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ABSTRACT

THE INFLUENCE OF USING SONGS TOWARDS STUDENTS' NOUN MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE AT MTs NEGERI 2 LAMPUNG SELATAN IN 2015/2016 ACADEMIC YEAR

By:
Ira Nurrahmah

English is one of international languages in the world. It is used in many countries either as a native language, a second language, or a foreign language. Vocabulary is one of important part in learning an English language, because without vocabulary it is difficult to communicate with each other. Noun is one of component vocabulary and one of parts of speech. Noun is a word which is used to name or identify a person, thing, and idea. Based on the researcher's preliminary research in MTs Negeri 2 Lampung Selatan, the students' noun mastery was still low; students got difficulty when they studied noun. It was found that the total number of students who got difficulties in noun was 140 from 212 students. It means that students who felt difficult to understand noun were 63.52%. Therefore, the researcher used suitable media that was song to improve students' noun mastery. The objective of this research is to know whether there is a significant influence of using song towards students' noun mastery at the seventh grade of MTs Negeri 2 Lampung Selatan in the academic year of 2015/2016.

In conducting the research, the researcher used quasi experimental method with the treatments that were held in three meetings. The researcher used random sampling technique in taking the sample. Then the researcher used test to get the data about students' noun mastery. The test was the objective test, which was multiple choice tests consisting of 40 items in control class and 40 items in experimental class, and then the researcher used SPSS to analyze the data.

After giving the post-test, the researcher analyzed the data by using independent sample test. It was found that the result of Sig. (2-tailed) of the equal variance assumed was 0.045. The result then was consulted to the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig. (2-tailed) or Sig. (p_{value}) was lower than $\alpha = 0.05$ so H_0 was rejected. In other words, it could be concluded that there was influence of using songs towards students' noun mastery at the second semester of the seventh grade at MTs Negeri 2 Lampung Selatan in 2015/2016 academic year.

Key Words: *Noun, Song, Students' noun mastery*

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FAKULTAS TARBIYAH DAN KEGURUAN
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A thesis entitled: **THE INFLUENCE OF USING SONGS TOWARDS STUDENTS' NOUN MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF MTs NEGERI 2 LAMPUNG SELATAN IN 2015/2016 ACADEMIC YEAR, by: Ira Nurrahmah, NPM: 1211040052, Study Program: English Education,** was tested and defended in the examination held on : Tuesday, October 11th, 2016.

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Appendix 4

EXPERT VALIDATION FOR NOUN TEST

Direction:

For each question, please give your response by ticking ( ) a box representing your choice.

No	Questions	Yes	No	Comments
1	Apakah indikator – indikator yang ingin diukur sudah jelas?			
2	Apakah petunjuk pengerjaan sudah jelas?			
3	Apakah alokasi waktu sudah cukup?			
4	Apakah rubrik penilaian sudah mencakup semua aspek/indikator yang diukur?			
5	Apakah rubrik penilaian mudah dimengerti?			

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General comments:

Please give any general comments or suggestions you may have concerning this test development.

……
……
……

Date,

Validator

Umi Yuliasari, S.Pd

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Appendix 5

READABILITY OF NOUN TEST

Name : …….

Class : …….

Based on the instrument of noun test, please answer the following questions.

No	Questions	Yes	No	Scale (1-10)	Comments
1	Do you think that the direction and instruction are too long?				
2	Do you think that the sentences used as the direction and the instruction are too complex?				
3	Do you think that there is (are) difficult or unfamiliar word (s) for you in the direction and the instruction?				
4	Do you think that there is (are) ambigous word (s) in the direction and the instruction?				

*1 describes an item that easy to read and 10 describes an item that is difficult to read

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Appendix 5

The English Score of the Seventh Grade Students at MTs N 2 Lampung Selatan							
VII A				VII B			
NO	STUDENT'S NAMES	M/F	SCORE	NO	STUDENT'S NAMES	M/F	SCORE
1	Ade Chandra	M	78	1	Adi Muhayat	M	60
2	Adrian Ahsani	M	78	2	Amanda	F	65
3	Andrian Fauzi	M	78	3	Andi Sanjaya	M	60
4	Alfi Firmansyah	M	70	4	Albiyah	M	70
5	Aprilia Tali Saputri	F	60	5	Apriyansah	M	60
6	Ahmad Akrom Al F	M	57	6	Dewi Citra Ningrum	F	57
7	Eci Rahmadani	F	65	7	Devi Sukma Ayu	F	65
8	Faisal Akbar	M	65	8	Dian Sukma Ayu	F	65
9	Festy Aleyda Yesi	F	60	9	Dion Apipi	M	60
10	Fikri Aulia Madani	F	74	10	Ek aWulandari	F	74
11	Indra Kurniawan	M	60	11	Erna Puspita	F	60
12	Khesa Merian Tari	F	65	12	Hadi Pratama	M	65
13	M Al Ansi	M	75	13	Hendra Irawan	M	75
14	M Dimas Setyawan	M	65	14	Khoirunnisa	F	65
15	M Dzamar F	M	65	15	Keysah Aulia	F	65
16	M Noer Maftua A	M	72	16	M Ardian	M	72
17	Meilyn Kusuma N	F	70	17	Nelti Devita	F	70
18	Mudzaki Wahyuni	M	63	18	Naya Kusnaya	F	63
19	Rama Aldiaksa	M	70	19	Nabila Sari	F	70
20	Ravela	F	50	20	Putri Sintia	F	50
21	Rizky Mayyuda	M	60	21	Ratna Sari	F	60
22	Rofiq Hidayat	M	65	22	Sandi Putra Pratama	M	65
23	Rony S P	M	65	23	Sari Indah Pratiwi	F	65
24	Salsabila Septa k	F	65	24	Sigit Ramadhan	M	65
25	Serike Felicia	F	76	25	Susanto	M	76
26	Toriq Azhari	M	75	26	Salsabila Dwi Ayu	F	75
27	Vinazah Adha Zanita	F	65	27	Sukandi	M	65
28	Virni Yuanggara	F	75	28	Sri Ayu Puspita	F	75
29	Wahyu Saputra	M	67	29	Sholehah	F	67
30	Yulinda Fitriyani	F	60	30	Siti Khadijah	F	60
31	Yola Okta vina	F	65	31	Susilo Ari	M	65
32	Zuhroh Nur Baiti	F	70	32	Toni Saputra	M	70
				33	Tio Pratama	M	65
				34	Untung Jaya Putra	M	50
				35	Wiji Ningrum	F	50
				36	Yanuar Ali	M	50

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The English Score of the Seventh Grade Students at MTs N 2 Lampung Selatan							
VII C				VII D			
NO	STUDENT'S NAMES	M/F	SCORE	NO	STUDENT'S NAMES	M/F	SCORE
1	Adelia Pratiwi	F	75	1	Aini Safitri	F	78
2	Anita	F	50	2	Alpiki	M	60
3	Ahmad Haikal	M	50	3	Amalia Putri	F	72
4	Anisah	F	55	4	Amir Adriyan	M	70
5	Atikah	F	65	5	Andrika	M	60
6	Andre Saputra	M	57	6	Bella Safitri	F	57
7	Agus Saptaji	M	65	7	Dama Pranata	M	65
8	Bella Puspita Sari	F	65	8	David Syatria	M	65
9	Bima Putra Pratama	M	60	9	Dhea Afriani	F	60
10	Desi Ratna Sari	F	74	10	Dwi Ely Putri	F	74
11	Dani Putra Pratama	M	60	11	Ela Mukmina	F	60
12	Dwi Irawan	M	55	12	Eva Nugraha A	F	55
13	Fakhturrahman	M	55	13	Gita Gustiani AP	F	55
14	Fahriji	M	65	14	Guntur Ari S	M	65
15	Hazriyansah	F	65	15	Hamdan Eki S	M	65
16	Iin Ariska	F	72	16	Heru Andaru	M	72
17	Indra Apriyansah	M	70	17	Izzah Nur Luthfia Z	F	70
18	Juleha	F	63	18	Junariah	F	63
19	Lingga Putri	F	50	19	Lilis Kurnia	F	50
20	M Arif	M	50	20	M Ridho Saputra	M	50
21	M Ilham	M	60	21	Mirnawati	F	60
22	M Rafli	M	65	22	Nera Juniati	F	65
23	Neng Ayu Rismawati	F	65	23	Nur Aisah	F	65
24	Nanda Marita	M	55	24	Nur Aini	F	55
25	Novita Yulianti	F	76	25	Putri Srihandayani	F	76
26	Novalia	F	55	26	Resa Novita Sari	F	55
27	Putri Lestari	F	55	27	Rio Irawan	M	55
28	Putri Purnama Indah	F	55	28	Risti Rahayu	F	55
29	Siti Restiana	F	57	29	Saimah	F	57
30	Siti Syafuro	F	60	30	Septiyani	F	60
31	Sintiani	F	65	31	Sri Dewi Ayu Antika	F	65
32	Sofiah	F	60	32	Tio Bagus Setiawan	M	60
33	Yogi Pangestu	M	65	33	Tiwi Apriliana	F	65
34	Yuliani	F	50	34	Vanes Eryc Agustian	F	50
35	Vanessa Eka Sari	F	40	35	Wawan Setiawan	M	40
				36	Yesi Amelia	F	40
				37	Yose Widytania	F	50

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The English Score of the Seventh Grade Students at MTs N 2 Lampung Selatan							
VII E				VII F			
NO	STUDENT'S NAMES	M/F	SCORE	NO	STUDENT'S NAMES	M/F	SCORE
1	Angga Afrizal A	M	70	1	Abdul Kodir	M	60
2	Ani Juhaini	F	60	2	Agus Hendriyanto	M	60
3	Ani Safitri	F	72	3	Andri Rizky	M	62
4	Berliana	F	70	4	Arya Wira Kusuma	M	50
5	Dea Putri Pramudia	F	60	5	Asnawi	M	60
6	Dea Seftiyani	F	57	6	Dina	F	57
7	Depri Mahendra	M	65	7	Dina Amelya	F	65
8	Derry Setiawan	M	65	8	Dodi H	M	65
9	Dina Riani	F	60	9	Fani Safera Ratna J	F	60
10	Dwi Firmansyah	M	64	10	Gina Saputri	F	64
11	Dwi Mulya Ningsih	F	60	11	Hendrik S	M	60
12	Dwi Rahayu	F	55	12	Imam	M	55
13	Ekta Liando	F	55	13	Jayadi	M	55
14	Fitri Alfiani	F	45	14	Leon	M	45
15	Hengky Febryanyah	M	65	15	M Riski Kansar	M	65
16	Indri Yanto	M	52	16	M Rudiansyah	M	52
17	Jeni Johan	F	50	17	M Fikri	M	50
18	Juliati	F	63	18	Nima Mardiyah	F	63
19	Lidia Safitri	F	50	19	Nisa Amelya	F	50
20	Lista Bunga Pradani	F	50	20	Nur Hidayahtika	F	50
21	Lucky Putra Adi P	M	60	21	Putri Aini	F	60
22	M Sidik	M	65	22	Putri Novita Sari	F	65
23	Melisa	F	65	23	Rafi	M	65
24	Muhammad Ikhsan	M	55	24	Rita Eliyana	F	55
25	Nia Fitria	F	66	25	Risa Yunita	F	66
26	Nur Hasanah	F	55	26	Rosilawati	F	55
27	Pratiwi Juliani	F	55	27	Rosita Yamanda	F	55
28	Ramdan	M	55	28	Rendi Septiyani	M	55
29	Ria Ayyuni	F	57	29	Saiman	M	57
30	Riska Valintina	F	60	30	Satriya A	F	60
31	Selly Agustina R	F	65	31	Septi Wulandari	F	65
32	Surya Gilang R	M	60	32	Sinta Dewi Noviyana	F	60
33	Teguh Rudianto	M	65	33	Tisna Hidayat	M	65
34	Tutik Lestari	F	50	34	Toni Sucipto	M	50
35	Widiyasari	F	40	35	Wawan	M	60
36	Yudha Patrio P	M	70	36	Yunita Tri Lestari	F	50

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Appendix 6

SILABUS PEMBELAJARAN

Sekolah : MTs Negeri 2 Lampung Selatan
Kelas : VII (tujuh)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (dua)
Standar Kompetensi : 7. Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta	1. Percakapan singkat memuat ungkapan-ungkapan : Contoh: *A :Pass me the pencil, please!* *B :Sure. Here you are.* *A : Give me a piece of paper, please!* *B : Sure, Here You are.* *A : Did you come here yesterday?* *B : I did.* 2. Tata Bahasa	1. Tanya jawab tentang berbagai hal terkait materi 2. Membahas kosakata dan tata bahasa: *noun phrase, adjective, adverb, verb* yang terkait dengan meminta dan memberi jasa, meminta dan memberi barang, meminta dan memberi fakta 3. Mendengarkan percakapan sesuai dengan materi 4. Menjawab	Merespon ungkapan-ungkapan : 1.Meminta & memberi jasa 2. Meminta & memberi barang 3.Meminta & memberi fakta	Tes lisan a. Tes tulis b.Unjuk kerja Tes lisan	Merespon ungkapan Matching T / F Merespon tindakan Memberi jawaban singkat	*1. Listen to the expression and respond to it* *2. Listen to the expression and match it with the suitable response* *3. Listen to the dialoque and decide whether it is TRUE or FALSE.* *4. Pass me the pencil, please.* *5. Give short answer*	2x40 menit	- *script* percakapan - rekaman media elektonik: kaset, VCD , DVD film

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	• *Simple Past tense* • *Quantifiers* 3. Kosa kata • Kata terkait tema • Kata terkait jenis teks 4. Ungkapan Baku Sure Please	pertanyaan sesuai dengan isi percakapan 5. Menjawab pertanyaan tentang struktur percakapan						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*) Berani (*courage*)								
7.2 Merespon makna dalam percakapan transaksional *(to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turur : meminta dan memberi pendapat dan menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal	Percakapan singkat memuat ungkapan-ungkapan : Contoh : *1.A: What do you Think?* *B: Not bad* *2.A: I like tea* *B: I dont I like milk* *3.A:.Are you sure ?* *B : I am* *4.A: Are you?* *B : Yes, I am*	1. Mendengarkan dan merespon introduction tentang topik materi yang akan disampaikan 2. Mendengarkan dan merespon penjelasan kosakata dan tatabahasa tentang topik materi yang akan dipelajari 3. mendengarkan percakapan transaksional dan interpersonal tentang topik materi yang dipelajari	Merespon ungkapan-ungkapan : 1. Meminta dan memberi pendapat 2.Menyatakan suka dan tidak suka 3.Meminta klarifikasi 4. Merespon secara	Tes lisan Tes Lisan Tes tulis Tes tulis	Merespon ungkapan Merespon ungkapan pilihan ganda jwbn singkat	*Respond to the following expressions orally.* *1. A: What do you think?* *B: .Not .....* *2. A: What do you like to drink?* *B: .....* *3. A: Are you sure?* *B: .....* *a. Ok b. Fine* *c. Alright d. I am* *4. A: I'm happy* *B: Are you?* *A:…….*	2x 40 menit	*Script* percakapan di buku teks Rekaman percakapan buatan: CD ,VCD ,DVD, film Rekaman percakapan otentik

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	Tata Bahasa • Verb : Like, need, want Kosa kata • Daily need • Kata terkait jenis teks Ungkapan Baku • Not bad • Great	4. mengidentifikasi tindak tutur ungkapan-ungkapan yang diperdengarkan 6. merespon ungkapan-ungkapan yang diperdengarkan	interpersonal					
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*) Berani (*courage*)								

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SILABUS PEMBELAJARAN

Sekolah : MTs Negeri 2 Lampung Selatan
Kelas : VII (tujuh)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (dua)
Standar Kompetensi : 8. Mendengarkan

Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	• Teks fungsional pendek berupa : 1. Instruksi 2. Daftar barang 3. Ucapan Selamat 4. Pengumuman • Kosakata terkait tema dan jenis teks • Ciri kebahasaan teks fungsional : - instruksi - daftar barang - ucapan selamat	1. *Brain storming* tentang kosakata terkait materi 2. Membahas kosakata dan tata bahasa terkait materi tentang : *noun, noun phrase, adjective, verb, adverb*. 3. Mendengarkan teks fungsional yang mengunakan gambit-gambit *attention please, thanks, excuse me, sorry*. 4. Menjawab pertanyaan sesuai dengan isi teks	1.Merespon makna dalam teks fung-sional pendek : - Instruksi - Daftar barang belanjaan - Ucapan selamat - Pngumuman 2. Menentukan Fungsi komuni-katif teks yang didengar. 3. Menentu kan ciri kebahasaan dari masing-masing	Tes lisan Tes tulis Unjuk kerja Test Lisan Tes Tulis	Jwbn singkat -Pilihan ganda - melengkapi Melakukan perintah Jawaban Singkat Uraian singkat	*Listen to the text and answer the questions.* *Listen to the text and choose the best option.* *Listen to the text and complete the sentences.* *Listen to the instruction and do it !* *What is the purpose of the text* Listen and write all the verbs stated in the text Listen and write all the	2x40 menit	*script* : di buku guru tentang : instruksi - daftar barang - ucapan selamat - pengumum -an Rekaman

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	- pengumuman	yang didengar 5. Menjawab pertanyaan tentang struktur teks fungsional yang didengar	teks fungsional yang didengar			verbs stated in the text		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*) Berani (*courage*) Ketulusan (*Honesty*)								
8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure	• Teks monolog berbentuk: 1. DeskriptIf 2. prosedur • Kosakata terkait tema / jenis teks • Ciri kebahasaan teks deskriptif dan procedur. • Langkah retorika teks deskriptif / prosedur	1. Mendengarkan dan merespon tentang berbagai hal terkait tema / jenis teks yang dibahas. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang muncul dalam teks deskriptif / prosedur 3. Mendengarkan model monolog teks deskriptif/prosedur 4. Menjawab pertanyaan secara lisan tentang isi teks	• Merespon informasi dalam teks lisan monolog berbentuk : - Diskriptif - Procedur • Menentukan ciri kebahasaan teks yang didengar. • Menentukan fungsi komunikatif teks yang didengar.	Tes lisan Tes tulis Tes tulis	Pertanyaan lisan Pilihan ganda Pilihan ganda	*Listen and answer the following questions* *Listen to the text and choose the best answer by crossing a,b,c or d* *Listen to the text and choose the best answer by crossing a,b,c or d*	2x40 menit	*Script* teks monolog deskriptif/prosedur dalam buku guru Rekaman teks monolog deskriptif /prosedur

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		deskriptif/prosedur 5. Menyebutkan fungsi komunikatif teks yang didengar. 6. Mengidentifikasi kata kerja dari teks yang didengar. 7. Mendengarkan teks deskriptif / prosedur lainnya.						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*) Berani (*courage*) Ketulusan (*Honesty*)								

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Appendix 7a

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

SMP : MTs Negeri 2 Lampung Selatan

Kelas/Semester : VII / 1 (Experimental Class)

Standar Kompetensi : 1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 1.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator :- Siswa mampu memahami makna kosa kata melalui lagu

- Siswa dapat membaca kosa kata dengan baik dan benar
- Siswa dapat menghafal kosa kata baru dengan mudah
- Siswa dapat mengelompokkan kata-kata yang termasuk kedalam noun

Tema : Parts of Body

Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

- Melalui lagu siswa mampu memahami makna kosa kata dengan baik
- Melalui lagu, siswa dapat membaca kosa kata dengan benar
- Melalui lagu, siswa dapat dengan mudah menghafal kosa kata baru
- Melalui lagu, siswa dapat mengelompokkan kata benda/noun

2. Materi Pembelajaran

Singular noun: biasanya didahului oleh article (kata depan), misalkan a, an, one.

Akhiran	Imbuhan	Contoh
Huruf konsonan	-s	Book - books
-ss, -s, -x, -z, -ch, -sh	-es	Bus - buses
-ch	-s berbunyi /k/	Stomach - stomachs
-o	-es	Buffalo - buffaloes

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-o diawali huruf konsonan	-s	Folio - folios
-y diawai huruf konsonan	-es (y diubah menjadi i)	Baby - babies
-y diawali huruf vokal	-s	Boy - boys
-f/-fe	-ves	Knife - knives

A Version	B Version
One Little Finger ♫ One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your head. Head! One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your nose. Nose! One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your chin. Chin! One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your arm. Arm! One little finger, one little finger, one little finger. Tap tap tap Point your finger up. Point your finger down. Put it on your leg. Leg! One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your foot. Foot! Put it on your leg. Leg!	**One Little Finger** ♫ One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your hand. Hand! One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your hair. Hair! One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your mouth. Mouth! One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your tooth. Tooth! One little finger, one little finger, one little finger. Tap tap tap Point your finger up. Point your finger down. Put it on your eyes. Eyes! One little finger, one little finger, one little finger. Tap tap tap. Point your finger up. Point your finger down. Put it on your cheek. Cheek! Put it on your eyes. Eyes!

PDFelement

Remove Watermark Now

Put it on your arm. Arm! Put it on your chin. Chin! Put it on your nose. Nose! Put it on your head. Head! Now let's wave goodbye. Goodbye! ♫	Put it on your tooth. Tooth! Put it on your mouth. Mouth! Put it on your hair. Hair! Put it on your hand. Hand! Now let's wave goodbye. Goodbye! ♫

Adapted From: SuperSimpleLearning.com

3. **Metode Pembelajaran**: project based learning **Media:** Song
   Teknik : ceramah, tanya jawab, pemberian tugas
4. **Langkah-Langkah Kegiatan**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. • Guru memeriksa kehadiran siswa. • Guru member pertanyaan yang berhubungan dengan topic. • Siswa menjawab pertanyaan guru.	5 menit
Inti	***Observing*** • Guru mengingatkan kembali kepada siswa bagian-bagian dari *vocabulary; verb, adverb, noun, adjective, etc.* • Guru menjelaskan kembali tentang noun. • Siswa menyebutkan kosa kata tentang bagian-bagian tubuh. • Guru menunjukkan lirik lagu dengan menuliskannya di papan tulis. • Siswa mendengarkan sebuah lagu "One Little Finger" ***Communicating*** • Guru dan siswa bernyanyi bersama lagu "One Little Finger" • Memberi kesempatan kepada siswa yang ingin bernyanyi di depan kelas. • Menuliskan kosa kata baru/sulit yang terdapat dalam lagu. • Mengelompokkan kata-kata berdasarkan jenisnya. ***Experimenting*** • Siswa membuat beberapa kelompok, setiap kelompok terdiri dari 4-6 siswa. • Siswa bekerja sama untuk mengidentifikasi noun dan maknanya dari lirik lagu. • Salah satu siswa menuliskan jawaban mereka di papan tulis.	10 menit 10 menit 10 menit

pdfelement

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	• Guru memeriksa jawaban siswa	
Penutup	• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang noun terutama bagian-bagian tubuh. • Guru menutup kegiatan belajar dengan salam dan doa penutup.	5 menit

5. Sumber Belajar

- Buku Scaffolding English for Junior High School Students, Grade VII
- Internet: SuperSimpleLearning.com

6. Penilaian

a. Bentuk : Tes tulis
b. Instrument : essay

pdfelement

Listen to the song carefully and then circle the word that you hear.

- hand - arms
- eyes - head
- put - little
- finger - hair
- Shoulders - nose
- cheek - mouth
- chin - up
- leg - foot
- down - tooth
- eyebrow - pick

Remove Watermark Now

From song above, please write down noun in the table and then classify them into plural/singular noun and countable/uncountable noun.

Singular	Plural	Countable noun	Uncountable noun

c. Pedoman Penilaian

Essay, total nilai = setiap jawaban benar diberi skor 2 x 15 = $\frac{30}{3}$ = 10

Mengetahui

Guru Mata Pelajaran,

Umi Yuliasari, S.Pd

NIP.

Sukaraja,

Mahasiswa Peneliti,

Ira Nurrahmah

NPM. 1211040052

Kepala Sekolah MTs N 2 Lampung Selatan

H. Ansori, S. Pd. I

NIP. 196005141986031003

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Appendix 7b

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

SMP : MTs Negeri 2 Lampung Selatan

Kelas/Semester : VII / 1 (Experimental Class)

Standar Kompetensi : 1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 1.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator :- Siswa mampu memahami makna kosa kata melalui lagu

- Siswa dapat membaca kosa kata dengan baik dan benar
- Siswa dapat menghafal kosa kata baru dengan mudah
- Siswa dapat mengelompokkan kata-kata yang termasuk kedalam noun

Tema : Cloth

Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

- Melalui lagu siswa mampu memahami makna kosa kata dengan baik
- Melalui lagu, siswa dapat membaca kosa kata dengan benar
- Melalui lagu, siswa dapat dengan mudah menghafal kosa kata baru
- Melalui lagu, siswa dapat mengelompokkan kata benda/noun

2. Materi Pembelajaran

Countable noun	Uncountable noun	Meaning
Many	Much	Banyak
A few	A little	Kecil/sedikit
Some/any	Some/any	Bebrapa/sedikit
A lot of	A lot of	Banyak
a/an		Sebuah/seseorang

pdfelement

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Note:

Countable noun : kata benda yang dapat dihitung. Contoh: buku, pena, tas dll.
Uncountable noun : kata benda yang tidak dapat dihitung. Contoh: air, pasir, uang, udara dll.
Some/any : apabila diikuti countable noun maka artinya beberapa.
Some/any : apabila diikuti uncountable noun maka artinya sedikit.
Some : biasanya digunakan untuk kalimat positif
Any : bisanya digunakan untuk kalimat negative dan introgatif.

A Version	B Version
Put On Your Shoes Lyrics ♫ Put on your shoes, your shoes, your shoes. Put on your shoes, your shoes, your shoes. Put on your shoes. Let's go outside. Hurry up. Hurry up. Hurry hurry up! Put on your jacket, your jacket, your jacket. Put on your jacket, your jacket, your jacket. Put on your jacket. Let's go outside. Hurry up. Hurry up. Hurry hurry up! Put on your scarf, your scarf, your scarf. Put on your scarf, your scarf, your scarf. Put on your scarf. Let's go outside. Hurry up. Hurry up. Hurry hurry up! Put on your hat, your hat, your hat. Put on your hat, your hat, your hat. Put on your hat. Let's go outside. Hurry up. Hurry up. Hurry hurry up! Put on your shoes. Your jacket. Your scarf. And your hat. Hurry up. Hurry up. Hurry hurry up! ♫	**Put On Your Shoes Lyrics** ♫ Put on your shoes, your shoes, your shoes. Put on your shoes, your shoes, your shoes. Put on your shoes. Let's go outside. Hurry up. Hurry up. Hurry hurry up! Put on your jacket, your jacket, your jacket. Put on your jacket, your jacket, your jacket. Put on your jacket. Let's go outside. Hurry up. Hurry up. Hurry hurry up! Put on your scarf, your scarf, your scarf. Put on your scarf, your scarf, your scarf. Put on your scarf. Let's go outside. Hurry up. Hurry up. Hurry hurry up! Put on your hat, your hat, your hat. Put on your hat, your hat, your hat. Put on your hat. Let's go outside. Hurry up. Hurry up. Hurry hurry up! Put on your t-shirt. Your trousers. Your sock. And your gloves. Hurry up. Hurry up. Hurry hurry up! ♫

Adapted From: SuperSimpleLearning.com

3. **Metode Pembelajaran**: project based learning
   Teknik : ceramah, tanya jawab, pemberian tugas
   Media: Song

pdfelement

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4. Langkah-Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. • Guru memeriksa kehadiran siswa. • Guru member pertanyaan yang berhubungan dengan topic. • Siswa menjawab pertanyaan guru.	5 menit
Inti	***Observing*** • Guru mengingatkan kembali kepada siswa bagian-bagian dari *vocabulary; verb, adverb, noun, adjective, etc.* • Guru menjelaskan kembali tentang noun. • Siswa menyebutkan kosa kata tentang benda-benda yang mereka pakai saat dingin atau hendak bepergian keluar rumah. • Guru menunjukkan lirik lagu dengan menuliskannya di papan tulis. • Siswa mendengarkan sebuah lagu "Put on Your Shoes" ***Communicating*** • Guru dan siswa bernyanyi bersama lagu "Put on Your Shoes." • Memberi kesempatan kepada siswa yang ingin bernyanyi di depan kelas. • Menuliskan kosa kata baru/sulit yang terdapat dalam lagu. • Mengelompokkan kata-kata berdasarkan jenisnya. ***Experimenting*** • Masing-masing siswa mengidentifikasi noun dan maknanya dari lirik lagu. • Salah satu siswa menuliskan jawaban mereka di papan tulis. • Guru memeriksa jawaban siswa.	10 menit 10 menit 10 menit
Penutup	• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang noun terutama benda-benda yang sering mereka pakai saat pergi keluar rumah. • Guru menutup kegiatan belajar dengan salam dan doa penutup.	5 menit

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5. Sumber Belajar

- Buku Scaffolding English for Junior High School Students, Grade VII
- Internet: SuperSimpleLearning.com

6. Penilaian

a. Bentuk : Tes tulis
b. Instrument : essay

Listen to the song carefully and then circle the word that you hear.

- let's go
- scarf
- sweater
- skirt
- tie
- hat
- jacket
- shoes
- hurry up
- veil
- sock
- glove
- sky
- t-shirt
- trouser
- and
- belt
- put
- outside
- sandals

pdfelement

From song above, please write down noun in the table and then classify them into plural/singular noun and countable/uncountable noun.

Singular	Plural	Countable noun	Uncountable noun

Remove Watermark Now

c. Pedoman Penilaian

Essay, total nilai = setiap jawaban benar diberi skor 2 x 15 = $\frac{30}{3}$ = 10

Mengetahui

Guru Mata Pelajaran,

Umi Yuliasari, S.Pd

NIP.

Sukaraja,

Mahasiswa Peneliti,

Ira Nurrahmah

NPM. 1211040052

Kepala Sekolah MTs N 2 Lampung Selatan

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Appendix 7c

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

SMP : MTs Negeri 2 Lampung Selatan

Kelas/Semester : VII / 1 (Experimental Class)

Standar Kompetensi : 1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 1.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator :- Siswa mampu memahami makna kosa kata melalui lagu

- Siswa dapat membaca kosa kata dengan baik dan benar
- Siswa dapat menghafal kosa kata baru dengan mudah
- Siswa dapat mengelompokkan kata-kata yang termasuk kedalam noun

Tema : Things of House

Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

- Melalui lagu siswa mampu memahami makna kosa kata dengan baik
- Melalui lagu, siswa dapat membaca kosa kata dengan benar
- Melalui lagu, siswa dapat dengan mudah menghafal kosa kata baru
- Melalui lagu, siswa dapat mengelompokkan kata benda/noun

2. Materi Pembelajaran

	Singular	**Plural**	
Countable noun	A chair One chair	Chairs Two chairs Some chairs A lot of chairs	A count noun: May be preceded by a/an in the singular; Takes a final –s/-es in

pdfelement

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		Many chairs	the plural.
Uncountable noun	Furniture Some furniture A lot of furniture Much furniture		A uncount noun: Is not immediately preceded by a/an; Has no plural form, does not take a final –s/-es

A Version	B Version
Clean Up! ♫ Clean up, clean up. Everybody, let's clean up. Clean up, clean up. Put your things away. (Repeat 3x) Clean up! Clean up! Clean up! Put your things away. Pick up your toys. Pick up your books. Pick up your shoes. Put your things away. Clean up, clean up. Everybody, let's clean up. Clean up, clean up. Put your things away. (Repeat) ♫	**Clean Up!** ♫ Clean up, clean up. Everybody, let's clean up. Clean up, clean up. Let's clean up your dining room. (Repeat 3x) Clean up! Clean up! Clean up! Put your things away. Pick up your rice. Pick up your milk. Pick up your wheat. Put your things away. Clean up, clean up. Everybody, let's clean up. Clean up, clean up. Let's clean up your bedroom. (Repeat) ♫ Clean up! Clean up! Clean up! Put your things away. Pick up your doll. Pick up your pillow. Pick up your blanket. Put your things away. (Repeat) ♫

Adapted From: SuperSimpleLearning.com

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3. **Metode Pembelajaran:** project based learning
   Tekink : ceramah, Tanya jawab, pemberian tugas
   Media: Song
4. **Langkah-Langkah Kegiatan**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. • Guru memeriksa kehadiran siswa. • Guru memberi pertanyaan yang berhubungan dengan topik. • Siswa menjawab pertanyaan guru.	5 menit
Inti	***Observing*** • Guru memberitahu siswa bagian-bagian dari *vocabulary; verb, adverb, noun, adjective, etc.* • Guru menjelaskan tentang noun. • Siswa menyebutkan kosa kata tentang benda-benda yang terdapat dalam rumah mereka. • Guru menunjukkan lirik lagu dengan menuliskannya di papan tulis. • Siswa mendengarkan sebuah lagu "Clean Up" ***Communicating*** • Guru dan siswa bernyanyi bersama lagu "Clean Up". • Memberi kesempatan kepada siswa yang ingin bernyayi di depan kelas. • Menuliskan kosa kata baru/sulit yang terdapat dalam lagu. • Mengelompokkan kata-kata berdasarkan jenisnya. ***Experimenting*** • Siswa membuat beberapa kelompok, setiap kelompok terdiri dari 4-6 siswa. • Siswa bekerja sama untuk mengidentifikasi noun dan maknanya dari lirik lagu. • Salah satu siswa menuliskan jawaban mereka di papan tulis. • Guru memeriksa jawaban siswa.	10 menit 10 menit 10 menit
Penutup	• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang noun terutama yang terdapat dalam bus. • Siswa diberi tugas untuk mencari kata benda dalam sebuah lagu yang mereka sukai atau yang mereka ketahui.	5 menit

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	• Guru menutup kegiatan belajar dengan salam dan doa penutup.	

5. Sumber Belajar

- Buku Scaffolding English for Junior High School Students, Grade VII
- Internet: SuperSimpleLearning.com

6. Penilaian

a. Bentuk : Tes tulis
b. Instrument : essay

Listen to the song carefully and then circle the words that you hear.

- toys	- doll
- blanket	- clean
- shoes	- pillow
- books	- wheat
- rice	- milk
- diningroom	- pick up
- things	- basket
- bag	- bedroom
- get	- soap

pdfelement

From song above, please write down noun in the table and then classify them into plural/singular noun and countable/uncountable noun.

Singular	Plural	Countable noun	Uncountable noun

Remove Watermark Now

c. Pedoman Penilaian

Essay, total nilai = setiap jawaban benar diberi skor 2 x 15 = $\frac{30}{3}$ = 10

Mengetahui

Guru Mata Pelajaran,

Umi Yuliasari, S.Pd

NIP.

Sukaraja,

Mahasiswa Peneliti,

Ira Nurrahmah

NPM. 1211040052

Kepala Sekolah MTs N 2 Lampung Selatan

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Appendix 8a

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

SMP : MTs Negeri 2 Lampung Selatan

Kelas/Semester : VII / 1 (Control Class)

Standar Kompetensi : 1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 1.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator :- Siswa mampu memahami makna kosa kata melalui lagu

- Siswa dapat membaca kosa kata dengan baik dan benar
- Siswa dapat menghafal kosa kata baru dengan mudah
- Siswa dapat mengelompokkan kata-kata yang termasuk kedalam noun

Tema : Parts of Body

Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

- Siswa mampu memahami makna kosa kata dengan baik
- Siswa dapat membaca kosa kata dengan benar
- Siswa dapat dengan mudah menghafal kosa kata baru
- Siswa dapat mengelompokkan kata benda/noun

2. Materi Pembelajaran

Singular noun: biasanya didahului oleh article (kata depan), misalkan a, an, one.

Akhiran	Imbuhan	Contoh
Huruf konsonan	-s	Book - books
-ss, -s, -x, -z, -ch, -sh	-es	Bus – buses
-ch	-s berbunyi /k/	Stomach – stomachs
-o	-es	Buffalo – buffaloes

pdfelement

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-o diawali huruf konsonan	-s	Folio – folios
-y diawai huruf konsonan	-es (y diubah menjadi i)	Baby – babies
-y diawali huruf vokal	-s	Boy – boys
-f/-fe	-ves	Knife – knives

3. **Metode Pembelajaran :** project based learning
   Teknik : ceramah, tanya jawab, pemberian tugas
   Media: Picture
4. **Langkah-Langkah Kegiatan**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. • Guru memeriksa kehadiran siswa. • Guru member pertanyaan yang berhubungan dengan topic. • Siswa menjawab pertanyaan guru.	5 menit
Inti	***Observing*** • Guru mengingatkan kembali kepada siswa bagian-bagian dari *vocabulary; verb, adverb, noun, adjective, etc.* • Guru menjelaskan kembali tentang noun. • Siswa menyebutkan kosa kata tentang bagian-bagian tubuh. • Guru menunjukkan gambar mengenai *Parts of Body.* • Siswa mendengarkan guru menyebutkan gambar-gambar tersebut. ***Communicating*** • Guru dan siswa bersama-sama menyebutkan gambar-gambar mengenai *Parts of Body.* • Memberi kesempatan kepada siswa menyebutkan gambar tersebut di depan kelas. • Menuliskan kosa kata baru/sulit yang terdapat dalam gambar. • Mengelompokkan kata-kata berdasarkan jenisnya. ***Experimenting*** • Siswa membuat beberapa kelompok, setiap kelompok terdiri dari 4-6 siswa. • Siswa bekerja sama untuk mengidentifikasi noun pada gambar. • Salah satu siswa menuliskan jawaban mereka di papan tulis. • Guru memeriksa jawaban siswa.	10 menit 10 menit 10 menit

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Penutup	• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang noun terutama bagian-bagian tubuh. • Guru menutup kegiatan belajar dengan salam dan doa penutup.	5 menit

5. Sumber Belajar

- Buku Scaffolding English for Junior High School Students, Grade VII
- Internet: SuperSimpleLearning.com

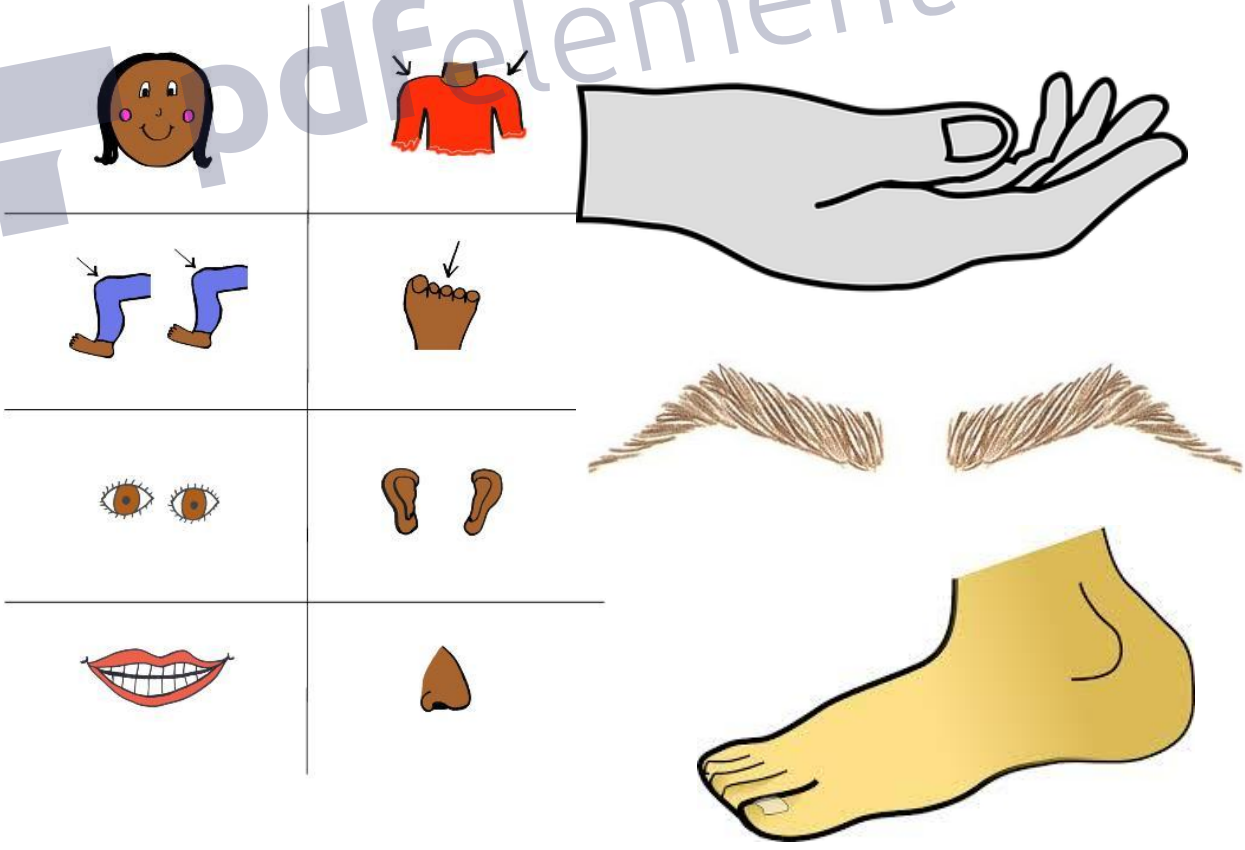
6. Penilaian

a. Bentuk : Tes tulis

b. Instrument

Guess the picture please!

pdfelement



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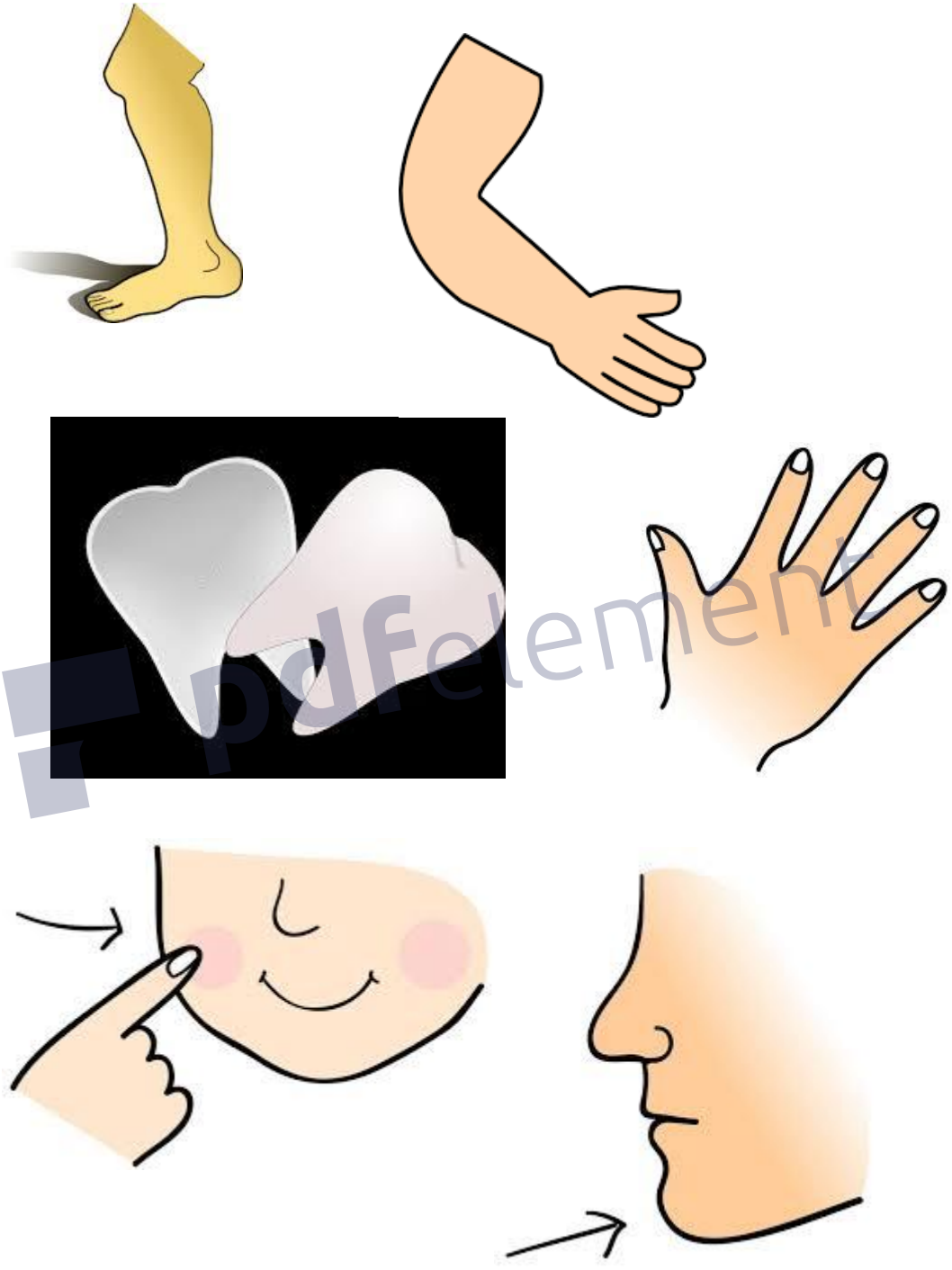

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Source: www.vocabularypicture.com

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c. Pedoman Penilaian

Essay, total nilai = setiap jawaban benar diberi skor 2 x 15 = $\frac{30}{3}$ = 10

Mengetahui

Guru Mata Pelajaran,

Umi Yuliasari, S.Pd

NIP.

Sukaraja,

Mahasiswa Peneliti,

Ira Nurrahmah

NPM. 1211040052

Kepala Sekolah MTs N 2 Lampung Selatan

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H. Ansori, S. Pd. I

NIP. 196005141986031003

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Appendix 8b

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

SMP : MTs Negeri 2 Lampung Selatan

Kelas/Semester : VII / 1 (Control Class)

Standar Kompetensi : 1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 1.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator :- Siswa mampu memahami makna kosa kata melalui lagu

- Siswa dapat membaca kosa kata dengan baik dan benar
- Siswa dapat menghafal kosa kata baru dengan mudah
- Siswa dapat mengelompokkan kata-kata yang termasuk kedalam noun

Tema : Clothes

Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

- Siswa mampu memahami makna kosa kata dengan baik
- Siswa dapat membaca kosa kata dengan benar
- Siswa dapat dengan mudah menghafal kosa kata baru
- Siswa dapat mengelompokkan kata benda/noun

2. Materi Pembelajaran

Countable noun	Uncountable noun	Meaning
Many	Much	Banyak
A few	A little	Kecil/sedikit
Some/any	Some/any	Bebrapa/sedikit
A lot of	A lot of	Banyak
a/an		Sebuah/seseorang

pdfelement

Remove Watermark Now

Note:

Countable noun : kata benda yang dapat dihitung. Contoh: buku, pena, tasdll.
Uncountable noun : kata benda yang tidak dapat dihitung. Contoh: air, pasir, uang, udara dll.
Some/any : apabila diikuti countable noun maka artinya beberapa.
Some/any : apabila diikuti uncountable noun maka artinya sedikit.
Some : biasanya digunakan untuk kalimat positif
Any : bisanya digunakan untuk kalimat negatif dan introgatif.

3. **Metode Pembelajaran:** project based learning
   Teknik: ceramah, Tanya jawab, pemberian tugas
   Media: Picture
4. **Langkah-Langkah Kegiatan**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. • Guru memeriksa kehadiran siswa. • Guru member pertanyaan yang berhubungan dengan topic. • Siswa menjawab pertanyaan guru.	5 menit
Inti	***Observing*** • Guru mengingatkan kembali kepada siswa bagian-bagian dari *vocabulary; verb, adverb, noun, adjective, etc.* • Guru menjelaskan kembali tentang noun. • Siswa menyebutkan kosa kata tentang bagian-bagian tubuh. • Guru menunjukkan gambar mengenai *Cloth.* • Siswa mendengarkan guru menyebutkan gambar-gambar tersebut. ***Communicating*** • Guru dan siswa bersama-sama menyebutkan gambar-gambar mengenai *Cloth.* • Memberi kesempatan kepada siswa menyebutkan gambar tersebut di depan kelas. • Menuliskan kosa kata baru/sulit yang terdapat dalam gambar.	10 menit 10 menit 10 menit

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	• Mengelompokkan kata-kata berdasarkan jenisnya. ***Experimenting*** • Masing-masing siswa mengidentifikasi noun padagambar. • Salah satu siswa menuliskan jawaban mereka di papan tulis. • Guru memeriksa jawaban siswa.	
Penutup	• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang noun terutama benda-benda yang sering mereka pakai saat pergi keluar rumah. • Guru menutup kegiatan belajar dengan salam dan doa penutup.	5 menit

5. Sumber Belajar

- Buku Scaffolding English for Junior High School Students, Grade VII
- Internet: SuperSimpleLearning.com

6. Penilaian

a. Bentuk : Tes tulis

b. Instrument

Guess the picture please!

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Source: www.vocabularypicture.com

c. Pedoman Penilaian

Essay, total nilai = setiap jawaban benar diberi skor 2 x 15 = $\frac{30}{3}$ = 10

Mengetahui

Guru Mata Pelajaran,

Umi Yuliasari, S.Pd

NIP.

Sukaraja,

Mahasiswa Peneliti,

Ira Nurrahmah

NPM. 1211040052

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Kepala Sekolah MTs N 2 Lampung Selatan

H. Ansori, S. Pd. I

NIP. 196005141986031003

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Appendix 8c

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

SMP : MTs Negeri 2 Lampung Selatan

Kelas/Semester : VII / 1 (Control Class)

Standar Kompetensi : 1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 1.1 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator :- Siswa mampu memahami makna kosa kata melalui lagu

- Siswa dapat membaca kosa kata dengan baik dan benar
- Siswa dapat menghafal kosa kata baru dengan mudah
- Siswa dapat mengelompokkan kata-kata yang termasuk kedalam noun

Tema : Things of House

Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

- Siswa mampu memahami makna kosa kata dengan baik
- Siswa dapat membaca kosa kata dengan benar
- Siswa dapat dengan mudah menghafal kosa kata baru
- Siswa dapat mengelompokkan kata benda/noun

2. Materi Pembelajaran

	Singular	**Plural**	
Countable noun	A chair One chair	Chairs Two chairs Some chairs A lot of chairs Many chairs	A count noun: May be preceded by a/an in the singular; Takes a final –s/-es in the plural.
Uncountable	Furniture		A uncount noun:

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noun	Some furniture A lot of furniture Much furniture		Is not immediately preceded by a/an; Has no plural form, does not take a final –s/-es

3. **Metode Pembelajaran:** project based learning
   Teknik: ceramah, Tanya jawab, pemberian tugas
   Media: Picture

4. **Langkah-Langkah Kegiatan**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. • Guru memeriksa kehadiran siswa. • Guru member pertanyaan yang berhubungan dengan topic. • Siswa menjawab pertanyaan guru.	5 menit
Inti	***Observing*** • Guru mengingatkan kembali kepada siswa bagian-bagian dari *vocabulary; verb, adverb, noun, adjective.* • Guru menjelaskan kembali tentang noun. • Siswa menyebutkan kosa kata tentang bagian-bagian tubuh. • Guru menunjukkan gambar mengenai *Things in the house.* • Siswa mendengarkan guru menyebutkan gambar-gambar tersebut. ***Communicating*** • Guru dan siswa bersama-sama menyebutkan gambar-gambar mengenai *Things in the house* • Memberi kesempatan kepada siswa menyebutkan gambar tersebut di depan kelas. • Menuliskan kosa kata baru/sulit yang terdapat dalam gambar. • Mengelompokkan kata-kata berdasarkan jenisnya. ***Experimenting*** • Siswa membuat beberapa kelompok, setiap kelompok	10 menit 10 menit 10 menit

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	terdiri dari 4-6 siswa. • Siswa bekerja sama untuk mengidentifikasi noun pada picture. • Salah satu siswa menuliskan jawaban mereka di papan tulis. • Guru memeriksa jawaban siswa.	
Penutup	• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang noun terutama yang terdapat dalam bus. • Siswa diberi tugas untuk mencari kata benda dalam sebuah lagu yang mereka sukai atau yang mereka ketahui. • Guru menutup kegiatan belajar dengan salam dan doa penutup.	5 menit

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5. Sumber Belajar

- Buku Scaffolding English for Junior High School Students, Grade VII
- Internet: SuperSimpleLearning.com

6. Penilaian

a. Bentuk : Tes tulis

b. Instrument

Guess the picture please!

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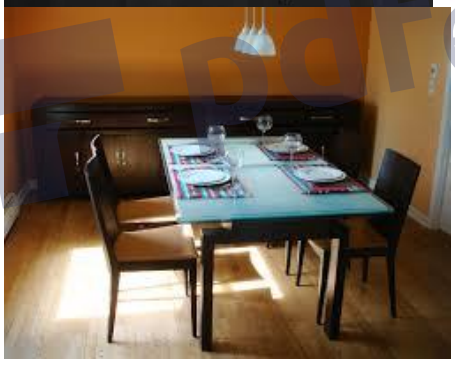

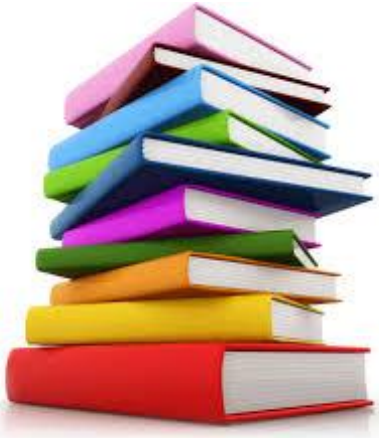

Preview

Remove Watermark Now

Source: www.vocabularypicture.com

c. Pedoman Penilaian

Essay, total nilai = setiap jawaban benar diberi skor 2 x 15 = $\frac{30}{3}$ = 10

Mengetahui

Guru Mata Pelajaran,

Umi Yuliasari, S.Pd

NIP.

Sukaraja,

Mahasiswa Peneliti,

Ira Nurrahmah

NPM. 1211040052

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Kepala Sekolah MTs N 2 Lampung Selatan

H. Ansori, S. Pd. I

NIP. 196005141986031003

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Appendix 9

TEST ITEMS FOR TRYOUT-TEST

MataPelajaran: BahasaInggris

Kelas : VII

Waktu :45menit

Name : ……

Class : ……

Chose the correct answer!

1. Koko : How much money do you have?
   Dede : Just … only enough for the bus fare.
   a. a little c. a few
   b. much d. many
2. Are there … good books in the library?
   a. much c. a
   b. many d. a little
3. You can wear a … if the weather is very cold.
   a. shirt c. t-shirt
   b. sweater d. umbrella
4. There are four … in my house.
   a. windows c. windowss
   b. window d. windowies
5. There are the clothes when winter, except …
   a. t-shirt c. sweater
   b. jacket d. scarf
6. Someone who makes … design is called designer.
   a. clothe c. clothes
   b. cloth d. clotheses
7. We have … bananas in the refrigerator.
   a. much c. a lot of
   b. any d. some
8. There are two … in my bedroom.
   a. door c. tables
   b. window d. chair
9. She buys … tie.
   a. a c. many
   b. some d. much
10. Adele has a new …
    a. shoe c. shoeses
    b. shoes d. shoess
11. There are … windows in my house.
    a. many c. a little
    b. much d. a lot of
12. Are there many bad … in the basket?
    a. egg c. eggs
    b. egges d. eggess
13. There is not any milk left but we still have … butter.
    a. a c. much
    b. a few d. many
14. I have two … to bring something.
    a. hands c. legs
    b. hand d. leg

pdfelement

Remove Watermark Now

15. My mother told me that I will get a toothache if I eat too … chocolate.
    a. a little c. many
    b. much d. some
16. I have one … to smell.
    a. chest c. mouth
    b. chin d. nose
17. I always sweep the … every morning.
    a. roof c. floor
    b. door d. table
18. I don't have … money at all.
    a. much c. many
    b. a few d. some
19. I put some … on the table.
    a. apple c. apples
    b. appleis d. appless
20. We use trouser in our …
    a. hand c. leg
    b. hands d. legs
21. Mr. Gibhran has two …
    a. house c. houses
    b. housess d. housees
22. His father is painting the …
    a. wall c. sofa
    b. floor d. bed
23. There are two … in the livingroom.
    a. boy c. girlses
    b. girls d. girlys
24. The … (chief) of those tribes decided to fight for their lands.
    a. chieves c. chieaveses
    b. chiefs d. chiefes
25. Mr. Ali is the owner of the biggest transportation company in this city. He has many …, …, and … that used for public transportation.
    a. motorcycle, car, and bus
    b. motorcycles, cars, and bu
    c. motorcycless, cars, and buses
    d. motorcycles, cars, and buses

26. We know that of the following are true about part of body, except …
    a. ear c. tooth
    b. head d. bed
27. Jerri : can you help me?
    Roma : sure
    Jerri : open the …, please! It's very hot.
    a. door c. floor
    b. wall d. roof
28. Rangga goes to the shop to buy …
    a. car c. bus
    b. t-shirt d. wipers
29. Roof is a thing of …
    a. cloth c. body
    b. car d. house
30. Place where we can buy clothes, skirt, t-shirt is a …
    a. sport shop c. bookstore
    b. shop d. electrical shop
31. I brush my … after dinner.
    a. teeth c. hair
    b. tooth d. mouth
32. We should throw away these old …
    a. teethbrush
    b. toothbrush
    c. teethbrushes
    d. toothbrushes
33. Zaenab always puts … salt on her soup.
    a. much c. many
    b. any d. a lot of

pdfelement

Remove Watermark Now

34. Please, give me … salt.
    a. two
    b. number of
    c. a few
    d. a little
35. I put … dolls on the table.
    a. any c. some
    b. much d. a lot of
36. Mr. Martin has three …
    a. pillow c. pillowses
    b. pillows d. pilloweis
37. There is a … in the cupboard.
    a. toys c. toies
    b. toy d. toyses
38. I have two … to see.
    a. eyes c. eyess
    b. eye d. eyeves
39. There are parts of body, except …
    a. leg c. nose
    b. chest d. hat
40. Did you buy two silk … (scarf) for your sister?
    a. scarfs c. scarfes
    b. scarves d. scarfeses
41. Yusni has two … about teaching English.
    a. books c. novels
    b. book d. novel
42. They use a new tie on their …
    a. hand c. arm
    b. head d. neck
43. When we are feel cold, we should use …
    a. sweater c. hat
    b. t-shirt d. tie
44. We use … on our head.
    a. tie c. sweater
    b. hat d. jacket
45. I always drink … milk every morning.
    a. a bowl of c. a glass of
    b. a piece of d. a plate of
46. There are many … (jacket) on the cupboard.
    a. jackets c. jacketes
    b. jacket d. jacketss
47. She writes … letters.
    a. a c. three
    b. most d. much
48. I will buy two … in the shop.
    a. skirt c. skirtses
    b. skirtes d. skirts
49. We use … on our neck.
    a. hat c. t-shirt
    b. scarf d. skirt
50. I usually go to the dentist to check my … once.
    a. teeth c. ear
    b. nose d. head

pdfelement

Remove Watermark Now

Key Answer:

1. A	21. C	41. A
2. B	22. A	42. D
3. B	23. B	43. A
4. A	24. A	44. B
5. A	25. D	45. C
6. B	26. D	46. A
7. D	27. A	47. C
8. C	28. B	48. D
9. A	29. D	49. B
10. B	30. B	50. A
11. A	31. A	
12. C	32. D	
13. C	33. D	
14. A	34. C	
15. B	35. D	
16. D	36. B	
17. C	37. B	
18. A	38. A	
19. C	39. D	
20. D	40. B	

pdfelement

Remove Watermark Now

Appendix 10

TEST ITEMS FOR PRE-TEST

MataPelajaran: Bahasa Inggris

Kelas : VII

Waktu : 45 menit

Name : ……

Class : ……

Chose the correct answer!

1. I will buy two … in the shop.
   a. skirt c. skirtses
   b. skirtes d. skirts
2. Did you buy two silk … (scarf) for your sister?
   a. scarfs c. scarfes
   b. scarves d. scarfeses
3. We know that of the following are true about part of body, except …
   a. ear c. tooth
   b. head d. bed
4. Mr. Ali is the owner of the biggest transportation company in this city. He has many …, …, and … that used for public transportation.
   a. motorcycle, car, and bus
   b. motorcycles, cars, and buss
   c. motorcycless, cars, and buses
   d. motorcycles, cars, and buses
5. Jerri : can you help me?
   Roma : sure
   Jerri : open the …, please! It's very hot.
   a. door c. floor
   b. wall d. roof
6. Rangga goes to the shop to buy …
   a. car c. bus
   b. t-shirt d. wipers
7. Roof is a thing of …
   a. cloth c. body
   b. car d. house
8. Place where we can buy clothes, skirt, t-shirt is a …
   a. sport shop c. bookstore
   b. shop d. electrical shop
9. I usually go to the dentist to check my ... once.
   a. teeth c. ear
   b. nose d. head
10. I have one … to smell.
    a. chest c. mouth
    b. chin d. nose
11. I don't have ... money at all.
    a. much c. many
    b. a few d. some
12. Someone who makes … design is called designer.
    a. clothe c. clothes
    b. cloth d. clotheses
13. There are two … in my bedroom.
    a. door c. tables
    b. window d. chair
14. We use trouser in our …
    a. hand c. leg
    b. hands d. legs

pdfelement

Remove Watermark Now

15. She buys … tie.
    a. a c. many
    b. some d. much
16. There are … windows in my house.
    a. many c. a little
    b. much d. a lot of
17. I have two … to bring something.
    a. hands c. legs
    b. hand d. leg
18. Adele has a new …
    a. shoe c. shoeses
    b. shoes d. shoess
19. I put some … on the table.
    a. apple c. apples
    b. appleis d. appless
20. There are the clothes when winter, except …
    a. t-shirt c. sweater
    b. jacket d. scarf
21. You can wear a … if the weather is very cold.
    a. shirt c. t-shirt
    b. sweater d. umbrella
22. There are two … in my bedroom.
    a. boy c. girlses
    b. girls d. girlys
23. His father is painting the …
    a. wall c. sofa
    b. floor d. bed
24. There are four … in my house.
    a. windows c. windowss
    b. window d. windowies
25. I brush my … after dinner.
    a. teeth c. hair
    b. tooth d. mouth
26. There are parts of body, *except* …
    a. leg c. nose
    b. chest d. hat
27. They use a new tie on their …
    a. hand c. arm
    b. head d. neck
28. There is a … in the cupboard.
    a. toys c. toies
    b. toy d. toyses
29. Mr. Martin has three … in his bedroom.
    a. pillow c. pillowses
    b. pillows d. pillowss
30. The ... (chief) of those tribes decided to fight for their lands.
    a. chieves c. chiaveses
    b. chiefs d. chiefes
31. Zaenab always puts … salt on her soup.
    a. much c. many
    b. any d. a lot of
32. I put … dolls on the table.
    a. any c. some
    b. much d. a lot of
33. Are there many bad … in the basket?
    a. egg c. eggs
    b. egges d. eggeses
34. I have two … to see.
    a. eyes c. eyess
    b. eye d. eyeves
35. Yusni has two … about teaching English.
    a. books c. novel
    b. book d. novels
36. I always drink … milk every morning.
    a. a bowl of
    b. a piece of
    c. a glass of
    d. a plate of

pdfelement

Remove Watermark Now

37. When we are feel cold, we should use …
    a. sweater c. hat
    b. t-shirt d. tie
38. We use … on our head.
    a. tie c. sweater
    b. hat d. jacket
39. We use … on our neck.
    a. hat c. t-shirt
    b. scarf d. skirt
40. Are there … good books in the library?
    a. much c. a
    b. many d. a little

pdfelement

Remove Watermark Now

Key Answer:

1. D
2. B
3. D
4. D
5. A
6. B
7. D
8. B
9. A
10. D
11. A
12. B
13. C
14. D
15. A
16. A
17. A
18. B
19. C
20. A
21. B
22. B
23. A
24. A
25. A
26. D
27. D
28. B
29. B
30. A
31. D
32. C
33. C
34. A
35. A
36. C
37. A
38. B
39. B
40. B

pdfelement

Remove Watermark Now

Appendix 11

TEST ITEMS FOR POST-TEST

Mata Pelajaran: Bahasa Inggris

Kelas : VII

Waktu : menit

Name : ……

Class : ……

Chose the correct answer!

1. You can wear a … if the weather is very cold.
   a. shirt c. t-shirt
   b. sweater d. umbrella
2. There are four … in my house.
   a. windows c. windowss
   b. window d. windowies
3. There are the clothes when winter, except …
   a. t-shirt c. sweater
   b. jacket d. scarf
4. Someone who makes … design is called designer.
   a. clothe c. clothes
   b. cloth d. clotheses
5. There are two … in my bedroom.
   a. door c. tables
   b. window d. chair
6. She buys … tie.
   a. a c. many
   b. some d. much
7. Adele has a new …
   a. shoe c. shoeses
   b. shoes d. shoess
8. There are … windows in my house.
   a. many c. a little
   b. much d. a lot of
9. I have two … to bring something.
   a. hands c. legs
   b. hand d. leg
10. I don't have … money at all.
    a. much c. many
    b. a few d. some
11. I have one … to smell.
    a. chest c. mouth
    b. chin d. nose
12. Are there … good books in the library?
    a. much c. a
    b. many d. a little
13. I put some … on the table.
    a. apple c. apples
    b. appleis d. appless
14. We use trouser in our …
    a. hand c. leg
    b. hands d. legs
15. His father is painting the …
    a. wall c. sofa
    b. floor d. bed
16. There are two … in the livingroom.
    a. boy c. girlses
    b. girls d. girlys

pdfelement

Remove Watermark Now

17. Mr. Ali is the owner of the biggest transportation company in this city. He has many …, …, and … that used for public transportation.
    a. motorcycle, car, and bus
    b. motorcycles, cars, and buss
    c. motorcycless, cars, and buses
    d. motorcycles, cars, and buses
18. We know that of the following are true about part of body, *except* …
    a. ear c. tooth
    b. head d. bed
19. Jerri : can you help me?
    Roma : sure
    Jerri : Open the …., please! It's very hot.
    a. door c. floor
    b. wall d. roof
20. Rangga goes to the shop to buy …
    a. car c. bus
    b. t-shirt d. wipers
21. Roof is a thing of …
    a. cloth c. body
    b. car d. house
22. Place where we can buy clothes, skirt, t-shirt is a …
    a. sport shop c. bookstore
    b. shop d. electrical shop
23. I brush my … after dinner.
    a. teeth c. hair
    b. tooth d. mouth
24. The … (chief) of those tribes decided to fight for their lands.
    a. chieves c. chieaveses
    b. chiefs d. chiefes
25. Zaenab always puts … salt on her soup.
    a. much c. many
    b. any d. a lot of
26. I usually go to the dentist to check my … once.
    a. teeth c. ear
    b. nose d. head
27. I put … dolls on the table.
    a. any c. some
    b. much d. a lot of
28. Mr. Martin has three …
    a. pillow c. pillowsies
    b. pillows d. pillowss
29. There is a … in the cupboard.
    a. toys c. tosies
    b. toy d. toyes
30. I have two … to see.
    a. eyes c. eyess
    b. eye d. eyeves
31. There are parts of body, except …
    a. leg c. nose
    b. chest d. hat
32. Did you buy two silk … (scarf) for your sister?
    a. scarfs c. scarfes
    b. scarves d. scarfeses
33. Yusni has two … about teaching English.
    a. books c. novels
    b. book d. novel
34. They use a new tie on their …
    a. hand c. arm
    b. head d. neck
35. When we are feel cold, we should use …
    a. sweater c. hat
    b. t-shirt d. tie
36. We use … on our head.
    a. tie c. sweater
    b. hat d. jacket

pdfelement

Remove Watermark Now

37. I always drink … milk every morning.
    a. a bowl of
    b. a piece of
    c. a glass of
    d. a plate of
38. We have … bananas in the refrigerator.
    a. much
    b. any
    c. a lot of
    d. some
39. Are there many bad … in the basket?
    a. egg
    b. egges
    c. eggs
    d. eggess
40. We use … on our neck.
    a. hat
    b. scarf
    c. t-shirt
    d. skirt

pdfelement

Remove Watermark Now

Key Answer:

1. B
2. A
3. A
4. B
5. C
6. A
7. B
8. A
9. A
10. A
11. D
12. B
13. C
14. D
15. A
16. B
17. D
18. D
19. A
20. B
21. B
22. B
23. A
24. A
25. D
26. A
27. C
28. B
29. B
30. A
31. D
32. B
33. A
34. D
35. A
36. B
37. C
38. D
39. C
40. B

pdfelement

Remove Watermark Now

Appendix 12

LIST OF SAMPLE OF THE RESEARCH							
NO	**STUDENT'S NAMES**	**M/F**	**CODE**	**NO**	**STUDENT'S NAMES**	**M/F**	**CODE**
1	Aini Safitri	F	D-1	1	Angga Afrizal A	M	E-1
2	Alpiki	M	D-2	2	Ani Juhaini	F	E-2
3	Amalia Putri	F	D-3	3	Ani Safitri	F	E-3
4	Amir Adriyan	M	D-4	4	Berliana	F	E-4
5	Andrika	M	D-5	5	Dea Putri Pramudia	F	E-5
6	Bella Safitri	F	D-6	6	Dea Seftiyani	F	E-6
7	Dama Pranata	M	D-7	7	Depri Mahendra	M	E-7
8	David Syatria	M	D-8	8	Derry Setiawan	M	E-8
9	Dhea Afriani	F	D-9	9	Dina Riani	F	E-9
10	Dwi Ely Putri	F	D-10	10	Dwi Firmansyah	M	E-10
11	Ela Mukmina	F	D-11	11	Dwi Mulya Ningsih	F	E-11
12	Eva Nugraha A	F	D-12	12	Dwi Rahayu	F	E-12
13	Gita Gustiani AP	F	D-13	13	Ekta Liando	F	E-13
14	Guntur Ari S	M	D-14	14	Fitri Alfiani	F	E-14
15	Hamdan Eki S	M	D-15	15	Hengky Febryanyah	M	E-15
16	Heru Andaru	M	D-16	16	Indri Yanto	M	E-16
17	Izzah Nur Luthfia Z	F	D-17	17	Jeni Johan	F	E-17
18	Junariah	F	D-18	18	Juliati	F	E-18
19	Lilis Kurnia	F	D-19	19	Lidia Safitri	F	E-19
20	M Ridho Saputra	M	D-20	20	Lista Bunga Pradani	F	E-20
21	Mirnawati	F	D-21	21	Lucky Putra Adi P	M	E-21
22	Nera Juniati	F	D-22	22	M Sidik	M	E-22
23	Nur Aisah	F	D-23	23	Melisa	F	E-23
24	Nur Aini	F	D-24	24	Muhammad Ikhsan	M	E-24
25	Putri Srihandayani	F	D-25	25	Nia Fitria	F	E-25
26	Resa Novita Sari	F	D-26	26	Nur Hasanah	F	E-26
27	Rio Irawan	M	D-27	27	Pratiwi Juliani	F	E-27
28	Risti Rahayu	F	D-28	28	Ramdan	M	E-28
29	Saimah	F	D-29	29	Ria Ayyuni	F	E-29
30	Septiyani	F	D-30	30	Riska Valintina	F	E-30
31	Sri Dewi Ayu Antika	F	D-31	31	Selly Agustina R	F	E-31
32	Tio Bagus Setiawan	M	D-32	32	Surya Gilang R	M	E-32
33	Tiwi Apriliana	F	D-33	33	Teguh Rudianto	M	E-33
34	Vanes Eryc Agustian	M	D-34	34	Tutik Lestari	F	E-34
35	Wawan Setiawan	M	D-35	35	Widiyasari	F	E-35
36	Yesi Amelia	F	D-36	36	Yudha Patrio P	M	E-36
37	Yose Widytania	F	D-37				

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Appendix 13

The Result of Pre-test and Post-test in Control Class

NO	NAME	M/F	PRE	POST	GAIN
1	Aini Safitri	F	65	70	5
2	Alpiki	M	35	50	15
3	Amalia Putri	F	50	65	15
4	Amir Adriyan	M	25	50	25
5	Andrika	M	55	70	15
6	Bella Safitri	F	50	70	20
7	Dama Pranata	M	70	80	10
8	David Syatria	M	55	70	15
9	Dhea Afriani	F	35	60	25
10	Dwi Ely Putri	F	70	75	5
11	Ela Mukmina	F	60	80	20
12	Eva Nugraha A	F	70	85	15
13	Gita Gustiani AP	F	50	65	15
14	Guntur Ari S	M	50	70	20
15	Hamdan Eki S	M	55	70	15
16	Heru Andaru	M	70	85	15
17	Izzah Nur Luthfia Z	F	40	75	35
18	Junariah	F	50	60	10
19	Lilis Kurnia	F	45	60	15
20	M Ridho Saputra	M	45	55	10
21	Mirnawati	F	50	65	15
22	Nera Juniati	F	40	60	20
23	Nur Aisah	F	55	70	15
24	Nur Aini	F	40	50	10
25	Putri Srihandayani	F	45	60	15
26	Resa Novita Sari	F	60	75	15
27	Rio Irawan	M	55	65	10
28	Risti Rahayu	F	35	50	15
29	Saimah	F	40	55	15
30	Septiyani	F	55	70	15
31	Sri Dewi Ayu Antika	F	65	75	5
32	Tio Bagus Setiawan	M	40	60	20
33	Tiwi Apriliana	F	30	60	30
34	Vanes Eryc Agustian	M	60	85	25
35	Wawan Setiawan	M	50	75	25
36	Yesi Amelia	F	40	55	15
37	Yose Widytania	F	60	80	20

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Appendix 14

The Result of Pre-test and Post-test in Experimental Class

NO	NAME	M/F	PRE	POST	GAIN
1	Angga Afrizal A	M	65	90	25
2	Ani Juhaini	F	45	70	25
3	Ani Safitri	F	35	55	20
4	Berliana	F	50	65	15
5	Dea Putri Pramudia	F	35	55	20
6	Dea Seftiyani	F	65	85	20
7	Depri Mahendra	M	50	70	20
8	Derry Setiawan	M	50	75	25
9	Dina Riani	F	50	65	15
10	Dwi Firmansyah	M	40	60	20
11	Dwi Mulya Ningsih	F	45	60	15
12	Dwi Rahayu	F	50	75	25
13	Ekta Liando	F	50	80	30
14	Fitri Alfiani	F	40	65	25
15	Hengky Febryanyah	M	70	90	20
16	Indri Yanto	M	70	85	15
17	Jeni Johan	F	70	90	20
18	Juliati	F	40	75	35
19	Lidia Safitri	F	45	60	15
20	Lista Bunga Pradani	F	30	55	25
21	Lucky Putra Adi P	M	50	65	15
22	M Sidik	M	55	80	25
23	Melisa	F	60	90	30
24	Muhammad Ikhsan	M	65	80	15
25	Nia Fitria	F	55	70	15
26	Nur Hasanah	F	25	50	25
27	Pratiwi Juliani	F	65	80	15
28	Ramdan	M	55	75	20
29	Ria Ayyuni	F	30	55	25
30	Riska Valintina	F	70	80	10
31	Selly Agustina R	F	60	85	25
32	Surya Gilang R	M	45	65	20
33	Teguh Rudianto	M	70	80	10
34	Tutik Lestari	F	55	75	20
35	Widiyasari	F	50	70	20
36	Yudha Patrio P	M	55	70	15

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Appendix 15

DATA ANALYSIS

Tests of Normality

	Tekhnik	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	1	.132	37	.102	.950	37	.100
	2	.117	36	.200*	.954	36	.136

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

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Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
.537	1	71	.466

ANOVA

Nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	491.765	1	491.765	4.163	.045
Within Groups	8386.318	71	118.117		
Total	8878.082	72			

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Group Statistics

	Tekhnik	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	37	66.892	10.2977	1.6929
	2	36	72.083	11.4252	1.9042

The Result of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.537	.466	-2.040	71	.045	-5.1914	2.5443	-10.2646	-.1183
	Equal variances not assumed			-2.037	69.799	.045	-5.1914	2.5479	-10.2734	-.1095

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Score and Descriptive Statistics in Noun Mastery

Statistics

		VAR00001	VAR00002
N	Valid	37	36
	Missing	0	1
Mean		66.8919	72.0833
Std. Error of Mean		1.69294	1.90420
Median		70.0000	72.5000
Mode		70.00	80.00
Std. Deviation		10.29774	11.42522
Variance		106.044	130.536
Range		35.00	40.00
Minimum		50.00	50.00
Maximum		85.00	90.00
Sum		2475.00	2595.00

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VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	10.8	10.8	10.8
	55	3	8.1	8.1	18.9
	60	7	18.9	18.9	37.8
	65	4	10.8	10.8	48.6
	70	8	21.6	21.6	70.3
	75	5	13.5	13.5	83.8
	80	3	8.1	8.1	91.9
	85	3	8.1	8.1	100.0
	Total	37	100.0	100.0	

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VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.7	2.8	2.8
	55	4	10.8	11.1	13.9
	60	3	8.1	8.3	22.2
	65	5	13.5	13.9	36.1
	70	5	13.5	13.9	50.0
	75	5	13.5	13.9	63.9
	80	6	16.2	16.7	80.6
	85	3	8.1	8.3	88.9
	90	4	10.8	11.1	100.0
	Total	36	97.3	100.0	
Missing	System	1	2.7		
Total			100.0		

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Appendix 18

Rekap Analisis Butir Soal Noun Mastery after Try Out

Rata-Rata = 24.71 Simpang Baku = 8.73 Korelasi XY = 0.86

Reliabilitas Tes = 0.92 Butir Soal = 50 Jumlah Subyek = 31

Butir Asli	Daya Pembeda (%)	Tingkat Kesukaran	Korelasi	Sign. Korelasi
1	12.50	Sangat Sukar	0.198	-
2	75.00	Mudah	0.710	Sangat Signifikan
3	75.00	Mudah	0.710	Sangat Signifikan
4	62.50	Mudah	0.581	Sangat Signifikan
5	50.00	Sedang	0.340	Signifikan
6	75.00	Mudah	0.710	Sangat Signifikan
7	62.50	Mudah	0.691	Sangat Signifikan
8	62.50	Mudah	0.691	Sangat Signifikan
9	25.00	Sedang	0.283	Signifikan
10	75.00	Mudah	0.710	Sangat Signifikan
11	62.50	Sedang	0.546	Sangat Signifikan
12	62.50	Mudah	0.691	Sangat Signifikan
13	12.50	Sangat Sukar	0.103	-
14	62.50	Sedang	0.546	Sangat Signifikan
15	12.50	Sukar	0.186	-
16	62.50	Sangat Mudah	0.574	Sangat Signifikan
17	0.00	Sangat Sukar	NAN	NAN
18	37.50	Sedang	0.290	Signifikan
19	62.50	Sedang	0.428	Sangat Signifikan
20	62.50	Sedang	0.428	Sangat Signifikan
21	25.00	Sukar	0.162	-

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22	25.00	Sangat mudah	0.419	Sangat Signifikan
23	50.00	Sedang	0.477	Sangat Signifikan
24	50.00	Sedang	0.459	Sangat Signifikan
25	50.00	Sedang	0.443	Sangat Signifikan
26	50.00	Sedang	0.362	Sangat Signifikan
27	25.00	Sangat mudah	0.419	Sangat Signifikan
28	37.50	Sedang	0.375	Sangat Signifikan
29	62.50	Sedang	0.490	Sangat Signifikan
30	37.50	Sukar	0.297	Sangat Signifikan
31	37.50	Sukar	0.405	Signifikan
32	0.00	Sangat Sukar	0.006	-
33	50.00	Sedang	0.359	Sangat Signifikan
34	12.50	Sangat Sukar	0.116	-
35	62.50	Sedang	0.475	Sangat Signifikan
36	50.00	Sedang	0.352	Signifikan
37	25.00	Sedang	0.641	Sangat Signifikan
38	50.00	Sukar	0.423	Sangat Signifikan
39	25.00	Sedang	0.311	Signifikan
40	50.00	Sukar	0.402	Sangat Signifikan
41	62.50	Sukar	0.502	Sangat Signifikan
42	50.00	Sedang	0.381	Sangat Signifikan
43	62.50	Sukar	0.411	Sangat Signifikan
44	75.00	Sukar	0.493	Sangat Signifikan
45	62.50	Sedang	0.433	Sangat Signifikan
46	12.50	Sukar	0.116	-
47	0.00	Sangat Sukar	NAN	NAN
48	0.00	Sedang	0.046	-
49	50.00	Sangat Mudah	0.442	Sangat Signifikan
50	37.50	NAN	0.323	Signifikan

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KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
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APPROVAL

Title : **THE INFLUENCE OF USING SONGS TOWARDS STUDENTS' NOUN MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF MTs NEGERI 2 LAMPUNG SELATAN IN 2015/2016 ACADEMIC YEAR**

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APPROVED

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Endorsement

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CHAPTER 1
INTRODUCTION

A. Background of the Problem

Language is a tool of communication among people. People use language to communicate and interact with others, convey their message, express their ideas or opinion in oral, written, or signal language. It is difficult to do all activities without language. It means that language is very important in our life. Gelderen states that a language is a fundamental human faculty used for creative expression, face to face communication, scientific inquiry and many other purpose.[1] For example, people need to have a good relation with neighbors, they can ask for help when they have a trouble or problem. People also need language for acquiring knowledge and skills, taking education and establishing with other people in their own societies or from other countries.

Every country in this world has language which is used by people who live in that country to communicate each other and the language in each country is different. So, we need a language that can be used by all countries in this world to make a relationship. Beside, all of the people from over the world can communicate each other by using English because it is an international language. For example,

[1] Elly Van Genderen, *A History of the English Language*, (Amsterdam: John Benjamins Publishing, 2006), p. 1.

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discuss about political relation, economic problem also about education in the world. They are using English to communicate.

In Indonesia, English is taught as the first foreign language in schools. By giving this subject, it is hoped that it will help students to master the subject. There are four skills in learning English. Those are listening, speaking, reading, and writing. To be able to use four language skills, of course, a student also should master the elements of language such as vocabulary, grammar, pronunciation and spelling.

Teaching vocabulary is very important in teaching English. It is because vocabulary is a basic element of language and vocabulary plays an important role in communication. According to Hiebert and Kamil, vocabulary is the knowledge of meaning of words.[2] Without vocabulary people cannot communicate with other people.

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Noun is one of the vocabulary components. In learning process, students are expected to master a large number of nouns. According to Gucker, noun is any words that stand for something.[3] That means noun is a word to clarify something in the sentence.

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[2] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (London: Lawrence Erlbaum Associates, 2005), p. 3.

[3] Philip Gucker, *Essential English Grammar*, (New York: Dover Publications, Inc., 1966), p. 43.

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Based on preliminary research that was an interview with English teacher in MTs Negeri 2 Lampung Selatan, Mrs. Umi Yuliasari, S.Pd. There are some students who still have problems in memorizing new noun because in some Elementary Schools students did not get English subject, so they have some problems when learning English in Junior High School.[4] By this, the teacher needs media to stimulate students. Media can make students to be more interested in learning English and will not feel bored in the classroom.

There are six classes in the seventh grade at MTs Negeri 2 Lampung Selatan, one of them is an acceleration class. Based on the interview with Mrs. Umi Yuliasari,S.Pd, just a few students who got score of noun vocabulary higher than KKM in each class, except class A because class A is an acceleration class. The students of acceleration class can get high score and they are also easy to memorize new words that learnt. In class A the students are more interested in learning English and easier to memorize the new noun. As the result, the researcher describes about students' noun score in MTs Negeri 2 Lampung Selatan as follows:

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[4] Umi Yulasari, *Preliminary Research: Interview*, on 11th of April 2015, at MTs Negeri 2 Lampung Selatan, Unpublished.

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Table 1
The English Score of the Seventh Grade Students at MTs Negeri 2 Lampung Selatan in 2015/2016 Academic Year

No	Class	Students' Score		Number of Students
		<78	≥78	
1	VII A	6	26	32
2	VII B	25	11	36
3	VII C	29	6	35
4	VII D	32	5	37
5	VII E	24	12	36
6	VII F	24	12	36
Total		**140**	**72**	**212**
Percentage		**63.52%**	**36.47%**	**100%**

Source: document of MTs Negeri2 Lampung Selatan

From the table above, it can be seen that from 212 students of seventh grade in MTs Negeri 2 Lampung Selatan there are 140 students got score under 78. This is because the Criteria of Minimum Mastery (KKM) score of English subject at that school is 78. It means that 63.52% of students got problems in memorizing new noun.

Based on the interview with students of MTs Negeri 2 Lampung Selatan, the teacher did not use an interesting media to teach noun. So, they were bored in the classroom.[5] Meanwhile, the teacher needs an attractive media to help students in learning English. The teacher must know how to implement the media in the class and make teaching and learning process enjoyable for the students.

For many students, noun is also difficult to be mastered. There are some factors make it difficult to be learnt. One of them is learning process in the classroom

[5] Students of MTs Negeri 2 Lampung Selatan, *Preliminary Research: Interview*, on 18th of April 2015, at MTs Negeri 2 Lampung Selatan, Unpiblished.

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makes students feel bored because the teacher did not use interesting media. So, the teacher should have an interesting media to teach noun, like using song.

Songs are part of daily life for most people.[6] It can be said that everyone likes song. In this case, the researcher wants to introduce the new innovation in learning noun by using song as teaching media. Besides, song is an interesting media. It can be a stimulus to enrich their noun mastery by listening the English song, remember the noun and analyze it. It will help students to master noun by using song as media.

Based on the problem above, the researcher is interested in doing a research where the researcher wants to know the influence of this media in teaching noun in MTs Negeri 2 Lampung Selatan. That is why the title is "The Influence of using Songs towards Students' Noun Mastery at the Second Semester of the Seventh Grade of MTs Negeri 2 Lampung Selatan in 2015/2016 Academic Year."

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[6] Hans Mol, *Using Songs in the Classroom*, http://www.hltmag.co.uk/apr09/less01.htm, Accessed on March 9, 2016, at 01.30am.

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B. Identification of Problem

Based on the background of problem above, the researcher identified the problems as follows:

1. The students feel bored in the classroom.
2. The students find difficulties in memorizing the new noun.
3. The teacher has never used variation media in teaching noun.

C. Limitation of Problem

The researcher limited the problems to make research more focus, from the many kinds of vocabulary such as adverb, verb, adjective, and nouns. The researcher was only focus on noun because noun is important to learned especially singular and plural noun and countable and uncountable noun that appropriate to the materials with three themes, they are: Part of Body, Clothing, and Things in the House. Furthermore, there are many interesting media in teaching noun such as game, picture, song etc., but the researcher used song as media in teaching the noun. The songs were taken from SuperSimpleLearning.com.

D. Formulation of Problem

Concerning with the identification and the limitation of problem, the researcher formulated the problem of the research as: Is there any significant influence of using song towards students' noun mastery at the second semester of the seventh grade of MTs Negeri 2 Lampung Selatan in 2015/2016 academic year?

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E. Objective of Research

The purpose of this research is to know whether there is a significant influence of using song towards students' noun mastery at the second semester of the seventh grade of MTs Negeri 2 Lampung Selatan in 2015/2016 academic year.

F. Uses of Research

The researcher expected that there are some uses of the research as follows:

1. Theoretically

The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process especially in teaching noun.

2. Practically

a. To give motivation for students in learning English, especially to develop their noun mastery.

b. To give information for the English teacher about the influence of songs toward students' noun mastery and can adopt this media.

c. Can be used as the reference for further research.

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G. Scope of the Research

1. Subject of the Research

The subject of the research was the students of MTs Negeri 2 Lampung Selatan in 2015/2016 academic year.

2. Object of the Research

The object of the research was the use of song as teaching media and students' noun mastery.

3. Place of the Research

The research was conducted at MTs Negeri 2 Lampung Selatan.

4. Time of the Research

The research was conducted at the second semester of 2015/2016 academic year.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

English is the international language which is used to communicate in the world. It is used in many countries either as a native language, a second language, or a foreign language. Broughton states that there are varieties of English: those of first language situations where English is the mothers tongue, as in the USA or Australia, and second language situations, where English is the language of commercial, administrative and educational institutions, as in Ghana or Singapore. So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life, for example in Spain, Brazil, and Japan.[1]

Based on the statement above, English is the foreign language in Indonesia because it is taught in schools, often widely and does not play an essential role in national or social life. Teaching English in Indonesia is different from teaching English in Malaysia or teaching English in the United States of America, in which

[1] Geoffrey Broughton, *Teaching English as Foreign Language*, (New York: Routledge, 1980), pp. 4-6.

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people should learn English in the conditions where the language is used for communication in daily lives.

Kachru in Harmer describes the world of English in terms of three circles. In the inner circle he put countries such as Britian, the USA, Australia, etc, in addition, English is the primary language. The outer circle contained countries where English had become an official or widely-used second language, these included India, Nigeria, Singapore, etc. Finally, the expanding circle represented those countries where English was learnt as a foreign language such as Poland, Japan, Mexico, Hungary, etc.[2] It means that in some countries, English is not used as first language but as second language, such as in Malaysia, Nigeria, Singapore, etc, and as foreign language, such as in Indonesia, Japan, Mexico, and Poland.

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As a foreign language in Indonesia, the government decides English as the first foreign language that should be learnt by students in order to develop the quality of human's resource. Krashen in Setiyadi differentiates the two ways of developing ability in a target language: acquisition and learning. Acquisitions is defined as a subconscious process that is identical to the process used in first language acquisitions, learning is defined as conscious knowing about a target language. While an acquisitions is taking place, language learners are not always aware of the result; they are not very concerned with grammatical rules. They are

[2] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p. 17.

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gaining a target language by living in the society where the languages used in daily lives.[3] From the statement above, it can be said that acquisitions is when someone learns language unconsciously in daily lives. Learning is when someone consciously wants to know and learn language. In Indonesia, the students who learn English as a foreign language do not use English for daily communication. The students only use English when they are in English class. Cameron states that while opinions differ as to how much grammar of the foreign language can be taught, children are clearly capable of learning foreign language words through participating in the discourse of classroom activities.[4] It is hoped students who learn English as a foreign language have to practice or use English in real life situation not only in the classroom.

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The teacher should be able to create a real situation that can be used to support learning and teaching process in order the students are able to use English naturally for communication. As English foreign language teachers, it is the task of them to motivate their students to learn English based on curriculum. According to Setiyadi, there are techniques, methods or even approaches to get English easier to learn.[5] It can be said that many ways for learner to learn English easier. Therefore, teacher should be able to choose the appropriate method or technique for students.

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[3] Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogjakarta: Graha Ilmu, 2006), p. 21.

[4] Lynne Cameron, *Teaching Langauge to Young Learners*, (United Kingdom: Cambridge University Press, 2001), p. 72.

[5] Setiyadi, *Op. Cit.*, p. 7.

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Based on explanation above, the researcher concludes that teaching English is art of transferring knowledge from the teacher to the students by using some creative ways in transferring the knowledge. The objective of teaching learning English as a foreign language is to provide the students with the skills which enable to communicate orally with the speakers of other nationalities who also learn this language.

B. Concept of Vocabulary

Learning English cannot be separated from language components, including vocabulary. Vocabulary is one of the important things in learning English, especially in learning language skills. Vocabulary cannot be separated from them because without mastery in vocabulary, people cannot be say and do anything.

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Vocabulary is basic element of a language which will make the language meaningful. According to Richard, Vocabulary is a set of lexemes, including single words, compund words and idioms.[6] Campillo also states that the vocabulary of language is the total number of words.[7] From definition above, it can be concluded that vocabulary is total number of words includes single words, compound words and idioms and the rules for combining the words to make a sentence or language. If students do not know the implementation of vocabulary

[6] Jack C. Richard & Richard Schmidt, *Longman Dictionary Language Teaching and Applied Linguistic*, (Fourth Ed.), (London: Longman, 2010), p. 629.

[7] Rosa M Lopez Campillo, *Teaching and Learning Vocabulary: An Introduction for English Students*, Dialnet, http://www.dialnet.unirioja.es/descarga/articulo/2282507.htm. accessed on April 8, 2015, at 09.45pm, p. 35.

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in sentence, students' vocabulary will be useless. Vocabulary is necessary in language learning, because vocabulary is needed in all aspect of language and without vocabulary, students cannot transfer ideas well.

Vocabulary is important to build knowledge of language skills such as, listening, speaking, writing and reading. Lehr states that vocabulary is knowledge of words and word meanings.[8] However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and written. Oral vocabulary includes those words that we recognize and use in listening and speaking. Written vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write.

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Vocabulary is one of the important aspects in learning English. By mastering vocabulary students will be better to listen, speak, read and write something well. Wilkins in Thornbury explains that without grammar very little can be conveyed. Without vocabulary nothing can be conveyed.[9] It is supported by Allen in Kasim who says that vocabulary is very important in a language, when we learn words as they learn structure as they practice in target language.[10] Only with sufficient

[8] Fran Lehr, M.A., Lher, *A Focus on Vocabulary*, (Honolulu: PREL), http://www.prel.org/products/re_/ES0419.htm , accessed on August 05, 2015, at 09.30am, p. 1.

[9] Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 13.

[10] Nur Aeni Kasim, *Increasing The Students' Vocabulary Mastery By Using Word Wall Media*, (Postgraduate Student of Universitas Negeri Makassar: 2011), p. 2.

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vocabulary students can express ideas effectively, can understand the language task and foreign language conversation, with the limit vocabulary they will have the difficulties in learning and understanding the foreign language.

According to Thornbury,

> "In terms of the meaning association with these word classes, we can make a crude division into two groups. On the other hand, there are words like for, and, them, to that mainly contribute to the grammatical words (or function words) and are generally prepositions, conjuctions, determiner and pronouns. On the other hand, there are the content words, those the carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs."[11]

But in this research, the researcher will focus only on noun. In addition, according to Thornbury, he says " knowing how words are described and categorized can help us understand the decisions that syllabus planners, materials writers and teachers make when it comes to the teaching of vocabulary. "[12] That means, by understanding the meaning and the category of words can help us understand the material for teaching vocabulary.

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In summary, the researcher thinks that vocabulary has important role for the students who are learning English. In other words, to master the four language skills, students need to master vocabulary. Without having sufficient number of vocabulary, students will not be able to listen, speak, read and write in English. And vocabulary is very important used for constructing the sentences and communicating the message to others.

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[11] *Ibid*, p. 3.
[12] *Ibid.*

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C. Part of Speech

Part of speech explains not what the word *is*, but how the word *is used*. Frank states that "the sentence may be further divided according to the function each word has in the subject-predicate relationship."[13] Each of these functions is classified as a different part of speech. There are eight Parts of Speech:[14]

1. Noun

This part of a speech refers to words that are used to name persons, things, animals, places, ideas, or events. For example:

- *Dog*s can be extremely cute.

In this example, the italicized word is considered a noun because it names an animal.

2. Pronoun

A pronoun is a part of speech which functions as a replacement for a noun. Some examples of pronouns are: I, it, he, she, mine, his, hers, we, they, theirs, and ours.

3. Adjective

This part of speech is used to describe a noun or a pronoun. Adjectives can specify the quality, the size, and the number of nouns of pronouns. For example:

- I have *two* hamsters.

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[13] Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey: Prentice Hall, 1972), p. 1.

[14] Part of Speech, http://partofspeech.org/, accessed on February 23, 2016, at 11.05am.

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The italicized word *two* is an adjective which describes the number of the noun *hamsters.*

4. **Verb**

This is the most important part of speech, for without a verb, a sentence would not exist. Simply put, this is a word that shows an action (physical or mental) or state of being (am, is, was, are, and were) of the subject in a sentence. For example:

- They are always prepared in emergencies.

The verb "are" refers to the state of being of the pronoun "they", which is the subject in the sentence.

5. **Adverb**

Just like adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb. For example:

- Annie *danced* gracefully.

The word "gracefully" tells how Annie *danced*.

6. **Preposition**

This part of speech basically refers to words that specify location or a location in time. Examples of prepositions: *above, below, throughout, outside, before, near, and since.*

7. **Conjunction**

The conjunction is a part of a speech which joins words, phrases, or clauses together. Example of conjunctions: *and, yet, but, for, nor, or, and so.*

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8. Interjection

This part of a speech refers to words which express emotions. Since interjections are commonly used to convey strong emotions, they are usually followed by an exclamation point. Sample sentences:

- *Ouch*! That must have hurt.
- *Hurray*, we won!
- *Hey*! I said enough!

The italicized words attached to the main sentences above are examples of interjections.

From the statements above, the researcher concludes that there are eight parts of speech, they are; noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. In this research, the researcher will only focus on noun because noun is the simplest among the eight parts of speech, which is why it is the first ones taught to students.

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D. Concept of Noun

1. Definition of Noun

Noun is part of speech that can be seen, tasted, smelt, touch, and heard. Noun is also a concept or idea, such as, love, peace, hate, and justice. Ehrlich states that noun is the name of person, place, thing, quality, activity, concept, or condition.[15]

[15] Eugene Ehrlich And Daniel Murphy, *Schaum's Outlines of English Grammar*, (Second Ed.), (New York: MC Graw Hill, 1991), p. 17.

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In traditionally, Nordquist defines noun as the part of speech (or word class) that names or identifies a person, place, thing, quality or activity.[16] From definitions above, it can be said that noun is a word which is used to name or identify a person, thing, and idea. Such as, *people, towns, buildings, rivers, mountains, books, magazines, boy, girl, teacher, coach, dog, cat, mouse, school, museum, restaurant, table,* and *chair.*

Noun is not only name of thing and concept or idea. Gucker also states that noun word that is the name of thing, quality, person, etc and can be the subject, or object of a verb.[17] It means, generally the subject of a sentence is the thing that comes right before the verb. In sentence "*The Catty ate my fish*," the subject is "*the Catty*." It comes right before the verb (ate).

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As an addition, noun is a member of a syntactic class.[18] That statement is supported by Frank state who says that the noun is arrangement with the verb help to form the sentence core which is essential to every complete sentence.[19] It means that noun is important and also often appearing in a sentence or in a paragraph and can modifier of another noun such as the word *glass shoes*, noun *glass* modifying noun *shoes* also word *spy glass*, noun *spy* modifying noun *glass*.

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[16] Richard Nordquist, *Noun Glossary of Grammatical and Rhetorical Terms*, http://www.grammar.about.com/od/mo/g/nounterm.htm, accessed on May 28, 2015, at 09.30pm.

[17] Gucker, *Loc. Cit.*

[18] *What Is Noun*?, http://www.01.sil.org/linguistics/glossaryoflinguisticterms/whatisANoun.htm, Accessed on May 28, 2015, at 09.30pm.

[19] Frank, *Op. Cit.*, p. 6.

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In summary, noun is everything can see, smell, taste and touch or can talk about and show people, objects, places, plants, animals, ideas andso on and noun comes with article *a, an* or *the.* A thing in this definition can be a physical entity or it can be an abstract idea. A noun may be used as a subject of a sentence, as a direct object, as an indirect object, or it may be used as the object of a preposition.

2. Function of Noun

Noun is not only a thing but can be the subject or object of word. According to Ehrlich and Murphy, there are seven functions of noun. They are Subject of verb, Direct object of a verb, Object of preposition, Object of a verbal (gerund, infinitive, participle), Indirect object of a verb, Predicate complement (complement of a copulative verb), and Modifier of another noun.[20] From seven noun functions above, it means a noun has many functions in a sentence as a subject, direct object, indirect object, complement, object of a verbal or object of a preposition also as a modifier of another noun.

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For example, noun as subject: *Blackhawk was a famous American Indian. Blackhawk* is the name of a person. A noun that represents the name of a person. Noun as direct object*: Mr. Liu washed the car.Mr. Liu* washed what? Answer: *car*. *Car* is the direct object of the verb washed.

[20] Ehrlich and Murphy, *Op.Cit*, p. 18.

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3. Types of Noun

a) Types of Noun According to Mark Lester

Lester classifies noun in two types, they are: Countable noun and Uncountable noun. Countable noun means that we can make the noun plural and use number words with the noun. Uncountable noun means that we cannot count these nouns with number words or make them plural.[21] In summary, the words that can be counted refer to the countable noun. For example, the *dogs* are in the park. We can also use number words with *dogs*; *one dog, two dogs, three dogs,* and so on. The words that cannot be counted refer to the uncountable noun. For example, the abstract noun *luck* cannot be counted: we cannot say *one luck, two lucks, three lucks,* and so on.

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b) Types of Noun According to Marcela Frank

Frank classifies noun in two types, they are; concrete and abstract noun. Concrete noun is a word for a physical object. An abstract noun is word for a concept.[22] It means that a concrete noun can be perceived by the senses such as, see, smell, taste, hear or touch. An abstract noun is an idea that exists in minds only. For example, *qualities, relationships, theories, conditions* and so on. From the statement above, countable and uncountable noun also can be called as abstract and concrete noun.

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[21] Mark Lester, *English Grammar Drills*, (New York: McGraw Hill, 2009), p. 4.
[22] Frank, *Loc. Cit.*

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c) Types of Noun According to Eugene Ehrlich and Daniel Murphy

Based on Ehrlich and Murphy, nouns are classified as proper nouns or common nouns. A proper noun is the name of a specific person, place, or thing and a common noun is the name used for any unspecified member of a class of persons, places, things, qualities, or concepts.[23] Proper noun is more specific than common noun. For example, *flower* is common noun and the proper noun of flowers is *tulip, jasmine, rose etc.*

d) Types of Noun According to Philip Gucker

Gucker classifies noun in three types, those are;[24]

a. Proper Noun

The name of a particular person, place, or thing is called a proper noun. The first letter of such a word is capitalized. Capitalize people's names, names of political and geographical places, names of particular buildings or streets or events, languages, nationalities, or religions. Such as, *North America, Irishman, American Indian, Roman Catholic* etc.

b. Plural Noun

1) Most nouns add *s* to form the plural*: tool, tools; subject, subjects.*
2) Nouns ending in *s, x, z, sh,* and *ch,* add *es* to form the plural; otherwise they would be unpronounceable: *loss, losses; tax, taxes; church, churches.*

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[23] Ehrlich and Murphy, *Op.Cit*, p. 25.
[24] Gucker, *Op. Cit*, p. 43.

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3) Some nouns ending in *o* preceded by a consonant, add *es* to form the plural: *echo, echoes; hero, heroes; potato, potatoes.* But some such nouns, particularly musical terms form the Italian, take only *s: piano, pianos; cello, cellos; soprano, sopranos;* and words ending in *o* preceded by a vowel take *s: cameo, cameos; folio, folios; radio, radios.*
4) Some nouns ending in *f* or *fe* change the *f* to *v* and add *es* (or *s* if there is already an *e*) to form the plural: *calf, calves; half, halves; knife, knives.*
5) But other nouns ending in *f* or *fe* are regular: *belief, beliefs; safe, safes.*
6) Noun ending in *y* preceded by a consonant change the *y* to *I* and add *es* to form the plural: *army, armies; fly, flies; lady, ladies.*
7) But noun ending in *y* preceded by a vowel are regular: *toy, toys; donkey, donkeys.*
8) Special plural: No change (*sheep, sheep; deer, deer; fish, fish),* Internal changes *(foot, feet; tooth, teeth; mouse, mice; man, men)* and adding *en(ox, oxen; child, children).*
9) Most nouns preceded by a/an can be called singular noun. For example, *a book, a bag, an apple* and *an orange.*

c. Possessive Noun

The term possessive for English nouns is sometimes misleading, but it is the term in common use. The possessive form may show ownership, but it often conveys other ideas. For example, *the woman's hat, Helen's ambition, her aunt's death.*

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From classification of noun above, it can be concluded that there are seven types of nouns. Types of noun based on it can be count and cannot be count, they are; Countable Noun and Uncountable Noun or Concrete and Abstract Noun. Types of noun based on number, they are; Singular and Plural Noun. Types of noun based on form, they are; Proper and Common Noun also Possessive Noun that show ownership.

E. Concept of Teaching Noun

Teaching vocabulary is clearly more than just presenting new word and not easy to do. Some people think that teaching vocabulary especially noun only waste the time because noun number is unlimited. The English teachers better teach English vocabulary especially in teaching noun first than other aspect such as grammar, speaking, reading, listening and writing. It supported by Thornbury who says that "you can say very little with grammar, but you can say almost anything with words."[25] If the students know more vocabulary, it will be easy for them to learn another aspect of language and they can say anything although without correct grammar.

The students must continue to learn words. As an addition, Dellar and Hocking say on Thonbury's book, "if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn

[25] Thornbury, *Loc.Cit*.

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more words and expressions."[26] So, the teacher should teach more words and expression to the students in order students' English will be more improve than spend the time only to study about grammar.

In teaching vocabulary every teachers have a purpose, according to the Pikulski and Templeton, "One reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised."[27] From the statement above, it can be said that the purpose of teaching vocabulary is to facilitate the students to understand the meaning of the text that they read.

Noun is one parts of speech and so important in writing. It is supported by Frank states that noun is one of the most important parts of speech.[28] So, to learn noun needed a media or technique to stimulate students' activity in the classroom and easy to memorize the noun. It is based on Vidovic states that from the abundance of activities between which an English teacher can choose regarding the instruction of grammatical categories and songs may perhaps seem the most appropriate due to their appeal.[29] These activities contribute to breaking the

[26] *Ibid.*

[27] John J. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*, (Houghton Mifflin: 2004), p. 5.

[28] Frank, *Op. Cit*, p. 6.

[29] Ester Vidovic and Morana Drakulic, *Teaching The Concept of Singularity and Plurality of Nouns Within English Lessons To Children Of An Early Age*, (Kroasia: 2010), p. 147.

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monotony of lessons, can be easily linked with kinetic activities and stimulate creativity as they offer the option of implementing various activities in class.

Noun is important in a sentence, the learner should know the complexity of words, and the teacher should decide how to teach noun in the class. According to Thornbury here are the five factors that are related to teach set of words that must be considered by the teacher:

a. The level of the learner

b. The learner likely familiarity with words

c. The difficulty of items

d. Their teaching ability

e. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).[30]

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To teach noun in the class, teacher must know level of the students. In selecting a song, teacher must have to consider the difficulties of noun weather the noun easy to understand and familiar for the student.

From the statement above, it can be seen that students have different level and teacher encourages their students to gain success in learning the language. The method or technique might be one motivating them in teaching language. There are many ways on teaching noun mostly English teacher uses. Such as game, picture, song, etc. Teacher knows that in presenting the new noun the English

[30]Thornbury, *Op.Cit*, pp. 75-76.

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teacher cannot give the students list of words, but they should be creative to manage and introduce the words with a good and appropriate way.

F. Concept of Media

Media is a tool or mediator that has function to bring or send information from sender (teacher) to receiver (student). Arsyad states that mediaishuman, material or events that establish the conditions that enable students to acquire knowledge, skills or attitudes.[31] In other word, teacher, textbook and school environment is media. In addition Asyhar says that the function of media as a strategy and assist equipment in teaching learning process.[32] It means that media has a function as a strategy and assist equipment to teach. For more specific, media in teaching and learning process is defined as the tools or the means used to convey the material.

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In teaching and learning process, the teacher needs a media to make students more interested and eager to learn. According to Hamalik in Asyhar, using media in teaching and learning process can generate desire and new interest, generate motivation and stimulation of learning activities, and bring psychological effects on students.[33] That means, using media in teaching and learning greatly helping process of learning and convey the material. Besides generate motivation,

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[31] Azhar Arsyad, *Media Pembelajaran*, (Revision Ed.), (Jakarta: PT Raja Grafindo Persada, 2013), p. 3.

[32] H. Rayandra Asyhar, *Kreatif Mengambangan Media Pembelajaran*, (Jakarta: Referensi Jakarta, 2012), p. 27.

[33] *Ibid*, p. 19.

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teaching media also can help students improve comprehension and convey the material with attractive.

Using media in teaching and learning process have many functions, Sudjana and Rivai in Asyhar state that there are four functions of media in teaching and learning, those are:

a. Learning will be more attractive and motivate students to learn.
b. Learning materials will be clearer and easier for students to understand.
c. Teaching methods will be varieties not only verbal communication so students will not feel bored.
d. Students can be more active in the classroom.[34]

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In addition Daryanto notes that there are some functions of media:

1) To make the message clear.
2) To handle the limitation of room, time, energy, and the five of senses.
3) To gain the motivation of learning, interacting directly between the students and the learning sources.
4) To make the students be appropriate with skills and the ability of visual, auditory, and kinesthetic.
5) To give the same stimulation, experience and perception.
6) To deliver the message of the lesson to the students.[35]

[34] *Ibid*, p. 28.

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According to theories above, it can be inferred that media is inseparable from the learning process because media has important function to clarify the presentation of material and information. So, media can facilitate and enhance the learning process and results also attract students' attention in the classroom.

G. Concept of Song

Song is short piece of music with words that you sing. Everyone enjoys with song everywhere, at home, while travelling or while studying. So teachers can use song to open or close the lesson, to illustrate themes and topics or to present new vocabulary. Bannet states that students go into music because of passion.[36] It means that music will motivate students and easy to learn English because with music or sing a song student will not feel bored.

Song help students to memorize the words in unique ways, according to Holmes and Moulton in Rosova say, "Song grasps our imagination, emotions and intellect with equal force regardless of our language backgrounds."[37] It can be said that song help students to memorize the words by stimulating their imagination, emotion and intellect.

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[35] Daryanto, *Media Pembelajarn*, (Bandung: PT. Sarana Tutorial Nurani Sejahtera, 2011), p. 5.

[36] Dawn Bannet, *Understanding The Classical Music Profession*, (Australia: Ashgate, 2008), p. 57.

[37] Veronika Rosova, *The Use of Music in Teaching English*, (London: Masaryk Press, 2007), p. 14.

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There are many types of songs which can be used in the classroom, they are: classical, pop, rock, metal, country, hip hop, ballads, dance, love and gospel.[38] Teacher must choose one type of songs to teach in the classroom appropriately with the grade of students. Songs, which including both lyric and music, can stimulate students' motivation to learn and help students to get ideas when they teach noun. Teachers can apply song in teaching learning process provide an active process for the students because they are intended to sing. Song is fun, and using song as a medium will make the students enjoy in lesson. Song is good media to motivate students to be more interest to learn English.

pdfelement

Lynch states there are some reasons that songs can work exceedingly well in the foreign language classroom include the following:

a. Songs almost always contain authentic, natural language.

b. A variety of new vocabulary can be introduced to students through songs.

c. Songs are usually very easily obtainable.

d. Songs can be selected to suit the needs and interests of the students.

e. Grammar and cultural aspects can be introduced through songs.

f. Time length is easily controlled.

g. Students can experience a wide range of accents.

h. Song lyrics can be used in relating to situations of the world around us.

i. Students think songs are natural and fun.[39]

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[38] *Types of Songs*, http://www.buzzle.com/articles/types-of-songs.html,accessed on April 8, 2015, at 09.44pm.

[39] Larry Lynch, *Using Song to Teach English*, http://www.eslbase.com/articles/songs accessed on April 9, 2015, at 05.00pm.

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Based on reasons above, songs are useful. Songs contain authentic languages which are easily obtainable, provide vocabulary, grammar and cultural aspects and also fun for students. In order students can be more active to practice English with their friends in and out of classroom. Students often find a poetic text and a lyrics poem language in the song lyrics that use slang words that can enrich students' knowledge about the literature language.

According to Lo and Li's article, songs are invaluable tools to develop students' language abilities in listening, speaking, reading and writing and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs and so on.[40] Based on that explanation, song is recommended for teaching vocabulary, grammar, pronunciation, adjective, adverb, verb, etc. Moreover, song can be used to teach English from elementary level until high level or for adult.

pdfelement

The researcher assumes that song is needed by teacher to help students learning English because song can improve students' interest. English teacher would be able to create the class to be enjoyable situation and use some techniques or media to motivate students to more enjoy in the classroom and also more active in oral communication by using song.

[40] Regina Suk Mei Lo and Henry Chi Fai Li, *Songs Enhance Learner Involvement: Materials Development,*Volume 36 Number 3, (1998), p. 8.

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H. Concept of Teaching Noun through Song

In Indonesia, most of English students have difficulties in learning English, students are less motivated in studying English because students believe that English is difficult. In that case, as English teachers need to be responsive to students' condition, the teachers should make students enthusiastic in learning English. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.[41] So, teacher as facilitator in learning process should think creatively to make English can be learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

pdfelement

Media is important in teaching learning process. Asnawir and Usman say that teaching media are used to convey teaching messages and stimulate students to learn.[42] In other word, teaching media are used by the teacher to convey the teaching material to the students and stimulate students to learn in the classroom.

According to Asnawir and Usman, there are 4 classifications of teaching media, those are:

a. Visual aids; it is media that can be seen such as filmstrip, transparency, micro projection, chart, globe, map etc.

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[41] H. Douglas Brown, *Principles of Language Learning and Teaching*, (Fourth Ed.), (New York: Pearson Education, 2005), p. 7.

[42] Asnawir and Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 10.

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b. Audio aids; it is media that can be heard such as phonograph record, radio, tape recorder etc.
c. Audio Visual aids; it is media that can be seen and heard such as film, television etc.
d. Drama, role play, sosiodrama etc.[43]

According to explanation above, song can be classified as audio aid because it can be heard like in radio and tape recorder. In other hand, media are needed in teaching learning process.

Students think song is a relaxing or fun part of lesson, "using song is a really great way to improve your pronunciation and grammar, and you are likely to learn and remember new vocabulary and idioms."[44] It can be interpreted singing along English song will help students to learn how to pronounce English words correctly and learn more vocabulary quickly.

From several definitions above, the researcher concludes that media are important in teaching learning process. It makes students easily to catch the material and the teaching learning process will be more various so that the students enjoy it. Students also will be more active in giving response to the teacher's explanation.

pdfelement

[43] Asnawir and Usman, *Op.Cit.*, p. 29.

[44] Bloomsbury International, *Learning English with Songs*, http://www.esolcourses.com/topics/learn-english-with-songs.html.Accessed on August, 06, 2015 at 09.00am.

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I. Procedures of Applying Song in Teaching Noun

Procedure of applying Song in teaching noun by using Project Based Learning:

a. Start with the essential question.

b. Design a plan for the song. Planning is about rules, the selection of activities that can support in answering the essential question, by integrating a variety of subjects as possible, and to know the tools and materials that can be accessed to assist the completion of the song.

c. Create a schedule. Activities in this stage include: (1) create a timeline for completing the song, (2) make the deadline completion of the song, (3) bringing learners in order to plan a new way, (4) guiding learners when they make a manner that is not related to song, (5) require learners to make reason about the election in some way.

d. Monitor the students and the progress of the song.

e. Assess the outcome.

f. Evaluate the experience.[45]

From the procedure above, the researcher assumes that students will be easy to understand the material and easy to memorize the noun also will not feel bored in the classroom.

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[45] *Edu Mipa Mania Menyenangkan*, http://erwanherwandy.blogspot.co.id/2013/09/v-behaviorurldefaultvmlo.html Accessed on October, 17, 2016 at 11.30am.

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J. The Advantages and Disadvantages of Song

According to Brewster in Nurhayati, there are three advantages of using song in the classroom, those are:

a. Linguistic resource, in this case the song became a media introduction of new languages and media for strengthening grammar and vocabulary.
b. Affective/psychological resource, beside fun, the songs are also able to motivate students and enhance a positive attitude towards English.
c. Cognitive resource, songhelp improve memory, concentrationis also coordination.[46]

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In other hand, the use of song in teaching learning process also has disadvantages. Those are:

1) Song disturbs concentrations when applying to people who hate a genre of song.
2) Song can hurt eardrums if it is set up so loud.[47]

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

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[46] Lusi Nurhayati, *Penggunaan Lagu dalam Pembelajaran Bahasa Inggris untuk Siswa SD; Mengapadan Bagaimana?,*Majalah Ilmiah Pembelajaran, Volume 5, Number 1, (May 2009), p. 67.

[47] Lary Lynch, *Loc. Cit.*

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also can be solved, the teacher should choose appropriate genre for the students and not set the volume of music too loud.

K. Concept of Picture

Picture is something that has an image of an object also imitation from the real things which can give a clear description about the problem described. Picture is a medium that can be used to get information and to express the idea. Wright said that picture can represent non-verbal sources drawn on the blackboard or paper.[48] It means that picture can be classified as visual aids because it can be seen. It is will help the teacher to explain new foreign words. Beside that, it will help the students easier to understand the new foreign words or vocabulary.

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Picture usually is used by the teacher in teaching learning process. Pictures have been used to help students understand various aspects of foreign language. The pictures have motivated the students made the subjects clearer, and illustrate the general idea and forms of an object or action which are particular to a culture.[49] Besides pictures as visual aid it can be used as a tool communication between teacher and students in teaching learning process.

Picture makes something more interesting for the students. It also can be used in creating situation for noun class more clearly. Pictures as aids are clearly in

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[48] Andrew Wright, *Pictures for Language Learning*, (New York: Cambridge University, 1989), p. 137.

[49] *Ibid*, p. 136.

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dispensable for language teacher since they can be used in many ways. The teacher can teach noun easily through pictures. According to Richard, picture is a dictionary in which meanings are shown entirely through illustrations such as pictures or photographs. Picture dictionaries usually seek to explain the words in a basic vocabulary and words are normally grouped by topic or situation.[50] Using picture for the student is to gives student an opportunity to practice the language in real context or in situations in which they can use it to communicate their idea and to help the students understand in writing. By using picture students can be guided and can be more easily to express their feeling about the picture marked.

Based on the theories above, the picture as media in teaching noun is a tool that used to give an explanation, understanding, or understanding of an object in the mastery of noun in foreign language learning, especially for the students in beginners. The picture will greatly help the students to understand directly about the meaning of the words from a picture, so they will be easier to learn and easier to remember new noun.

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L. Concept of Teaching Noun through Picture

In teaching noun, there are several methods and several of the media. There is the picture as media in teaching noun. Most of English students have difficulties in learning English. In this case, English teachers need to be responsive to students'

[50] Richards and Schmidt, *Loc. Cit*., p. 437.

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condition. Many language teachers are as concerned to help their students to develop as people and in their ability to use the foreign language.[51] It means that language teacher have a role as a communicative teacher.

In presenting the meaning of the words to the students, the teacher usually use picture. Picture is to imagine something clearly, such as a person or scene, produced on a surface, as in a photograph, painting, etc.[52] The picture is considered as an easy way to teach noun. By looking at the picture, students will be easily aroused to remember the pictures that shown to them.

Based on the explanations above, picture is one of visual aids that is used by teacher in teaching and learning process. Picture will help to get the students' understanding about new noun. It is because the students really like something with a picture and bright of the color, so the picture will help student to makes more easily in the learning. The picture which will use in the classroom should be clear and big enough to see. It should be relevant to the topic which is being discussed and being appropriated with the students' knowledge.

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M. Procedure of Teaching Noun through Picture

Procedure of applying Picture in teaching noun by using Project Based Learning:

a. Start with the essential question.

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[51] Wright, *Loc. Cit.*

[52] Edinburgh Gate, *Active Study Dictionary*, (Fifth Edition), (England: Pearson Longman, 2010), p. 665.

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b. Design a plan for the picture.

c. Create a schedule. Activities in this stage include: (1) create a timeline for completing the picture, (2) make the deadline completion of the picture, (3) bringing learners in order to plan a new way, (4) guiding learners when they make a manner that is not related to picture, (5) require learners to make reason about the election in some way.

d. Monitor the students and the progress of the picture.

e. Assess the outcome.

f. Evaluate the experience.[53]

From the procedure above, the researcher assumes that picture can motivate student because using picture the students will be easy to memorize and understand the meaning.

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N. The Advantages and Disadvantages of Picture

According to Wright, picture has a major role to play in the development of student skills in listening and reading. There are two reasons in particular for this:

a. The meanings we derive from words are affected by the context they are in.

b. It is often helpful if the students can respond to a text non-verbally. [54]

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[53] *Edu Mipa Mania Menyenangkan*, http://erwanherwandy.blogspot.co.id/2013/09/v-behaviorurldefaultvmlo.html Accessed on October, 17, 2016 at 11.30am.

[54] Wright, *Op. Cit.*, p. 136.

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The disadvantages of using pictures are:

1) Sizes and distances are often distorted.
2) Lack of color in some picture limits proper interpretations.
3) Students do not always know how to read pictures.

Based on the advantages and disadvantages above, there are many advantages of using picture in teaching, such as pictures can represent or contribute much to the creation of contexts in the classroom and pictures provide an opportunity for non-verbal response. Besides advantages, picture as a teaching aids have disadvantages or limitation. If the size and color of the picture are limit proper interpretations, it can be the students mistake in read the picture

Besides advantages there are disadvantages of using picture in teaching and learning process. The researcher assumes that the teacher has to prepare himself/herself to make a picture or to find a good picture. It causes, if the picture is small and unclear, it will limit the students' interpretation and become a problem in teaching and learning process.

O. Frame of Thinking

Vocabulary is one of important part in learning a language, because without vocabulary it is difficult to communicate with each other. Noun is one of component vocabulary and one of part of speech. Noun is a word which is used to name or identify a person, thing, and idea.

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Teaching noun can be defined as teaching in which students deal with words through various ways used by the teacher. However, not all of ways are appropriate for the students' level and needs, therefore teacher should have the ability to choose the appropriate way and implement in teaching learning process to obtain goal. The use of interesting aids is necessary to motivate the students to learn, such as using song or picture. English teachers are expected to be able to motivate their students in learning English.

Song is one of audio aids because it can be listened without watching the picture. Students really enjoy listen to song. Using media in teaching and learning process can develop interest, build the motivation and stimulate students in learning noun. Sometimes, students feel bad mood, stress that can influence psychological aspect. Another aid that can be used in teaching noun is picture.

Picture is one of visual aids because it can be seen. Pictures have motivation the students, made the subject clearer to understand, and illustrated the general idea. Using picture in teaching and learning process can improve students' understanding in learning noun. Also by using picture in teaching noun is expected to be effective helpful in teaching learning process, so the students become easy in understanding and studying English.

The researcher assumes that by using English songs in teaching noun are better than by using picture because the students will have more motivation and

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attention to the lesson presented by the teacher than using picture. And also, the students will be easier to remember and understand the new noun. Furthermore, the researcher believes that teaching noun through English song will create a good atmosphere in the classroom. It will be able to bring the students into interesting situation and they will not realize that they are actually learning. Thus, teaching noun through song is expected that students' noun mastery will be better.

P. Hypothesis

Based on frame of thinking above, the researcher formulates the hypothesis as below:

H_o : There is no significant influence of using song towards students' noun mastery at the second semester in seventh grade of MTs Negeri 2 Bandar Lampung in 2015/2016 academic year.

H_a : There is a significant influence of using song towards students' noun mastery at the second semester in seventh grade of MTs Negeri 2 Bandar Lampung in 2015/2016 academic year.

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CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative approach which is intended to see the students' ability which was taught by using song. In collecting the data, the researcher used experimental method. Sugiyono states that generally research method is a scientific way to get data for certain purpose and target.[1] According to Setiyadi, experimental research has three criteria, namely: 1) there is a control class, 2) both experimental and control group chosen randomly, 3) pre test given to know the students' achievement before treatment.[2] So in this study, the researcher used two classes. The first was the experimental class which received the treatment by using song and the other one as the control class which was taught by using picture.

In this research students in control class were given treatment (O) by using picture and the students in experimental class were given treatment (X) by using song. The design is illustrated as follows:

[1] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Cet. Keenam), (Bandung: Alfabeta, 2008), p. 3.

[2] Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kualitatif dan Kuantitatif*, (Cet. Pertama), (Yogyakarta: Graha Ilmu, 2006), p. 141.

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G_1 (random) T1 X T2

G_2 (random) T1 O T2

Which :

G1 : The first group (Experimental class) which received the treatment of song.
G2 : The second group (Control class) which was taught by using picture.
T1 : Pre test. This test was given to see the students' initial ability.
T2 : Post test. This test was given after the treatments to see the result after applying the treatment.
X : Treatment by using songs.
O : Treatment by using picture.[3]

B. Variable of the Research

Variable is everything which is specified by the researcher to be studied, so that the researcher can get information from it then he can make conclusion of the study.[4] There were two variables that was investigated in this research, those are:

1. Independent variable

Independent variable in this research was song that was symbolized by (X).

2. Dependent variable

Dependent variable in this research was the students' noun mastery that was symbolized by (Y).

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[3] *Ibid*, p. 142.
[4] Sugiyono, *Op.Cit*, p. 60.

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C. Operational Definition of Variable

The operational of variables were as follows:

1. Song was invaluable tools to develop students' language ability and variety of language items especially to learn noun. Song was an audio aid because it can be heard which asked students to circle the words that they hear.

2. Students' noun mastery was the students' ability to understand the types of noun, including singular and plural noun, countable and uncountable noun. It was indicated by students' score of noun that was achieved from the test.

D. Population, Sample, and Sampling Technique

1. Population

The population is the whole subject that is studied in the research. It is supported by Sugiyono who states that population is all subject of the research.[5] So, population of this research was all students at the second semester of the seventh grade at MTs Negeri 2 Lampung Selatan in 2015/2016 academic year. The total numbers of population were 212 that consist of 6 classes.

[5] *Ibid*, p. 117.

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Table 2
Population of Research of the Seventh Grade Students at MTs Negeri 2 Lampung Selatan in 2015/2016 Academic Year

Classes	Classification		Total
	Male	Female	
VII.A	19	13	32
VII.B	27	09	36
VII.C	17	18	35
VII.D	13	24	37
VII.E	15	21	36
VII.F	20	16	36
Total	**111**	**101**	**212**

Source: document of MTs Negeri 2 Lampung Selatan

2. Sample

Sample is part of population. According to Sugiyono "sample is part of the amount and characteristic which is owned by population."[6] Sugiyono also states that a good sample is one that is reprehensive of the population from which is selected.[7] Based on two definitions above, it can be concluded that sample is the several of population that represents the population that will be studied. In this research, the researcher took two classes, one as the experimental class and the other one as control class. They were VII D as a control class consisting of 37 students and VII E as an experimental class consisting of 36 students.

3. Sampling Technique

In this research, the researcher took sample from the population of research by using cluster random sampling technique because the population is in groups and

[6] *Ibid*, p. 118.
[7] *Ibid.*

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considered homogenous.[8] Steps in determining the experimental class and control as follows:

1. The researcher made a kind of lottery.
2. The researcher prepared five pieces of paper consisting of the five classes, VII.B, VII.C, VII.D, VII.E, and VII.F.
3. The papers were rolled and put into glass after that the researcher was going to shake and choose the experimental class first by putting one of them out the glass randomly.
4. The researcher did the same way to choose the control class.

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E. Data Collecting Technique

The researcher used test as a technique in collecting the data. Arikunto defines test as a number of statements or questions used to measure skill, knowledge, intelligence, or talent belonged to individual and group.[9] Based on the definition above, the researcher used test to collect the data. The researcher used pre-test and post-test.

1) Try-out test

The try-out test is administered to know the quality of the test in order to take the data. The try-out test was conducted at the first meeting in the try-out class. This

[8] *Ibid*, p. 120.
[9] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p. 354.

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research used the result of the try-out test to measure the level of difficulty and discrimination power, to find out the validity and reliability.

2) Pre –test

Pre-test is administered to know the students' noun mastery before the treatment. The test was done by asking students to choose the best answer and the scoring was done by the researcher and English teacher. The result of the test was written in the scoring column on the paper.

3) Post-test

Post-test is administered to know the students' noun mastery after the students are given the treatment. The researcher used test where the students was asked to choose the best answer. The system and the difficulty of post-test were same as pre-test, because both of them were used to measure the students' noun mastery. The result of the test was written in the scoring column on the paper.

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F. Instrument of the Research

In this research, the researcher used a multiple choice test which was adopted from http://supersimplelearning.com/ that consists of 40 items of multiple choices to get the data about noun mastery that includes of countable and uncountable noun, singular and plural noun. In this case, the students classified noun based on

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the types of noun. The specification of test for pre-test and post-test items after validity test as follows:

Table 3

The Specification of Test for Pre-test after Validity Test

Subject	Test		Total	Distribution		Total
	Odd	Even		Odd	Even	
Singular Noun	5	7	12	7,9,21,23,39	6,12,18,26,28,38, 40	12
Plural Noun	7	5	12	1,13,17,19, 33,35,37,	4,14,22,24,34	12
Countable Noun	4	4	8	3,5,27,29	2,8,10,20	8
Uncountable Noun	4	4	8	11,15,31,25	16,30,32,36	8
Total	**20**	**20**	**40**	**20**	**20**	**40**

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Based on the table 3 above, the pre-test items after validity with singular noun are 12 items consisting of 5 odd numbers and 7 even numbers; the items with plural noun are 12 items consisting of 7 odd numbers and 5 even numbers; the items with countable noun are 8 items consisting of 4 odd numbers and 4 even numbers; the uncountable noun are 8 items consisting of 4 odd numbers and 4 even numbers. The total of the pre-test and post-test items after validity are 40 items with 20 odd numbers and 20 even numbers.

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Table 4

The Specification of Test for Post-test after Validity Test

Subject	Test		Total	Distribution		Total
	Odd	Even		Odd	Even	
Singular Noun	7	5	12	1,3,7,11,19,21,35	6,18,20,22,36	12
Plural Noun	5	7	12	5,9,13,17,39	2,16,14,28,30,32,38	12
Countable Noun	4	4	8	15,29,31,33	4,12,34,40	8
Uncountable Noun	4	4	8	23,25,27,37	8,10,24,26	8
Total	**20**	**20**	**40**	**20**	**20**	**40**

Based on the table 4 above, the post-test items after validity with singular noun are 12 items consisting of 7 odd numbers and 5 even numbers; the items with plural noun are 12 items consisting of 5 odd numbers and 7 even numbers; the items with countable noun are 8 items consisting of 4 odd numbers and 4 even numbers; the uncountable noun are 8 items consisting of 4 odd numbers and 4 even numbers. The total of the pre-test and post-test items after validity are 40 items with 20 odd numbers and 20 even numbers.

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G. Research Procedure

This research was conducted in four steps; they are as follows:

1. Planning

The researcher was applying the research procedures, the researcher made some planning to run the application well. The procedure of making planning of this research can be seen as follows:

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a. Determining the subject

The researcher determined the subject in this case the researcher was chosen the second semester of seventh grade of MTs Negeri 2 Lampung Selatan as the subject of the research. One class was as the experimental class and another was as the control class.

b. Administering try-out

The researcher prepared a kind of test (called try-out) that was given to the students. The researcher prepared try out test for pre-test and post-test, each consists of 50 items. The try-out test was given to a class, out of sample. Then the researcher evaluated the test items to get good item that gave in pre-test and post-test.

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c. Administering pre-test

The pre-test was given to the students to know the students' noun mastery before having the treatments.

d. Determining the material

The researcher determined the material that was taught to the students and the material was noun.

e. Preparing the treatment

The researcher taught using song as a media to increase students' noun mastery in experimental class and taught using picture in control class.

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f. Preparing the post-test

The post-test was given to the students to know the students' noun mastery after having the treatments.

g. Analyzing the data

In analyzing the data, the researcher arranged the data systematically into a scoring table based on the pre-test and post-test aimed to see the different of students' achievement before and after having the treatment.

2. Application

After making the planning, the researcher tried to apply the research procedure which had been already planned. There were some steps for doing this research as mention below:

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a. In the first meeting, the researcher gave try-out.

This test was multiple choices that consist of 50 items. This test was given to the class out of sample of the research.

b. In the second meeting, the researcher gave pre-test.

The test was multiple choices. The total number of the test items was determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items used in the pre-test. After giving the pre-test to the students, the researcher conducted the treatment by using song in the experimental class and conducted the treatment by using picture in the control class. The researcher taught in both classes.

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c. In the last meeting, the researcher gave post-test.

The test was multiple choices. The total number of the test items was determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items used in the post-test.

3. Reporting

The next step in the research procedure was reporting. The steps were as follows:

a) Analyzing the data that were already received from try-out test.

b) Analyzing the data that were already received from pre test and post test.

c) Making a report of the findings.

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4. Scoring

The ideal highest score is 100. The scores of pre-test and post-test calculated by using the following formula:

$$S = \frac{n}{r} \times 100$$

Which: S : the score of the test

r : the total of the right answer

n : the total of items.

H. Validity and Reliability

To know whether the test is good or not, some criteria should be considered. The criteria of a good test are validity (content validity and construct) and reliability.

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1. Validity of Test

According to Arikunto, validity is a matter of relevance. It means that the test measures what is claimed to be measured.[10] That means the tests items said valid if they can investigate the data correctly. For measuring whether the test has a good validity or not, the researcher analyzed the test from content validity and construct validity.

a. Content validity

Make the items of test must be based on curriculum and syllabus, content validity is a type of evidence in which the content of test judged to be representative of a larger domain of content. To know whether the test has good validity or not, the items of the test were consulted to the expert. To get the content validity test, it tried to arrange the material based on the objectivities of teaching in the school based on curriculum for seventh grade of MTs N 2 Lampung Selatan.

b. Construct Validity

Construct validity is a type of external validity that refers to the extent to which the study represents the underlying construct. It means that the items should really show whether they have noun mastery that has been taught or not. The test items must really measure the students' noun mastery. To know whether the test has

[10] Arikunto, *Op. Cit*., p. 102.

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good construct validity, the items of the test were consulted to Mrs. Umi Yuliasari,S.Pd, as the English teacher of MTs Negeri 2 Lampung Selatan.

2. Reliability of Test

Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test scores are. Arikunto says, reliability shows that an instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.[11] In other word, good instrument is an instrument that can provide a steady data in accordance with reality and the result is consistent. In this case, the reliability of the test was calculated by using Anates. Anates is application program capable of calculating the analysis for multiple choice and essay of items quickly, easily and accurately.[12] It means that Anates is used to calculate the reliability of the test for multiple choice and essay of items quickly, easily and accurately. The criteria of reliability as follows:

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Table 5
Criteria of Reliability Test

0.800 – 1.000	Very high reliability
0.600 – 0.800	High reliability
0.400 – 0.600	Fair reliability
0.200 – 0.400	Low reliability
0.00 – 0.200	Very low reliability[13]

[11] *Ibid*, p. 142.

[12] Muchamad Arif, *Jurnal Ilmiah: Penerapan Aplikasi ANATES*, Madura: Universitas Trunojoyo Madura, 2014, p. 5

[13] Arikunto, *Op. Cit.*, p. 319.

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I. Data Analysis

To analyze the data, the researcher used parametric statistic. In the parametric statistics, there are assumptions which must be fulfilled; they are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric tests are significance tests which assume a certain distribution of the data (usually the normal distribution), assume an interval level of measurement, and assume homogeneity of variances when two or more samples are being compared. Most common significance tests (z tests, t-tests, and F tests) are parametric.[14] It means that to get a certain distribution of the data, the researcher has to do some tests such as normality test and homogeneity test.

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a. Normality Test

The normality tests are supplementary to the graphical assessment of normality.[15] The normality test is used to measure whether the data in the experimental class and control class are normally distribute or not. In this research, statistical computation by using SPSS (*Statistical Package for the Social Sciences*) of version 16 is used for normality test. SPSS is a comprehensive system for analyzing data. SPSS can take data from almost any type of file and use them to generate tabulated reports, charts and plots of distributions and trends, descriptive

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[14] G. David Garson, *Testing Statistical Assumption*, Statistical Associate Publishing, 2012, p. 8

[15] Arikunto, *Loc. Cit.*

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statistics, and complex statistical analysis.[16] It means that SPSS is a program that can be used to perform data entry and analysis to create tables and graphs. The criteria of normality test as follows:

The hypotheses formulas are:

H_o: The data are normality distributed.

H_a : The data are not normality distributed.

The criteria of acceptance or rejection of hypothesis for normality test are as follows:

H_o is accepted if sig. > $\alpha = 0.05$

H_a is accepted if sig. < $\alpha = 0.05$

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b. Homogeneity Test

After the normality test, the researcher did the homogeneity test. Homogeneity test used to know whether the data is homogenous or not. In this research, the homogeneity was calculated with statistical computation by using SPSS 16 (*Statistical Package for the Social Sciences*) of version 16 to calculate the levene statistic and anova. Levene statistic is test used to analysis such as regression for groups of data.[17] It means that levene statistic is used to test if samples have equal variances. And anova is used to compare differences of means among more than

[16] Marija Norusis, *SPSS Base 16.0 User's Guide*, Chicago: Prentice Hall, 2007, p 3.

[17] Andy Field, *Discovering Statistics using SPSS, (Third Ed.)*, (New Delhi: Sage, 2009), p. 150.

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two groups.[18] Specifically, anova compares the amount of variation between groups with the amount of variation within groups. The criteria of homogeneity test as follows:

The hypothesis for the homogeneity tests are:

H_o = data have homogenous variances

H_a = data have no homogenous variances

The criteria of acceptance or rejection of hypothesis for homogeneity test are as follows:

H_o is accepted if sig. > $\alpha = 0.05$

H_a is accepted if sig. < $\alpha = 0.05$

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2. Hypothetical Test

The researcher used the quantitative analysis to know whether there is significant influence of song towards students' noun mastery or not. In this case, statistical computation by using SPSS (*Statistical Package for the Social Sciences*) of version 16 was used for hypothetical test. The purpose of using SPSS of version 16 in this case is for practicality and efficiency in the study.

[18] Hengky Latan, *Aplikasi Analisis Data Statistik Untuk Ilmu Social Sains: dengan IBM SPSS*, (Bandung: Alfabeta, 2014), p. 132

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The hypotheses formulas are:

H_a : there is a significant influence of teaching vocabulary by using song towards students' noun mastery.

H_o : there is no significant influence of teaching vocabulary by using song towards students' noun mastery.

While the criteria acceptance or rejections of hypothesis are:

H_a is accepted if sig. $< \alpha = 0.05$

H_o is accepted if sig. $> \alpha = 0.05$

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CHAPTER IV
RESULT AND DISCUSSION

A. Situation of MTs Negeri 2 Lampung Selatan

1. Location of MTs Negeri 2 Lampung Selatan

MTs Negeri 2 Lampung Selatan is located on Jl. Raya Palas, Sukaraja, Kec. Palas, Lampung Selatan, Lampung.

2. Facilities of MTs Negeri 2 Lampung Selatan

For supporting the teaching learning process of MTs Negeri 2 Lampung Selatan has some classes and rooms. Based on the documentation of MTs Negeri 2 Lampung Selatan and observation that the researcher had conducted, the facilities of MTs Negeri 2 Lampung Selatan consisting of: headmaster's room, administration's room, teacher's room, classroom, library, laboratory, multimedia's room, toilet, mosque, well, sport field, fence, canteen, computer, study table, chair table, parking place, volley ball field, and sound system (see table 6).

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Table 6
Facilities of MTs Negeri 2 Lampung Selatan In the Academic Year of 2015/2016

No	Kinds of Facilities	Total
1	Headmaster's room	1
2	Administration's room	1
3	Teacher's room	1
4	Classroom	17
5	Library	1
6	Laboratory	1
7	Multimedia's room	1

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8	Toilet	5
9	Mosque	1
10	Well	1
11	Sport field	1
12	Fence	1
13	Canteen	1
14	Computer	10
15	Study table	314
16	Study chair	628
17	Parking place	1
18	Volley ball field	1
19	Sound system	1
Total		**988**

Source: Documentation of MTs Negeri 2 Lampung Selatan

3. Teachers of MTs Negeri 2 Lampung Selatan

Table 7
Teachers of MTs Negeri 2 Lampung Selatan In the Academic Year of 2015/2016

No	Name	Subject
1	H. Ansori, S.Pd.I	Islamic+Headmaster
2	Suwandi.AS	Sport+Social
3	Jazuli, S.Ag	Arabic
4	Hairuddin, S.Pd	English
5	Drs. Fathuddin	Arabic
6	R.M Zainurrahman, S. Ag	AqidahAkhlak
7	Suharti, S.Pd	Bahasa
8	Suwarno, S.Pd	Math
9	EllyHilmawati, S.Pd.I	Fiqih+District Language
10	Puji Lestari, S.Pd	Science
11	Asiyah, S.Pd	Bahasa
12	Jumirah, S.Pd	Civilization
13	Lasimin, S.Pd	Bahasa
14	AzharYulianto, S.Pd	Science
15	Abdul Rohman, S.Pd	Counseling
16	SupranHadi, S.Pd.I	Fiqih+Sport
17	NopaMarliza, S.Pd.I	Art
18	SitiRumainah, S.Pd	Science
19	Husin, S.Ag	Qur'an Hadist
20	Fauzan, S.Ag	Sport+AqidahAkhlak
21	Drs. Iftahuddin	Fiqih
22	ElenKomala, S.Pd	English
23	Samirah, S.Pd.I	Art

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24	SismanSahiri, S.Pd.I	Social
25	Mukhtar, S.Pd.I	Math
26	Nurhayati	Art
27	Burhan, S.Pd.I	Math
28	Ristio, S.Pd	Sport+Sains
29	Sunaryo, S.Pd.I	Arabic
30	YudiHaryanto, S.Pd	Bahasa
31	May Sundarwah, S.Pd.I	SKI
32	JokoSiswanto, S.Kom	ICT
33	Zainuddin, BA	Social
34	Elya Malinda, S.Pd.I	District Language
35	Erna Indrawati, S.Ag	SKI+AqidahAkhlak
36	LutFitriana, S.Pd	Social
37	UmiSaadah, A. Ma. Pd	Civilization
38	Nisa Amelia, S.Pd	English
39	Novi Dahlia, A. Md	Social+DistrictLangage
40	SitiMasitoh ZB, S.Ag	AqidahAkhlak+SKI
41	Ngatini, S. Sos	Social
42	Al Husna, S. Pd	Math
43	Jumeri, A. Ma	Qur'an Hadist
44	FahmiApriyanto, S.Pd	Science
45	MaryaElvi, S.Pd.I	AqidahAkhlak+Fiqih
46	WidiZulkarnain, A.Md	ICT
47	ErpinaPanduWinata, S.Pd	Bahasa
48	ArianiPutrisa, S.Pd	Social
49	Budiyanto	Qur'an Hadist
50	UmiYuliasari, S.Pd	English
51	Lismyanti, S.Pd	Math+Science
52	WuriAnggraini, S.Pd	English

Source: Documentation of MTs Negeri 2 Lampung Selatan

4. Students of MTs Negeri 2 Lampung Selatan

Table 8
Students of MTs Negeri 2 Lampung Selatan In the Academic Year of 2015/2016

No	Class	Total of Classes	Gender		Total
			Male	Female	
1	VII	6	111	101	212
2	VIII	6	115	111	226
3	IX	5	108	110	218
	Total	**17**	**334**	**322**	**656**

Source: Documentation of MTs Negeri 2 Lampung Selatan

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B. Research Implementation

The documentation was taken by the researcher to know about situation and condition of students and teachers of MTs Negeri 2 Lampung Selatan. This research was held at the seventh grade of MTs Negeri 2 Lampung Selatan in academic year of 2015/2016. Before conducting the research, the researcher asked permission to the headmaster and to the English teacher to get information on the students' ability in English.

Furthermore, the researcher conducted the research by the following steps:

1. Doing preliminary research
2. Determining the subject of the research, that is students at the seventh grade of MTs Negeri 2 Lampung Selatan
3. Determining sample of the research, by using cluster random sampling technique
4. Dividing the subject into two classes, that is experimental class and control class
5. Holding try out test to know the validity and reliability of the test, it was given to the class out of the sample
6. Holding pre-test in order to know students' noun mastery before had treatment
7. Analyzing the data that gotten from pre-test

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8. Performing the teaching and learning by using songs in experimental class and by using picture in control class
9. Holding post-test in order to know students' noun mastery after had treatment
10. Analyzing the data that gotten from post-test
11. Testing the hypothesis and making conclusion
12. Reporting result of the research.

C. Analysis of Data

1. Result of Test

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The research was aimed to know whether there is any significant influence of using songs towards students' noun mastery after they were given treatments by using songs as media in teaching learning process. The research was conducted in the seventh grade of MTs Negeri 2 Lampung Selatan. The total number of population was 212 students. Two classes were chosen as the samples, they were VII E as the experimental class and VII D as the control class.

Furthermore, the instrument of this research was the noun test in objective form with four multiple choice answer A, B, C, and D. The instruments are consisting of 40 items for pre test and 40 items for post test. Pre test was conducted on May 14th 2016 at 7.30 A.M for VII E as the experimental class, and May 14th 2016 at 09.00 A.M for VII D as the control class. The pre test was administrated to know the students' noun mastery before the treatment.

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After conducting three meetings of treatment, the researcher gaves post test to the samples. The post test was conducted on May 24th 2016 at 10.30 A.M in control class and May 24th 2016 at 12.30 P.M in experimental class.

2. Result of Pre test

The researcher conducted pre-test in order to see students' noun mastery before the treatment. The scores of the students' noun mastery that were tasted in pre-test can be seen in figure 1 and figure 2.

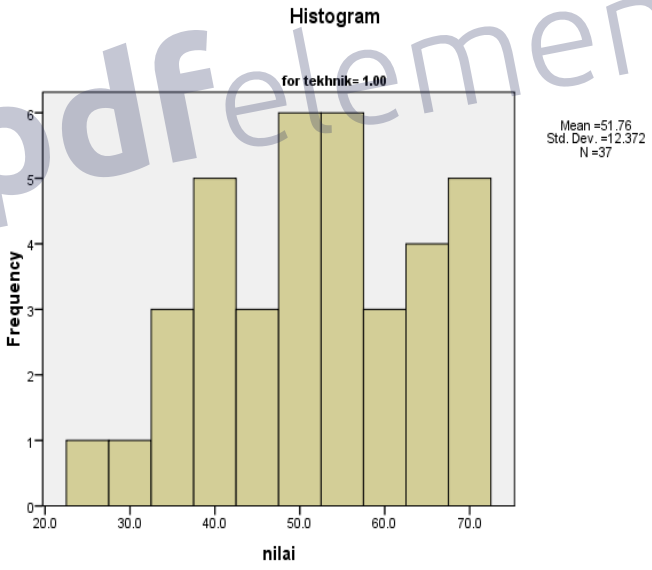

Figure 1
The Result of Pre-test of VII D

Based on figure 1 that the mean of pre-test in control class was 51.76, deviation standard = 12.372, N = 37, median = 50.000, mode = 50.0, variance = 152.340, minimum score = 25.0 and maximum score = 70.0.

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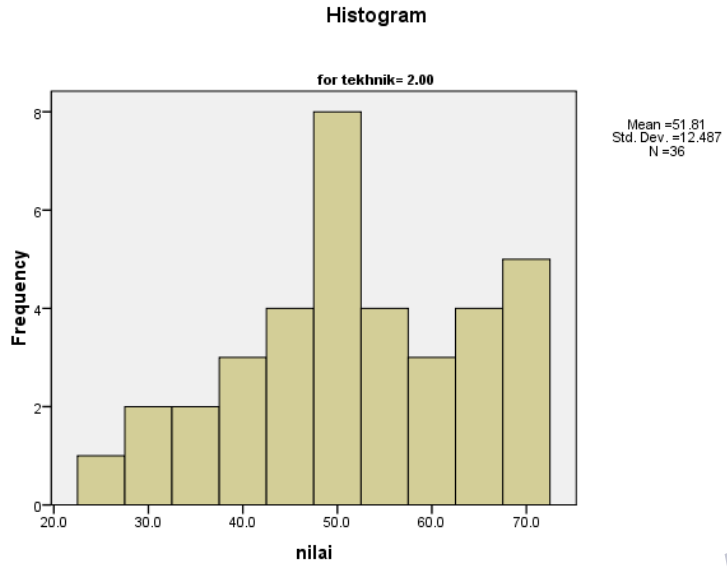

Figure 2
The Result of Pre-test of VII E

Based on the figure 2 that the mean of pre-test in experimental class was 51.81, deviation standard = 12.487, N = 36, median = 1.000, mode = 1.00, variance = 0.253, minimum score = 25.0 and maximum score = 70.0.

3. Result of Post test

The researcher also conducted post-test in order to know students' noun mastery after the treatment. The scores of the students' noun mastery that were tested in post-test can be seen in figure 3 and figure 4.

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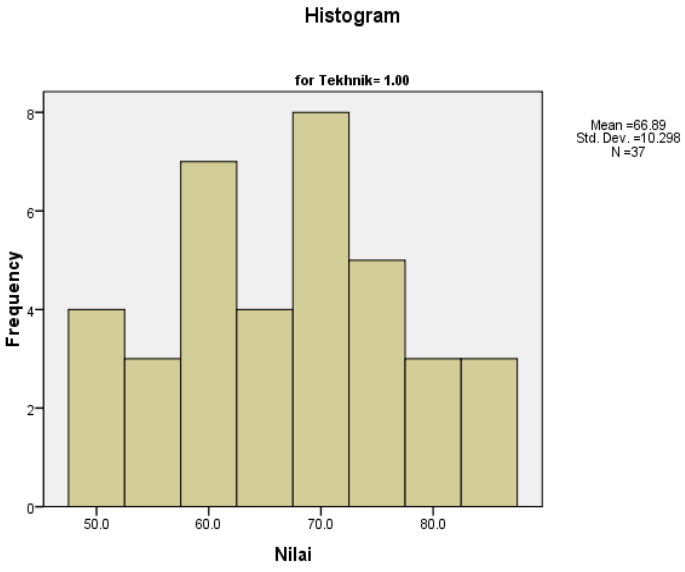

Figure 3
The Result of Post-test of VII D

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Based on the figure 3 that the mean of post-test in control class was 66.89, deviation standard = 10.298, N = 37, median = 69.250, mode = 70.0, variance = 120.605, minimum score = 50.0and maximum score = 90.0.

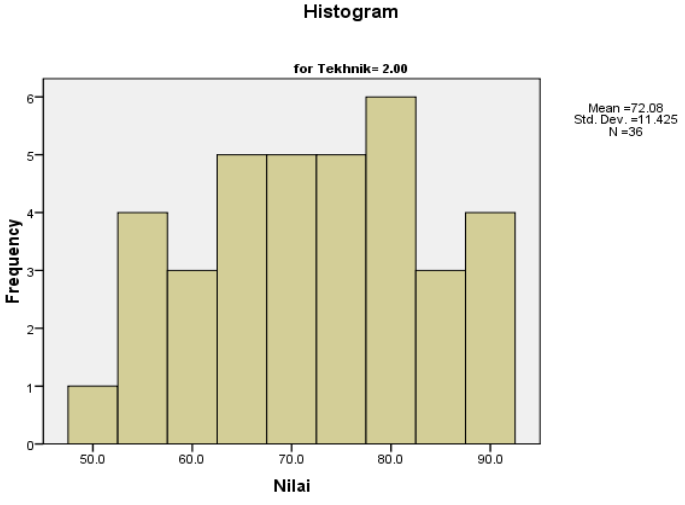

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Figure 4
The Result of Post-test of VIII E

Based on the figure 4 that the mean of post-test in experimental class was 72.08, deviation standard = 11.425, N = 36, median = 1.5000, mode = 1.00, variance = 0.254, minimum score = 50.0 and maximum score = 90.0.

4. Result of Normality Test

The normality test is used to measure whether the data in the noun mastery class was normally distributed or not. In this research, statistical computation by using SPSS (*Statistical Package for the Social Sciences*) was used for normality test.

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The hypothesis formulas are:

H_o = The data has normal distribution

H_a = The data do not has normal distribution

While the criteria acceptance or rejection of normally test are:

H_o was accepted if Sig. > α = 0.05

H_a was accepted if Sig. < α = 0.05

Table 9
The Normality Test of Experimental and Control Class

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Tekhnik	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	control	.132	37	.102	.950	37	.100
	experiment	.117	36	.200*	.954	36	.136

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

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Based on the Table 9, it can be seen that Sig (p_{value}) in the table of Kolmogorov-Smirnov was 0.102 and $\alpha = 0.05$. It means thatSig (p_{value}) > α and H_0 is accepted. The conclusion is that the data is in the normal distribution. It is calculated based on the gain of the experimental and control class.

5. Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogenous or not.The hypotheses for the homogeneity test are formulated as follows :

H_0 = The variance of the data is homogenous

H_a = The variance of the data is not homogenous

While the criteria for the homogeneity test are as follows :

H_0 is accepted if Sig (p_{value}) > $\alpha = 0.05$

Ha is accepted if Sig (p_{value}) < $\alpha = 0.05$

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Table 10
The Homogeneity Test of Experimental Class and Control Class

Nilai

Levene Statistic	df1	df2	Sig.
.537	1	71	.466

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Based on the Table 10, it can be seen that Sig (p_{value}) was 0.466, and $\alpha = 0.05$. It means that Sig (p_{value})>α and H_0 is accepted. The conclusion is that the datahas same variance or homogenous. It is calculated based on the gain of the experimental and control class.

6. Result of Hypothetical Test

After the researcher knew that the data is normal and homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect.

The hypotheses are:

H_o : There is no significant influence of using songs towards students' noun mastery at the second semester of the seventh grade of MTs Negeri 2 Lampung Selatan in 2015/2016 academic year.

H_a : There is a significant influence of using songs towards students' noun mastery at the second semester of the seventh grade of MTs Negeri 2 Lampung Selatan in 2015/2016 academic year.

While the criteria for acceptance and rejection of the hypothesis are:

Ho is accepted if Sig. (p_{value}) > $\alpha = 0.05$

Ha is accepted if Sig. (p_{value}) < $\alpha = 0.05$

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Table 11
The Result of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.537	.466	-2.040	71	.045	-5.1914	2.5443	-10.2646	-.1183
	Equal variances not assumed			-2.037	69.799	.045	-5.1914	2.5479	-10.2734	-.1095

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Based on the results obtained in the table above, it is clear that the value of significant generated Sig. (p_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.045, and $\alpha = 0.05$. It means that Sig. (p_{value}) < $\alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any influence of using songs towards students' noun mastery at the second semester of the seventh grade of MTs Negeri 2 Lampung Selatan in 2015/2016 academic year.

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D. Discussion

At the begining of the research, the pre-test was conducted in May 14th 2016 at 07.30 A.M for VII E as the experimental class, and May 14th at 09.00 A.M for VII D as the control class. The mean score of pre-test in experimental class was 51.81 and the mean score of pre-test in control class was 51.76, the normality test and homogeneity test showed that the data of pre-test were normal and homogenous. The pre-test was administrated to know students' achievement in noun mastery before they were given treatment by the researcher.

In the first treatment, the researcher told to the students about the material and the focus of the study. The treatment was conducted in May 17th 2016 at 12.30 P.M. The researcher played a song "One Little Finger" about parts of body in three times and gave sheet of paper to the students and then asked the students to circle the words that they hear. After the students circle the words that they hear, the researcher asked them to divide the words based on the types of noun; singular and plural noun, countable and uncountable noun. After that, the researcher asked the students to find out meaning of words. After they were done, the researcher told them true types of noun also the meaning of the words.

The second treatment was conducted in May 21st 2016 at 07.30 A.M. In this treatment, the researcher explained about cloth theme and played a song "Put on Your Shoes" in three times. The researcher gave sheet of paper to the students and

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asked them to divide the words based on the types of noun also find out the meaning of the words. Within the second treatment, it was better than the first treatment. It is because the students knew the material before the lesson began. Therefore, the students more active and motivated in learning process with the second treatment.

The third treatment was conducted in May 24th 2016 at 12.30 P.M. In this last treatment, the researcher explained about things in the house theme and the researcher played a song "Clean Up!" in three times. The researcher gave the sheet of paper to the students that contains of words about things in the house and then asked the students to circle the words that they hear. After that, the researcher asked the students to divide the words based on the types of noun and asked them to find out the meaning of the words. In the third treatment, the result was better than previous treatment, because the students had been familiar with the media and they had much better nouns.

After conducting three meetings of treatment, the researcher gave post test to the samples. The post test was conducted in May 28th 2016 at 10.30 A.M in control class and May 28th 2016 at 12.30 P.M in experimental class. The post-test was given to measure the improvement of students' noun mastery in both classes after the treatments done. The mean score of post-test in experimental class was 72.08 and the mean of post-test in control class was 66.89.

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Based on the result of the pre-test and post-test score, it founds that there was influence between the experimental class and the control class where the pre-test and post-test score of the experimental class were higher. It can be seen from the mean in pre-test score of control class was 51.76 and in the post-test was 66.89 while the mean of pre-test score of experimental class was 51.81 and in the post-test was 72.08. It means that the most improvement was in the experimental class.While based on the calculation of the independent sample test, Sig. (p_{value}) was 0.045 and $\alpha = 0.05$. It means that Sig. (p_{value}) $< \alpha = 0.05$ and H_a is accepted.It means that the treatments had influence of using song towards students' noun mastery.

Because the alternative hypothesis is accepted, the researcher concludes that there was influence of using song towards students' noun mastery at the seventh grade of MTs Negeri 2 Lampung Selatan in academic year of 2015/2016. Therefore, it can be concluded that song is one of good media in motivating students in learning English, especially in noun.

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in MTs Negeri 2 Lampung Selatan in the academic year of 2015/2016, the researcher might draw conclusions as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using songs towards students' noun mastery in the seventh grade of MTs Negeri 2 Lampung Selatan in 2015/2016 academic year. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.045. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and Ha is accepted.

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B. Suggestion

Based on the result of the research that was conducted, the researcher would like to give some suggestions of this research as follows:

1. **For the Teacher**
    a. In improving students' English ability including the language component, teacher should be able to apply different media in teaching

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noun as an alternative media, which can stimulate students' motivation in learning English, such as using song.

b. The teacher can use song to improve the students' noun mastery because the students can feel more enjoy to the lesson.

2. For the Students

The students should study hard and more practice their English regularly, they also can use song to improve their noun mastery because it can make them more active and creative in learning activity.

3. For the School

The school should provide some more English book and media such as sound system, LCD etc., also another facility for students to practice their English competency.

4. For Further Research

In this research, the researcher focused on the influence of using Song towards students' noun mastery. Therefore, it is suggested for the next researcher to investigate the influence of other media towards English skills and components such as listening, speaking, reading, writing, vocabulary and grammar.

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THE INFLUENCE OF USING SONGS TOWARDS STUDENTS' NOUN MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF MTs NEGERI 2 LAMPUNG SELATAN IN 2015/2016 ACADEMIC YEAR

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

IRA NURRAHMAH

NPM 1211040052

Study Program: English Education

Advisor : Iwan Kurniawan, M. Pd
Co-Advisor : Iis Sujarwati, M. Pd

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2016

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DECLARATION

I hereby declare that the thesis entitled "The Influence of Using Songs Towards Students' Noun Mastery at the Seventh Grade of MTs Negeri 2 Lampung Selatan in the Academic Year of 2015/2016" is completely my own work. I am fully aware that I had quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, October 2016

Declared by,

pdfelement

Ira Nurrahmah
NPM. 1211040052

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DEDICATION

This thesis is dedicated to:

1. My most honorable and beloved late father Mr. M Nur Sulaiman and the most beautiful and beloved mother Mrs. Insiah that always give me support, motivation, and prayer all the time for my success.
2. My most honorable and the most handsome daddy Mr. Agus Dodi PS who always supports and cheers me up until the completion of this thesis.
3. My beloved friend, Nurul Hasanah Marsabaya who always supports me in every condition.
4. My beloved lecturers who had contributed a lot for my development.

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MOTTO

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَءَايَـٰتٍ لِّلْعَـٰلِمِينَ ﴿٢٢﴾

"Among His sign is the creation of the heavens and the earth, and the variations in your language and your colours: verily in that are signs for those who know"

(Ar Ruum 22)[1]

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[1] http://www.theholyquran.com/quran/Ar-Ruum/English-Abdullah-Yusuf-Ali/ayat:22

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CURRICULUM VITAE

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Bandar Lampung, October 2016
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ADMISSION

A thesis entitled: **THE INFLUENCE OF USING SONGS TOWARDS STUDENTS' NOUN MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF MTs NEGERI 2 LAMPUNG SELATAN IN 2015/2016 ACADEMIC YEAR, by: Ira Nurrahmah, NPM: 1211040052, Study Program: English Education,** was tested and defended in the examination held on : Tuesday, October 11th, 2016.

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