tail	1.860811435	

Keterangan:

Sig. = 0.387 > 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.

Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	<i>Experimental</i>	<i>Control</i>
Mean	63.46666667	60.66666667
Variance	49.91264368	50.91954023
Observations	30	30
Pooled Variance	50.41609195	
Hypothesized Mean Difference	0	
df	58	
t Stat	1.527281432	
P(T<=t) one-tail	0.066063242	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	0.132126485	
t Critical two-tail	2.001717484	

Keterangan:

Sig. = 0.132 > 0.05, maka H_0 diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017
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Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	<i>Experimental</i>	<i>Control</i>
Mean	85.86666667	80.06666667
Variance	75.70574713	67.9954023
Observations	30	30
Pooled Variance	71.85057471	
Hypothesized Mean Difference	0	
df	58	
t Stat	2.650077043	
P(T<=t) one-tail	0.005177303	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	0.010354607	
t Critical two-tail	2.001717484	

Keterangan:

Sig. = 0.010 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



Semarang, 29 Juli 2019
Kepala Laboratorium

Deden Istiawan, S.Si., M.Kom

APPENDIX 11

DOCUMENTATIONS



(Students work on pre test)



(Teacher explains the material)



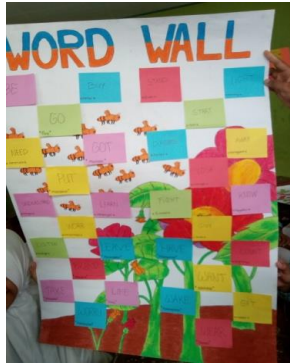
(Students listening the songs and work in group)





(Students presenting their work)





(Students making wordwall)



(Students work on post test)

CURRICULUM VITAE

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2. SMP N 1 Cepiring
3. MA Futuhiyyah Mranggen - Demak
4. ELT Department at Education and Teacher Training Faculty Walisongo State Islamic University

Semarang, July 12th, 2019
The Researcher,

Durrotun Nasikhah
NIM: 123411037

