

**THE EFFECTIVENESS OF USING MUSIX MATCH LYRICS
APPLICATION TO TEACH VOCABULARY AT EIGHTH GRADE OF
MTs N SURAKARTA 2 ACADEMIC YEAR 2018/2019**

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in
English Language Education



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Assalamu'alaikum Wr. Wb.

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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. Allah SWT.
2. My prophet Muhammad SAW.
3. My beloved father (Mr. Daryono) and my beloved mother (Mrs. Sarni) who never stop give me prayer, love, and support.
4. My beloved father and mother in law (Mr. Sularso), and (Mrs. Murni)
5. My beloved husband (Muhammad Rajib) who has supported and encouraged me all the way and whose encouragement has made sure that I give it all it takes to finish that which I have started.
6. My beloved little daughters (Yumna Mayumi) and (Yusra Almaira)
7. My beloved brothers and sister (Agen Niluh Suryo Daryono), (Deni Dwi Erfianto), and (Dika Perdani)
8. My beloved friends especially (Firda Oktania Furi, Poetri Yuni Lestari Annisa Nur Bhaity, Melda Indah Yudha Mulia, Khusnul Makrifah, Pipin Devi Arista)

MOTTO

Say a good thing or remind silent.

(Hadits by Bukhari: 6018, Muslim: 47)

Allah never said the road would be easy. But He said “I will be with those who have patience.”

(Pinterest Quote)

Allah will help a person as long as he is helping his brother.

(Hadits by Muslim: 6853)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*The effectiveness of Using Musix Match Lyrics Application to Teach Vocabulary at Eighth Grade of MTs N Surakarta 2 Academic Year 2018/2019*" in my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, November 21 2019

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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the only power, the Lord of the universe, master of the day of judgment, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*The effectiveness of Using Musix Match Lyrics Application to Teach Vocabulary at Eighth Grade of MTs N Surakarta 2 Academic Year 2018/2019*”. Peace be upon Prophet Muhammad SAW, the great leader and the good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, November 21 2019

The researcher

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ABSTRACT

DAVI DYAH TRI ARNI 143221024, The Effectiveness of Using Musix Match Lyrics Application to teach Vocabulary at eighth Grade Students of MTs N Surakarta 2 academic year 2018/2019. Thesis English Education Department. Cultures and Languages Faculty. State Islamic Institute of Surakarta.

First Advisor : Dr. Yusti Arini, M.Pd.

Keyword : Vocabulary, Musix Match Lyrics Application.

Musix Match Lyrics Application for the students in the classroom. This study is to find the effectiveness of Using Musix Match Lyrics Application to teach Vocabulary at eighth Grade Students of MTs N Surakarta 2 academic year 2018/2019. The method of this study is quantitative research by taking 70 students as the sample from 180 students of populations. The sample of students was divided into two classes, 34 students as experimental group and 36 students as control group. This research was conducted with 4 meetings. Before giving treatment, the writer gave pre-test. Then the researcher taught in the experimental group by asking students to listen to English song. After four meetings the writer gave the post-test to both classes. The scores of pre-test and post-test were collected from twenty multiple choice questions.

The research finding showed that there was effective of students' vocabulary of English class. The use of Musix Match Lyrics Application is effective in students' vocabulary. The score of Minimum Mastery Criterion (KKM) of English lesson is 70. While, the using Musix Match Lyrics Application is an effective media can be used in teaching learning vocabulary. In the classroom, the students can do more active in learning activities. This research finding of this study shows that teaching vocabulary by using Musix Match Lyrics Application was effective. It is proved that the value of t_t with df 68 in the significance 10% is 1.29, while the value of the t_0 is 1.48. since t_0 score is higher than t table score obtain from the result of calculating, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

In conclusion, Teaching vocabulary using Musix Match Lyrics Application is one of the alternative solutions that the teacher can use to teach vocabulary to their students. It makes students more relax in learning new word than they can memorize them easily. The researcher recommended that the teacher are recommended to provide or find out interesting Musix Match Lyrics Application to give chances the students to teach their vocabulary by using Musix Match Lyrics Application.

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is so closely bound up with our everyday experience that we seldom stop to think of the roles it plays. In a well-known passage in his *Lives of the English Poets*, Dr Johnson says that “language is the dress of thought”, and it has become commonplace to quote this in support of the view that conscious thought is behind all language, and that language is primarily used to dress up. ‘Language’, we are often told, ‘exists for the expression of thoughts or ideas. (Quirk & Stein, 1990:1)

Vocabulary is an important element in second language acquisition. Linse (2005:121) declares that vocabulary is the collection of the words that individually knows. So, vocabulary refers to the collection of words. Anyone will experience many constraints in both learning and implementing communication because of the lack of words collection. According to Khodashenas, Farahani, and Alishahi (2014: 290), language is made up of words and vocabularies are there most important tools for expressing thoughts and meaning. In others words, without words to express a wide range of meaning, communication in second language cannot happen in any meaningful way. Having inadequency of vocabulary will obstruct people’ chances to speak, listen, read, or write.

Vocabulary is an important and difficult part of language acquisition and teaching. The appearance of different semantic theories has helped people to know the words better than ever before and thus are put forward to the words acquisition and learning. This paper introduces the semantic feature, prototype theory, relational models, semantic space across

languages and schema semantics and their application in vocabulary acquisition and teaching. The paper also gives a description of general vocabulary learning and learner strategies and vocabulary pedagogy and teaching strategies (Duan J, Da H Q: 2015)

A good vocabulary is a vital part of effective communication. A command of many words will make you a better writer, speaker, listener, and reader. Studies have shown that students with a strong vocabulary, and students who work to improve a limited vocabulary, are more successful in school. (Langan, 2008: 562)

Vocabulary as the basic aspect of English supports listening, reading, speaking, and writing. English as a second language is taught from junior high school up to university (Brown: 117). Someone who wants to learn English well has to understand four skills, such as listening, speaking, reading, and writing. Reading is the important skill for language learners because reading is one of the basic language skill in English, just as important as speaking, listening, and writing. One reason of why the teacher teaches vocabulary is because it facilitates the students in improving their reading comprehension (Pikulski and Temleton, 2004:5)

One of the most important roles that words play is their direct influence on language comprehension. Vocabulary instruction is one of the essentials students should improve for better achievement in reading comprehension, which in addition, there is no straight and simple one-way to it (National Reading Panel: 2000)

Vocabulary is the first step to help someone learn about English. Harmer (2007:35) what a word means is often defined by its relationship to other words. It means that everyone needs to learn what words mean and how they are used. Because of that, vocabulary is very important to be learned by the students who want to master in English learning, the teachers must be know how to teach their student correctly. Teaching vocabulary is not only teaching

about the meaning of words, but also teach on how to pronounce words correctly and accurately. Sometimes, the ways of teaching process depend on the teacher and the ways less of variation or monotone. From that main problem, the students feel bored and lost their focus with the teaching process of vocabulary. So, they will have difficulty in mastering vocabularies.

Realizing how important the vocabulary, Allen (1997:149) said that vocabulary is very important in a language, when “we” learn a language like English, “we” learn the word of language. Students must continue to learn words as they learn structure as they practice in target language. Vocabulary is needed to master the four skills in English. Through, vocabulary, the students convey idea, emoticon, and efficiently. Without mastering it, people will not be able to use English effectively.

Musix Match Lyrics Application displays synchronized lyrics to view in time with the music being played. On its native apps, it bears the ability to scan all the songs in a user’s music library and find lyrics for them all, as well as to be used as a native music player. On the Android platform, it also supports many major music streaming services like Spotify, Google play music, Deezer, rhapsody and Radio and many others and can display lyrics floating above the application. (<https://blog.musixmatch.com/what-is-musixmatch>)

The researcher conducted research on eighth grade students at MTs N 2 Surakarta in Surakarta because she had done observation there. She found that almost students in eight grade lack of vocabulary. If the students of the eighth grade at MTs N 2 Surakarta do not have adequate English vocabulary, they will have difficulties in learning English even they continue at the higher class or level. The researcher is interested in conducting experimental research entitled: “The effectiveness of Using Musix Match Lyrics Application to Teach Vocabulary at Eighth Grade of MTs N Surakarta 2 Academic Year 2018/2019”.

The strengths of Musix Match Lyrics Application are: a) this application is very interesting for the students to increase their vocabulary. b) this application is easy to be applied in the classroom. c) this application is very simple to teach vocabulary, because only focus on lyrics and translation. The researcher would compare Musix Match Lyrics Application and Textbook in experimental and control group. In the Control group, researcher will compare the vocabulary learning using the textbook and Musix Match Lyrics Application, to find out which one is more acceptable by students in teaching vocabulary and is experimental group, researcher will use Musix Match Lyrics Application.

Based on the explanation above, the researcher believes that Musix Match Lyrics Application has many strengths to teach vocabulary . The teacher must know about how to teach English vocabulary for the students. In this study, the researcher explore and investigate the effective of uses Musix Match Lyrics Application in teaching vocabulary.

B. Identification of Study

Based on the background of study, the researcher identifies the following problem of the effectiveness of using musix match in teaching vocabulary at eighth grade students of MTSN 2 Surakarta, the following problems are:

The first problem is some students feel so bored and lazy to memorize vocabularies in English learning, because they are not interested. Second, The students often lost their focus when the teacher explained the material in the class. While, it was important material that students should understand. Third, The students have difficulty to improve their vocabulary because the material that teacher gave to the students could not deliver to the students well. And the last, the students have low motivation to learn English.

C. Limitation of Problem

Based on the problem above, it is impossible for the researcher to handle all of the problems. In this study, the researcher wants to make the research clear and focus, it is necessary for the researcher to limit the problem especially on the explanation. In learning English, there are four subjects that should be taught to the students. They are listening, speaking, writing, and reading. The researchers only focus on one skill (listening vocabulary) with Musix Match Lyrics Application. So, the problem will be studied not too large. The Musix Match Lyrics Application can help students to learn about vocabulary easily. Was conducted to the students at the eighth grade of MTS N Surakarta 2. Because, the researcher limits to know the significant difference from students' mastery of vocabulary between those who are taught by using Musix Match Lyrics Application and those who are taught by using textbook.

D. Problem Statement

Based on the background of the study, the researcher formulated the statement of this research:

1. Is there any significant difference of vocabulary mastery between the students taught by using Musix Match Lyrics Application and those taught by using textbook at the eighth Grade of MTs N Surakarta 2?
2. Is using Musix Match Lyrics Application effective to teach vocabulary at the eighth Grade of MTs N Surakarta 2?

E. Objective of Study

Based on the formulation of the problem, the objective of the research:

1. Is there any significant difference of vocabulary mastery between the students taught by using Musix Match Lyrics Application

2. Is using Musix Match Lyrics Application effective to teach vocabulary at the eighth Grade of MTs N Surakarta 2?

F. Benefit of Study

The benefit of study will be distinguished into two benefit:

1. Theoretically benefit

- a. For the students:

- 1) They will master in memorizing the vocabulary easily by using a Musix Match Lyrics Application. It can serve them more comfortable and supporting situation inside the classroom so that they will be more interested in joining class. Dealing with their vocabulary, they will be mastered it easily by using Musix Match Lyrics Application. So they will be able to increase their English achievement.

2. Practical benefit

- a. In practical terms, the researcher expects that the study can contribute knowledge to develop English vocabulary by using Musix Match Lyrics Application.
 - b. It can be used as reference for those who want to conduct a research in teaching vocabulary.

G. Definition of Key Terms

The researcher clarifies the terms to avoid the mistake of the title:

1. Vocabulary

Vocabulary is an important element in second language acquisition, Linse (2005:121).

2. Musix Match Lyrics Application

Musix Match Lyrics Application is the world's largest lyrics platform where users can search and share lyrics. (<https://blog.musixmatch.com/what-is-musixmatch>)

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Description

1. Review of Vocabulary

a. Definition of Vocabulary

Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman& Dwyer, 2009:385). (Hornby, 1995) defines vocabulary as “the total number of words in a language; vocabulary is a list of words with their meanings”. While (Ur, 1998) states “Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea.

Hatch and Brown (1995:1) said that vocabulary refers to a list or a set of words that individual speakers of language might use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. Allen French (1983:4) argust that it needs the process of learning in context to get the meaning of words. Ur (1996:60) state vocabulary also can be defined, roughly, as the words we teach in the foreign language. The words also can be made up of two or three words or more but express a single idea. Heibert and Kamil (2005:284) said that, word is defined as a unit of language, consisting of one or more spoken sounds or their written representation, which functions as a principal carrier of meaning.

From the statements above, it shows that vocabulary is the basic of language. It is words that can be used by individual speaker and is a very important tool to master a language.

a. Types of Vocabulary

Harmer (1991:50) divides vocabulary into two types: active and passive vocabulary. Active vocabulary is the stocks of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. On the other hand, passive vocabulary is the words of which the students will recognize when they meet them, but of which they will probably not be able pronounce.

Haycraft (1986:44) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the words that students understand, can pronounce correctly, and use constructively in speaking and writing. While the second them refers to the words that the students recognize and understand when they occur in a context, but of which they cannot produce correctly themselves.

Based on the explanation above, it can be concluded that there are two types of vocabulary: active and passive vocabulary. Active vocabulary could be defined as the words of which the students understand, use, and pronounce constructively in speaking and writing. While passive vocabulary could be defined as the words that the students recognize and understand when they meet them, and they might be able to pronounce them in separated individual words, but they are not able to use and pronounce constructively speaking and writing.

Frijurniarsi and Marlianingsih (in Brown, 2007) stated that, vocabulary varies in the four skills of language, listening, writing, reading, and speaking. Generally are students will

absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary. There are many vocabulary classification based on each different types.

Harmer (1991: 159) distinguishes between these two types: active and passive vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them. But, which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995:370), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary:

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Webb, 2009)

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing, it involves what is needed for receptive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2009)

Harmer (1993:37) divides vocabulary into eighth they are:

a. Noun

Noun is a word or group of words that is the name of a person, a place, a thing or activity or a quality or idea. Nouns can be used as the subject or object of a verb.

b. Pronoun

A pronoun is a word that is used in place of a noun or noun phrase.

c. Adjective

An adjective is a word that gives more information about a noun or pronoun.

d. Verb

A verb is a word or group of words which is used in describing an action, experience, or state

e. Adverb

An adverb is a word that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.

f. Proposition

A proposition is a word which is used to show the way in which other words are connected.

g. Determiner

A determiner is articles belong to class of words, determiner usually comes before a noun or at the beginning of a noun phrase.

h. Conjunctions

Conjunctions is a word that connects sentence, phrase or clause.

Based on the references above, it can be concluded that know the kinds of vocabulary that it has its own utility when it is used. And it can be concluded that there are kinds of vocabulary: Noun, Pronoun, Adjective, Verb, Adverb, Proposition, Determiner, and Conjunctions.

Vocabulary is the stock of lexical items in a language. For the purpose of learning and teaching activities, it can be classified into two kinds, namely receptive and productive vocabulary. Receptive vocabulary refers to words for lexical items which only can be recognized and comprehended in the context of reading and listening material. Productive vocabulary refers to words which can be recalled and used appropriately in writing and speech. Sometimes they are so difficult to be distinguished because a word that a student has in his or her receptive store may suddenly become productive if the situation or context provokes to be a permanent state of affairs.

Harmer (1991:159) state that there are two types of vocabulary:

1. Active vocabulary refers to the vocabulary that the students have been taught or have learned and which they are expected to able to use.
2. Passive vocabulary refers to the vocabulary that the students do not frequently use but can be recognized and understood the meaning both in textual and oral contexts. Similarly, Leggetet., al. (1982) point out that in sense, every person has two types of vocabulary.

In general it can be conclude that, the classification of vocabulary that it has its own utility when it is used. Furthermore, words are a part of people's way of living or tools to communicate in language which is used by a person for showing and telling their opinion and ideas based on their need. In other words, the richness of person's vocabulary is popularly thought to be a reflection of level education.

Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals. Knowing a variety of words is important for language development and

reading comprehension. A limited vocabulary is usually a “red flag,” indicating a possible language learning disability and reduced literacy skills. Most children begin first grade with about 6,000 words of spoken vocabulary. They will learn 3,000 more words per year through third grade. However, not all words have equal importance in language instruction. So, how do we know which words we need to teach? We consider three types of vocabulary words—three tiers of vocabulary—for teaching and assessing word knowledge. A word’s frequency of use, complexity, and meaning determines into which tier it will fall. Those with mature vocabularies and age-appropriate literacy skills understand and use words from all three tiers. This handout discusses the three tiers of vocabulary, Tier 1—Basic Vocabulary, Tier 2—High Frequency/Multiple Meaning, and Tier 3—Subject Related.

- a) Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words are: book, girl, sad, run, dog, and orange. There about 8,000 word families in English included in tier one.
- b) Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Following is a list of standards for tier two words:
 - Important for reading comprehension
 - Characteristic of mature language users
 - Contain multiple meanings
 - Increased descriptive vocabulary (words that
 - Used across a variety of environments allow students to describe concepts in (generalization) a detailed manner).Tier two words are the most important words for direct instruction because they are good indicators of a student’s progress through school. Examples of tier two words are: masterpiece,

fortunate, industrious, measure, and benevolent. There are about 7,000 word families in English (or 700 per year) in tier two.

- c) Tier three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as learning amino acid during a chemistry lesson. Examples of tier three words are: economics, isotope, asphalt, Revolutionary War, and, crepe. The remaining 400,000 words in English fall in this tier.

c. The Principle of Teaching and Learning Vocabulary

Learning a foreign language is more difficult. So, in this case, to learn a foreign language includes English, it is necessary to use a certain method in teaching a lesson to the students.

In the process of teaching, particularly the teaching of a foreign language, method serve as an important factor, and should be given special attention and high priority in order to achieve the goal of teaching.

The created a successful vocabulary teaching, it is concerned with factors to consider in choosing vocabulary. So, the teacher should have the procedures or methods to teach vocabulary. Also the teacher must decide the appropriate technique needed for teaching different item types.

Wallace (1989:9) indicates nine principles of teaching and learning vocabulary as follows:

- 1) Aims

In teaching vocabulary, we have to be clear about our aims, how many of vocabulary listed we expect learners to be able to grasp what we have been taught. If it is not clear on this point, it will be difficult to assess how successful the vocabulary learning we have taught to our students.

2) Quantity

Having decided on what involved in vocabulary learning, we may then decide on the quantity of vocabulary to be taught, the number of new words that our students can learn. If we expect the words that will be taught become part of the student's active vocabulary, then we put the number of words as low as around five to seven new words. Clearly, the actual number will depend on a number of factors varying from class to class and learn. When there are too many words, the students may become confused, discouraged, and frustrated.

3) Need

To decide what vocabulary is to be taught to the students, the teachers use courses book or syllabus. In any cases, the teachers in choosing the vocabulary to be taught will refer to the aims of the course and the objectives of individual lessons. It is also possible for the teachers, in a sense, to give the responsibility of choosing vocabulary to be taught to the students. In other words the students are put in a situation where they have to communicate the words they need, as they need them, using the teachers as informant.

4) Frequent explore and repetition in teaching and learning vocabulary, there have to be certain amount of repetition until there is evidence that the students can recognize the target words. The simplest ways of checking that the learning had been done is by seeing whether the students can recognize the target words and identify their meanings.

If the words are to be part of the students' productive vocabulary, they must be given an opportunity to use them as often as necessary to recall the words with the correct stress and pronunciation.

5) Meaningful presentation

In the presenting the vocabulary lessons, the students must have a clear and specific understanding of what words denoted or referred to. This requires that the words will be presented in such a way that their denotation and references are perfectly clear and unambiguous.

6) Situation presentation

The way in presenting the words should be appropriate to students' situation. With a favorable condition, enough time consuming and a convenient method, the students will automatically success in learning vocabulary.

7) Presenting in context

Words very seldom occur in isolation, so it is important for the students to know the usual collocation that words occur in. collocations are words that are commonly associated. In this sense, through reading material, new words or unfamiliar words can be presented as a medium in teaching vocabulary.

8) Learning vocabulary

Learning vocabulary in the mother tongue and in target language. In teaching the target words, teacher may use words of the mother tongue as a tool to compare similarities and differences of the words.

Based on the reference above, it can concluded that principles of teaching and learning vocabulary

d. Aspects of Teaching Vocabulary

Talking about all words used in English is really wide area. The teacher sometimes getting confused in choosing which and how vocabulary has to be taught to their students. There is a need to make limitation in introducing new words to the students and to know the guideline in making sure the students will be master it.

Haycraft (1986:44-47) provides as guidelines for choosing appropriate vocabulary. They are as follows:

1) Commonest words

Teacher has to choose words that are commonly used. The lists of common words can be found in the book that they use.

2) Student's needs

When a student needs to know a words, motivating him by teaching it to ohim will make him remember the word.

3) Student's language

There are some words that are similar between first language and second language. For example, the word "radio" in Bahasa Indonesia is similar with the word "radio" in English.

4) World building

It is often worth in choosing a word because a general rule can be formed, for example: teach-teacher.

5) Topic areas

To make it easier for the teacher to teach vocabulary, sequence is the key.

6) Cross reference

A lot of words are applicable to different situations or specializations. For example, we choose vocabulary connected with part of the body, such as: ear, nose, arm, hand, etc.

7) Related structure

Many structures demand their own vocabulary, if you are teaching may be, you are likely to introduce a vocabulary connected with possibility.

According to Harmer (1991:156-158). there are several aspects in knowing a word that are needed to be taught by the teacher as follows:

1) Meaning

- a) The first thing realize about vocabulary items is that they frequently have more than one meaning.
- b) In deciphering meaning, it is needed to look at the context in which a word is used (meaning in context).
- c) Sometimes words have meanings in relation to other words (sense relation).

2) Word use

- a) Word meaning is frequently stretched through the use of metaphor and idiom.
- b) Word meaning is also governed by collocation: that is which words go with each other.
- c) The use of words is often governed by the style and register in which they are used.

3) Word formation

Students need to know how words are written and spoken and can change their forms.

4) Word grammar

The use of certain words can trigger the use of certain grammatical patterns. There are many areas of grammatical behavior students need to know: what are phrasal verbs

and how do they behave? How are adjectives ordered? What position can adverbs be used in?

Ur (1996:60-62) also provides six aspects that are needed to be taught by the teacher. First of all pupils should learn the form, that is, the pronunciation and spelling. Second, teachers should teach the grammar and pronunciation and spelling, and words use.

Based on the references, vocabulary is a new item to be taught in learning foreign language considering the meaning, word. The indicators that are going to be measured from the aspect of word are: word use, word formation, and word grammar.

e. Techniques in Teaching Vocabulary

In order to teach vocabulary successfully, a teacher should know more how the students learn vocabulary. If the teacher understands the strategies used by the students, he can help them in acquiring vocabulary mastery.

Brown and Payne (1994, as cited in Hatch and Brown 1995:373-391), there are five essential steps in vocabulary learning:

- 1) Encountering new words by “reading book”, “listening to TV and radio” and “reading newspaper and magazines”. In addition to interest, actual need make a difference in whether encountered words are learned. People seem to learn words more quickly if they have felt a need for them in some way. Another indication that encountering words may be more effective under some circumstances than other has been found in work with interactive video materials. When students have seen an object or an action, their

desire to know the label (word) for it may increase so that, when the word for it is encountered, it is learned very quickly.

2) Getting the words form

This step essential to vocabulary learning appears to be the setting of a clear image-visual or auditory or both-of the vocabulary items. The importance of having a clear image of the “form” of words becomes apparent when people think about what happens when people try to retrieve words. In addition, it also appears when students are asked to give definitions for words.

3) Getting the words meaning

This step includes such strategies as “asking native English speakers what words mean”, “asking people who speak the native language the meaning of new words”. “making pictures of word meaning in mind”, and “explaining what the speaker, means and asking someone to tell him English word”.

4) Consolidating word form and meaning in memory

This step includes many kinds of vocabulary learning drills such as, flashcards, matching exercise, crossword puzzles, etc, that strengthen the form-meaning connection.

5) Using the word

In this step, word use is essential if the goal is to help learners move as far along the continuum of word knowledge as they can. Furthermore, use seems to provide a mild guarantee that words and meanings will not fade from memory once they are learned.

Other techniques about introducing new words are suggested by Harmer (1992:90-

91). They are as follows:

1) Using Realia

The teacher gives the referent of the word being taught in the class. He or she brings the objects that become the referent of a word into the class. For example: pen, pencil, book, etc.

2) Using picture

This kind of techniques needs a well drawer teacher in order to explain the vocabulary clearly.

3) Mimes, expressions, and gestures

There will be an action as the techniques to explain the word clearly. Most verbs can be easily taught to students using this techniques.

4) Contrast

Some words are easily to be explained to students by contrast it with its opposite. Like the word black contrasted with white.

5) Enumeration

People can use this technique to present meaning. People can say clothes and explain this by enumerating or listing various items.

6) Explanation

The simplest way is by explaining directly to the object using a sentence or more.

7) Translation

There are always some words that the situation needs to be translated.

Meanwhile, Haycraft (1986:47-50) suggest “if you introduce new words which are not in the text book you are using, jot them down in a notebook so that you can bring them up again.” Haycraft also adds his statement by giving the ways of presenting new vocabulary. Here we are some of them:

a) In context

If the word context occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories, whether taped, read, or told.

b) Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning.

c) Description or definition

Teacher can describe and define objects “*you steer a ship with a rudder*” “*you put luggage into the boot of a car*”, “*A town is an area of grass in a garden*”.

d) Outside the classroom

Take the class out and introduce words for things seen in a shop window, or in the street. Close control and plenty of revision is needed here but it is a vivid way of teaching, and new vocabulary is taught in living context.

e) Objects

There are hundreds of simple objects already in the classroom, others which can probably be seen through the window, and others can be brought in when needed. The teacher can bring the things (realia) representing the words into the classroom. Words like “*postcard*”, “*ruler*”, “*pen*”, “*ball*”, etc. can obviously be presented in this way. Introducing a new word by showing the real object often helps students to memorize the word through visualization.

f) Drawing

Even a teacher without too much skill can represent simple objects on the board. If he draws badly, a guessing game ensues to determine what he actually has drawn.

g) Mime

This is particularly useful for actions “*eating*”, “*drinking*”, “*jumping*”, “*tripping up*”, etc. It can also involve the object connected with these verbs: “*drinking coffee*”, “*eating a sandwich*”, etc. revise by getting the students to mime when the teacher say a word.

h) Opposites

A word can often be defined if the students know its opposite: “*a brave man isn’t pretty*”, “*a plain girl isn’t pretty or ugly*”, etc.

Other techniques by Brewster, Ellis, and Girard (1992:26):

1) Using objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words.

2) Drawing

Object can either be drawn on the blackboard or drawn on the flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic.

3) Using illustrations and pictures

Pictures connect students’ prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduce by using illustrations or pictures.

4) Contrast

Some words are easily explained to learn by contrasting it with it opposites, for instance, the word “good” contrasted with the word “bad”. But some words are not.

5) Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any words is difficult to explain visually. We can say ‘clothes’ and explain this by skirt, trousers etc, and then the meaning of the word ‘clothes’ will became clear. The same is true of ‘vegetable’ or ‘furniture’ (Harmer, 1991)

6) Mime, expression, and gestures

Klippel (1994) implies that “mime or gestures is useful if it emphasize the importance of gestures and facial expression on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjective: ‘sad’, ‘happy’; mime and taking a hat off your head to teach hat and so on.

7) Guessing from context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialist (Dubin, 2003)

8) Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

9) Translation

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002) checking students’ comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors

(Takac, 2008). There are always some words that need to be translated and this technique can save a lot of time.

The researcher wants to focus on vocabulary teaching technique used for senior high school students are using media. These techniques used in order to have competence in understanding, expressing, and retelling the instruction and simple information whether in the form of action or language context of surrounding the learners.

f. Teaching Vocabulary

(Thornbury, 2002) teaching words is a crucial aspect in learning a language as languages are based on words. It almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factors in teaching a language (Walters, 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

Nation (2008:5) teaching vocabulary is among the least important of a teacher's job. In this case teachers teach the students to know the meaning of the words based on the context. There are several reasons of this. First, there are many words that learner needs to know. Second, learning word is accumulative process that requires meeting words. Third, teaching words need to be limited in scope. Finally knowing words well involves knowing a range of aspect of word, including the meaning, form use.

Nation (2001:1-2) proposes some reasons why vocabulary is taught. First, because of the considerable research on vocabulary, it informs that vocabulary directed toward useful skills. Second, because the teacher is faced with learners who have a little vocabulary is very important in learning language. The learners feel that many of their difficulties in both receptive and productive language use result from inadequate vocabulary.

In order theory, Coady and Huckin (1997:5) vocabulary is central to language and of critical importance to the typical language learner. Furthermore, they add that no text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary is an important role in teaching language.

A good store of words is crucial for understanding and communication. Cross (1991:5) states that the major aim of most learning process is to help the students to gain large vocabulary of useful words, and in every lesson has to introduce new words and ask the students to practice them, making clear the meanings and the ways in which each can be used.

Besides several steps above, there are various interesting teaching vocabulary (Ur, 1996:67) will be explained as follows:

- 1) The words are clearly, easily, and comprehensible meaning.
- 2) The items can be linked with each other, or with ones already known, through meaning or sound association.
- 3) Teaching vocabulary is separated and space sessions.

Scott Thornbury (2002), in teaching vocabulary, there are many ways which can be used by the teacher in presenting the material. They are:

- 1) Translation

The easiest where to improve the meaning of difficult words.

2) Explanation

The ways where the teacher has revealed the words to the students and explain them.

3) Synonym

The teachers give words which have same type and the same general meaning.

4) Antonym

The teachers give words which have different meaning.

5) Showing the real objects

The teachers shows picture and explains them about what happen in the pictures or things that are in the pictures.

From the explanation above the researcher tries to apply the media that can be used in teaching vocabulary in easy way. Teaching English Vocabulary using Musix Match Lyrics Application is easy way and enjoyable to increasing vocabulary, because the students can learn while playing application.

2. Concept on Media

a. The Definition of Media

Media comes from Latin language and uses the plural of the word medium which literally means intermediary or introduction. Media is the sender of the message from the sender to the recipient of the message. (Gagne, 1970) suggest that media is a variety of internal components. Meanwhile, (Brigs, 1970) states media is a form of physical tool that can create messages and stimulate students to learning books, movies, tapes, film fram.

Meanwhile, Robert Heinich, et.al (in Arsyad, 1994:4) media is something that transfer or bring the information between source (sender) and receiver of information. Media are any devices that assist an instructor to transmit to a learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intend to help both the teacher to teach more effectively and the learner to grasp the concepts more effectively.

(Gerlach& Ely, 1971:3) media when understood in broad outline is the human, material, or tragedy that build conditions that make students able to acquire knowledge of skills, or stititudes. More especially, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic or electronic devices to capture the process, and rearrange visual or verbal information.

(Gagne' and Briggs, 1975:4) of instructional media including tools physically is used to convey the content teaching materials, which consists of books, tape recorders, cassettes, video cameras, video recorders, films, slides, pictures, graphics, televisions, and computers.

Media education in general, is a teaching and learning tool. It can be used stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning. This limitation is quite broad and includes in-depth understanding of the source, the environment, human beings and the method used for the purpose of learning/training. The instructional media is anything that can be channeled messages, can stimulate the mind, feelings, and the willingness, of the students so as to encourage the creation of learning process in self-learners.

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity, and competence. The success of the teaching and learning of foreign language

skills including English is determined by a number of factors both linguistic and non-linguistic such as the students, the teacher, the methods, material and media or aids used.

English teaching media are very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing.

b. Function of Media

(Sadiman, Raharjo, Haryono, 2014) argues that the educational media in general has usability as follows:

- 1) Enlighten the presentation of the message so as not to be very verbal listic, (in the form of words written or oral). Overcoming the limitations of money, time, and sense power, such as for example:
 - a) Objects that are too large-bia replaced with reality, images, film, frame, movies, or model.
 - b) Small objects-assisted with a micro projector, film frame, film, or picture.
 - c) Motion that is too slow or too fast, can be assisted with time lapse or high-speed photography.
- 2) Overcome the limitations of space, time, and sense power, such as for example:
 - a) Objects that are too large-bias replaced with reality, images, films, frames, movie, or model.
 - b) Small objects-assisted with a micro projector, film frame, film, or picture.
 - c) Motion that is too slow or too fast, can be helped with elapse or high-speed team..

- d) The incident that happened in the past then can be shown again by film recording, video, film frame, photo or verb.
 - e) objects complex (eg: machine mesing) can be modeled diagrams, and others.
 - f) The concepts is too large, volcanoes, earthquakes, climate, and others). Can be visualized in the form of films, frames, pictures and more.
- 3) Use of educational media precise and varied can overcome the passive attitude of the child educated. In this case, educational media is useful for:
- a) Raises the excitement of learning.
 - b) Allows more direct interaction between students and the environment reality.
 - c) Allows students to learn independently according to their abilities and interests.
- 4) With the unique nature of each student coupled with the environment and experience that different curriculum and material educational are determined equally for each student, then teachers are having a lot of trouble when they are teachers' environment with students as well different. This problem can be over with educational media, that is with its ability in :
- a) Gives the same incentive.
 - b) Equate experience.
 - c) Cause the same perception.

(Hamalik, 1986:15) can propagate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students. In addition to evoking the motivation to comprehend data by appealing and getting cratered, facilitating the interpretation of data, and compressing information about the use of instructional media in the learning process and interests of students media. Jaya's outreach can help students improve.

(Levie& Lentz, 1982:16) suggests four functions of instructional media, especially visual media, namely (1) attention function, (2) affective function, (3) cognitive function, (4) compensatory function,.

- 1) Attention function is to attract and direct the attention of students to concentrate on the content of the presentation relating to the visual meaning that is displayed or text of the subject matter of visual media can be seen from the level of student enjoyment when study (or read) text that pictorial.
- 2) Affective function of visual media can be seen from the students' enjoyment level when reading (or reading) the pictorial text.
- 3) Cognitive sense of the visual media visible from the findings of research that is that the visual symbol or image facilitate the achievement of the goal to understand and remember information or messages contained in the picture.
- 4) Compensatory Function of learning media seen from the research that the visual media that give context to understand the text helps weak students in reading to organize information in the text and recall it.

From the explanation above can make the teaching effective and efficient in presenting new vocabulary to the beginner students, because the students have a feature of easily bored and short concentration competence. It is very clear that music an important role in teaching English, especially teaching vocabulary.

1. Conception of Music

a. Definition of Music

Music has the potential to change the atmosphere in classroom. It seems to give energy where there was none, and to spark off images when students complain of

having nothing to write about. “music is the stuff dreams grow on.” (TanakAkay, 1990).

Mood music is very popular now, whether in the dentist’s surgery to relax us, or in shopping centres to encourage us to buy. Heart surgeons now use music to relax operating teams during long and stressful operations. In one London hospital women can listen to music on a Walkman during childbirth to relax them. It is only a matter of time before teachers catch on to the powerful effect that music can have on a student’s performance, whether it is used as background or foreground to composition, reading, and discussion, in language classes or in other subject areas.

Current curricular practices reflect both an awareness of students’ individual music knowledge and a desire to acquaint students with the world’s array of musical traditions. The national standards recommend that “those who construct arts curricula attend to issues of ethnicity, national custom, tradition, religion, and gender, as well as to the artistic elements and aesthetic responses that transcend and universalize such particulars” (Consortium of National Arts Education Association, 1994:14).

Such language appears to approach contextual elements (e.g., custom) as being variable and specific to a given tradition while identifying artistic and aesthetic elements as being stable and applicable across traditions. The conscious and unconscious acquisition of culturally fixed understandings has been labeled enculturartion (Herskovits, 1984).

Musical inculturation is the natural development of music schemata-rule-based frameworks within which an individual interprets what he or she perceives-through the shaping influences of the environment.

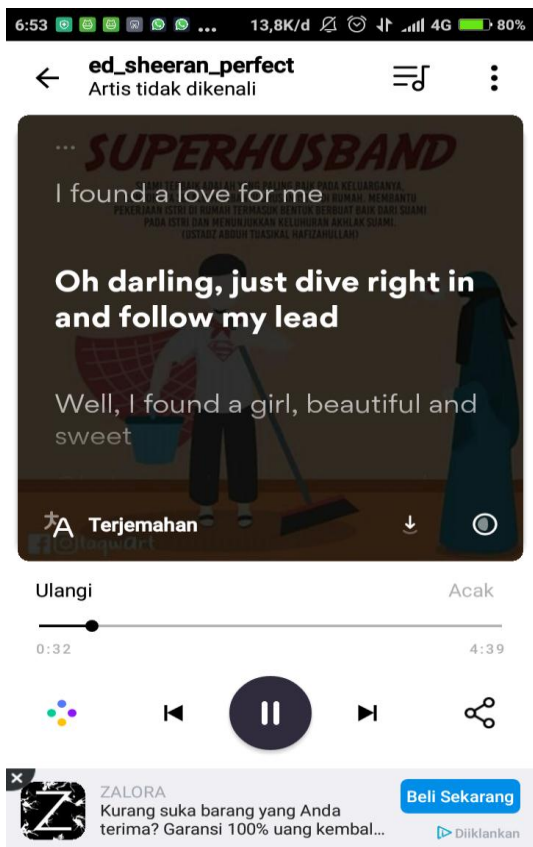
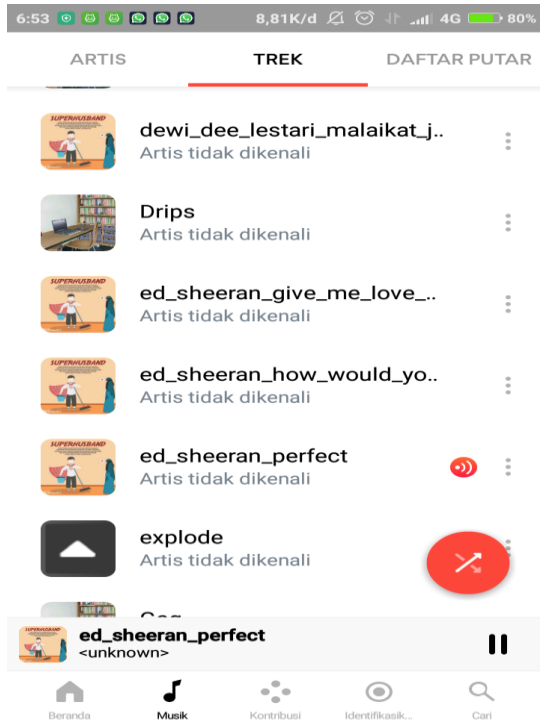
From the explanation above we can make use the music to teach in classroom because music has the potential for the students to learn English. Music can be used to relax students and provide an enjoyable classroom atmosphere.

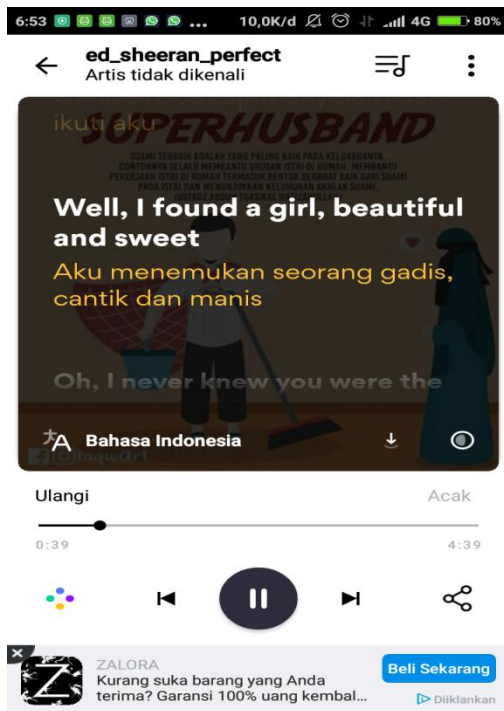
b. Definition of Musix Match Lyrics Application

Musix Match Lyrics is the world's largest lyrics platform where users can search and share lyrics. It has 60 million users, 14 million lyrics and 30 employees. It is accessible via the web and mobile apps for the iOS, Android operating systems on various devices (phone, tablets and wearable) and through www.musixmatch.com.

Musix Match displays synchronized lyrics to view in time with the music being played. On its native apps, it bears the ability to scan all the songs in a user's music library and find lyrics for them all, as well as to be used as a native music player. On the Android platform, it also supports many major music streaming services like Spotify, Google play music, Deezer, rhapsody and Radio and many others and can display lyrics floating above the application.

The initial appearance of the Musix Match Lyrics Application is quite interesting. Not much different from other music player applications, Musix Match Lyrics Application for android displays songs based on several categories, namely albums, genres, artist, folders, tracks, and playlists. Musix Match Lyrics Application is also equipped with features such as shuffle, repeat, creating playlist, and so on. Musix Match Lyrics Application there is also a favorites feature, for marking songs that are liked by users. (<https://blog.musixmatch.com/what-is-musixmatch>)





Musixmatch is also famously known as the largest lyrics sharing site on the web.

c. Procedures of Using Musix Match Lyrics Application

Procedures of Musix Match Lyrics as follows, first students stands or sit in a chair, second, the teacher give text in the form of song lyrics. Third, the teacher asks the students to listen to the song and fill in the blank lyrics on the given paper. Fourth, when finished listening and filling out the empty song lyrics, the teacher shows the lyrics that the students have heard, with the Musix Match Application. After, showing the lyrics, the teacher asks the students to translate the lyrics of the song they have been working on. After completion, the teacher shows the translation result to the students.

d. Strengths and Weakness of Musix Match Lyrics Application

The Strengths of Musix Match Lyrics Application are: a) This Application is very interesting for the students to increase their vocabulary. b) this application is easy to be applied in the classroom. c) This application is very simple to teach vocabulary, because only focus on lyrics and translation.

The Weakness of Musix Match Lyrics Application are: a) the application must be installed on the computer. b) this application sometimes does not want to bring up the lyrics that will be displayed in the screen

2. Translation

a. The Nature of Translation

Thornbury (2002:157) says that translation is used to supply the meaning, or definition, synonyms, or example given. Teacher can teach vocabulary deductively or inductively. He gives example that teacher can dictate a number of words that are familiar to the students then asks them to write the meaning in target language, if they cannot: they can use their dictionary to find the meaning of words. He adds that traditionally, translation has been the most widely used means of presenting the meaning of word in monolingual classes. Is the easiest way to understand the students and has the advantage of being the most direct route to a word's meaning- assuming that there is a close match between the target word and its first language equivalent. It is therefore, very economical, and especially suitable for dealing with incidental vocabulary that may crop up in a lesson, it also doesn't need hard effort to do for both teacher and students. The teacher gives the meaning of word in target language directly while the students don't have to work very hard to access the meaning and it may mean that word is less memorable. Then he gives an example:

Teacher: Does anyone know the English for *kemeja*? No?

Students: (silent)

Teacher: Listen, it's a shirt. Repeat!

Students: Shirt

The example above shows that teacher immediately translates the word from the first language into second language, or vice versa in vocabulary class. Both teacher and students don't need hard effort to conduct an English vocabulary.

b. Kinds of Translation:

Nababan (2016: 30) says that kinds of Translation:

1) Word of word translation

One type translation that is basically still very tied to the word level. In performing its tasks, the translator only searches the equivalent of the source language word in the target language without changing the wording.

Example: - I like that clever student (Saya menyukai itu anak pintar)

2) Free Translation

Free translation are often not tied to the search for equivalent words or sentences, but the search for equivalents tends to occur at the level of paragraphs or discourses. The translator should be able to capture the mandate in the source language at the level of the paragraph or discourse in its entirety and then divert and express it in target language.

Example: To play truant (membalas), to kick something around (membahas), killing two birds with one stone (menyelam sambal minum air).

3) Literal Translation

Literal translation lies between word of word translation and free translation. Literal translation may first be performed like a word for word translation, but then the translator adjusts the wording in his translated sentence corresponding to the wording in the target language sentence.

Example: - His heart in the eight place (Kepunyaannya hati adalah dalam itu benar tempat)

4) Dynamic Translation

Dynamic translation is also called fair translation. The source language address is diverted and expressed in terms of the usual phrase in the target language.

From the explanation above, and based on the description and the facts of the translation method, the writer assumed that translation method is not effective enough for Junior High School students. Therefore the teacher should find a way to create an effective.

3. Text Book

Text book is one of the most important elements in the teaching learning process. Because textbooks can present a variety of material that will be taught. In addition textbooks also support the teaching learning process to be going regularly and effectively. Then, without textbooks, teaching learning will not going smoothly and effectively. Brown state that “The presence of a textbook is necessary to support teaching learning process” (Brown, 1994:143). Its means that with the presence of textbooks can be facilitate students to follow the learning process.

Currently, there are varieties of textbooks published to fulfill the student’s requirement in the learning process. Therefore, the task of the teacher is to choose a book that match the student’s requirement. Selecting a good material to support the teaching and learning process has a great influence on the success of a teacher when implementing the learning process (Brown, 1994:145). Besides the teacher must choose the appropriate textbook, a teacher must also know about the curriculum. Because, the curriculum is one of the main sources that are useful for teachers to know the standards

of competence, basic competence, learning materials, learning activities, indicators, and time allocation.

B. Previous Study

The researcher conducts this research based on the previous study these, entitled:

The previous study that is on the line with this research is entitled The effectiveness of Using English Songs From Youtube Towards Students' Vocabulary Mastery, English Education Department Graduate School Syarif Hidayatullah State Islamic University Jakarta by: Febria Afia Rahmah, 111001400005. In this Study the researcher found that is more effective to improve students' vocabulary than the memorial.

The second Previous Study was conducted by Hesty Puspita Sari, S890707006, is entitled The effectiveness of Using Pictures in Teaching Vocabulary to The Sixth Grade Students of SDN Singkalanyar 1 Prambon Nganjuk Viewed From Their Motivation, English Education Department Graduate School Sebelas Maret University Surakarta. In this study the researcher found that is more effective to improve students' vocabulary than the memorial, and this study is about how to improve vocabulary for teacher using pictures.

The third previous study is entitled The Effectiveness of Teaching Vocabulary by Using Games to The Third Grade Students of SDN 03 Karangmojo, Karanganyar, English Program Faculty Of Letters And Fine Arts Sebelas Maret University Surakarta by: Puput Nugroho Ari Wibowo, C9305064. In this study the researcher also provide the arguments and practical support for using games to the third grade students.

The fourth previous study is entitled The Effectiveness of Teaching Vocabulary Using Pictures, Syarif Hidayatullah State Islamic University, Jakarta by: Liza Fauziah,

104014000301. In this study the researcher were pre-test and post-test to measure the amount of vocabulary acquired by learners. The results of this study support the idea that using pictures can be beneficial in terms of vocabulary.

The fifth previous study is entitled *The Effectiveness of English Song Activities on Vocabulary Learning and Retention*, Rajamangala University of Technology Srivijaya, Thailand by: Kittiya Phisutthangkoon. In this research materials used in the study were song activities, a pre-test, and two post-test.

The last previous study is entitled *The Effectiveness of Using Songs in Youtube to Improve Vocabulary Competence among Upper Secondary School Studies* by: University of Science Malaysia. This study investigated whether learners exposed to songs using YouTube would experience a change in vocabulary competence compared to those exposed to the traditional teacher-fronted approach.

Because of those successful researches, the researcher try to do another research related to this. The researcher did an experimental research to teach vocabulary using Musix Match Lyrics Application. The researcher conducted the research with eighth grade of MTs N Surakarta 2. Therefore the differences between the above mentioned the researches and the researcher's research are media, population and sample of study, time of the study, and teaching technique.

C. Rationale

Musix Match is a teaching media that can be to show and used to improve the pronoun used and the spelling of word to the students. Using Musix Match Application is one of the teacher media to teach students' vocabulary. using Musix Match is one of the teacher techniques to teach vocabulary to make the students interested and attractive to learn. Because, Musix Match can change the class atmosphere from silent to active.

Translation doesn't give much opportunity to the students to be active, creative and imaginative in learning vocabulary. For getting the meaning of a new word in teaching vocabulary, translation can provide it further than using media.

From the explanation above it can be concluded that teaching, in this case teaching vocabulary, needs media to accomplish the purpose of teaching listening itself. Instructional media are really useful in teaching vocabulary because they will help the teacher in delivering the materials effectively.

D. Hypothesis

This research is to know whether using the selected Musixmatch lyrics in teaching vocabulary is effective for the students to master vocabulary and learn English. To find answer if the problem, the researcher should propose research hypothesis as below:

H_a: Is there any significant difference of vocabulary mastery between the students taught by using Musix Match Lyrics Application and those taught by using textbook at the eighth Grade of MTs N Surakarta 2

H_o: there is no significant difference between students' vocabulary mastery by using Musix Match Lyrics Application and those taught by using textbook at the eighth Grade of MTs N Surakarta 2

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research was an experimental research. It mean that a research which is apply an experimental research with a quantitative approach. In experimental research, reseachers study variables, which are characteristics that take on different values accros people or things. An experimental research consists of treating objects in a defined way and then evaluating the outcome to determine how the treatment apparently influenced the objects and why the treatment had such an effect. (Thomas, 2003:51).

Arikunto (2013:207), there are two kinds of experimental research, True experimental and Quasi experimental. This research was Quasi experimental because there are some factors that cannot be fulfilled in the field. It is difficult to find the field with the perfect condition based on the criteria stated by Arikunto (2013:207-208). The requirements for the true experimental are: 1. Factors that influence the research have to be thrown away 2. There is control group 3. Make sure the conditions in the groups are same 4. If the research uses people as the subject, they have the same status. Because there are some factors that influence and the factors are little bit complex, so the researcher refer to choose quasi experimental research. Then, the model for this research is pretest-posttest design with non-equivalent group. The experiment class and the control class are given the pretest and posttest in order to measure the effectiveness of using musix match in teaching vocabulary.

The model of pretest posttest design is as follow:

E: $O_1 \times O_2$
P: $O_1 \quad O_2$

E= Experimental class O₁= pretest

P= Control class O₂= posttest

X= Treatment

This model uses experimental and control class. The experimental group taught by using Musix Match Lyrics Application and the control group is taught by using Text book by the teacher. Both of them are given the pretest and posttest

B. Setting of The Research

1. Place of the research

This research was conducted in MTs N 2 Surakarta at the eighth grade in the academic year 2018/2019. It is located in Jl. Transito Surodalan Pajang Laweyan Surakarta. The school has three grades of classes those are seventh grade, eighth grade, and ninth grade.

2. Time of the researcher

The research was conducted in MTs N 2 Surakarta at eighth grade in academic year 2018/2019.

3. Population

(Arikunto, 2013:173) population is the whole sub study. If someone wants to examine all the elements that exist in the study area, the research is a population study. Population is people or other things discussed in the research (Suharsini, 2002:108). Thus population related data not human, if every human being to provide data the number or size of the population will be equal to the number of human (Margono.S. 2009:118)

Population is “the whole subject of research” (Arikunto, 2006:130). In this research, population of this research is eight grade MTs N 2 Surakarta in academic year 2018/2019. The eighth grade MTs N 2 Surakarta is divided into eleven class. 8 A(1-5), B,C,D,E,F classes. There are 30 students in each class. Therefore, the researcher takes two classes, class VIII C as the experimental class, and VIII D as the control class.

C. Population, Sample, and Sampling

1. Sample

(Sugiyono, 2013:118) States that sample is a part of the number and characteristic such population, when large populations, and researchers are impossible studying everything that exists in the population, for example, due to limited funds, energy, and time, then the researcher can use samples taken from owned by the population. (Arikunto, 2013:174) states that “A sample is a part or representative that studied”. Based on the statement above, there is possibility for the researcher to take sample from eight grade in MTs N 2 Surakarta. The researcher only takes two classes, class VIII C as the experimental group, and VIII D as the control group, as the sample based on procedure of experimental research.

Sample is taking of part population using certain procedure. So it can be expected to represent its population. Arikunto (2006:131) states the sample is “a part of research population”.

2. Sampling technique

In determining the sample, the researcher employed cluster random sampling technique to the total population. The technique was used because the subjects of the study are homogeneous. The first class is class VIII C as an Experimental group, and VIII D as a control group.

D. Technique of Collecting the Data

In this research, the researcher uses test to collect the data. The test is used in order to know the effectiveness of using Musix Match Lyrics Application to teach vocabulary at eighth grade students of MTs N Surakarta 2. The test technique is the main technique in collecting the data. The pre-test and post-test was given to both experimental group and control group.

The researcher used three instruments for collecting data:

1. Test

Arikunto (2013:266) for humans, the instrument in the form of this test can be used for measure basic capabilities and achievements. To measure basic skills include: test to measure, interest test, special aptitude test, and so on. Especially for the test of learning achievement commonly used in schools can be divided into two:

a. Test teacher made

Its characteristics by teachers with certain procedures, but not yet its characteristics and virtues.

b. Standardized test

A test that is usually available at the testing institute, which has been assured of its efficacy, to find out the pre-test and post-test.

2. Trying out the instruments

The researcher conducts first try out students in another class. The aim of trying out instruments is to know whether or not the instruments is valid and reliable. The try out test is to measure the validity and reliability of the items of the test.

a. Validity of Test

Validity is a measure that indicates levels validity or validity of an instrument. A valid instrument or valid have high validity. Conversely, the instruments are lacking valid means having low validity. There are two kinds of validity according to the way of testing, that is external and internal validity.

1) External Validity

The external validity of instruments is achieved when data are generated from the instrument in accordance with the data or other information about the variable the research is being maximized.

2) Internal Validity

Internal validity is achieved when there is conformity between the parts instrument as a whole. In words another an instrument is said to have validation parts of the instrument overall, that is internal if supporting the instrument's "mission" grout in the form of grains reveal the data of the variables in question.

b. Reliability of the Test

Reliability refers to a sense that a or instrument reliable enough to be used as a data gathering tool because the instruments will not be directs respondents to select answers certain. Reliable instruments will produce reliable data as well. The researcher using KR-20 formula of reliability:

- 1) Kuder-Richardson Formula 20, or KR-20, is a measure reliability for a test with binary variables (answers that are right or wrong). Reliability refers to how consistent the results from the test are, or how well the test is actually measuring what you want it to measure. The KR 20 is used for items that have varying difficulty. For example, some items might be very easy, others more challenging. It should only be used if

there is a correct answer for each question — it shouldn't be used for questions with partial credit is possible or for scales like the Likert Scale.

The scores for KR-20 range from 0 to 1, where 0 is no reliability and 1 is perfect reliability. The closer the score is to 1, the more reliable the test. Just what constitutes an “acceptable” KR-20 score depends on the type of test. In general, a score of above .5 is usually considered reasonable.

Apply the following formula *once for each item*:

KR-20 is $[n/n-1] * [1-(\Sigma p*q)/Var]$

where:

n = sample size for the test

Var = variance for the test

p = proportion of people passing the item

q = proportion of people failing the item.

Σ = sum up (add up). In other words, multiple Each question's p by q, and then add them all up. If you have 10 items, you'll multiply p*q ten times, then you'll add those ten items up to get a total.

E. Technique of Data Analysis

In analyzing the data, the researcher makes the description of the data firstly. It includes the mean, median, mode and standard deviation of the score of vocabulary test. Furthermore, pre-requisite is used before testing the hypothesis test that involves normality and homogeneity test. The last is hypothesis test; it is conducted in order to manage the research data which are in the form of number, so that they can produce a real conclusion. It is also used to test whether the hypothesis of the research is accepted or rejected.

1. Unit analyzing

a. Mean

Mean is average that obtained from the sum of all score and divide with the total of the individual. The formula to obtain the mean in this research is as follows :

$$\text{Me} = \frac{\sum fx}{N}$$

Where :

Me : mean

$\sum fx$: the sum of all the score

N : the total of individu

(Sugiyono, 2010 : 54)

b. Modus

Modus is a score of group which has a biggest frequency. To calculate modus, the formula used is :

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

Where :

Mo = modus

b = the interval class limit with the biggest frequency

p = the interval

b₁ = frequency in the modus class reduced the frequency of the closest of interval class before

b2 = frequency in the modus class reduced the frequency of the next of interval class (Sugiyono, 2010: 52)

c. Median

Median is a score who limits a half of frequency in under distribution from the upper distribution. The formula used is :

$$\text{Md} = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

Where :

Md = median

b = under limit

p = the interval

N = total of the data

F = the sum of all frequency before median class

f = the frequency of median class

2. Pre- Requisite Test

Before testing the hypothesis, normality and homogeneity should be examined in this phase.

a. Normality Test

Normality test is done on two groups; those are experimental group and control group. Normality test is used to know whether the data from both sample groups which is examined comes from the population of normal distribution or not. The writer uses SPSS v.25 for Windows to do normality test which is Analyze-Descriptive Statistic-Explore-Plots-Normality Plots with Tests, the steps as follows:10

- 1) From the menu at the top of the screen click on Analyze then Descriptive then Explore.
 - 2) Move all of the data into the Dependent list
 - 3) Under Display ensure that there is only a tick next to Plots.
 - 4) Click on the Plots tab to open the plots dialogue box.
 - 5) Under Boxplots click None, and remove any ticks under Descriptive. Place a tick in Normality plots with tests. Under Spread vs. Level tick none.
 - 6) Click Continue, and then OK.
- b. Homogeneity Test

After normality test gives indication that data is distributed normally, so it needs to do homogeneity test. It is used to know the similarity of the two conditions or population. If the significant value $p > 0.05$, it means that the population has similarity. The writer uses SPSS v.25 for Windows to do homogeneity test which is Analyze- Compare Means- One Way ANOVA- Option- Homogeneity of Variance, the steps as follows:

- 1) From the menu at the top of the screen click on Analyze then Compare Means then One-Way ANOVA
 - 2) Move the data from experimental class into the Dependent list and the data from control class into the Factor
 - 3) Under Contrast and Post-Hoc ensure that there is a tick next to Options.
 - 4) Click on the Options tab to open the options dialogue box.
 - 5) Place a tick in Homogeneity of variance tests.
 - 6) Click Continue, and then OK. 12
- c. Hypothesis Test

For hypothesis test, the writer uses t-test to find out whether there is significant difference between experimental group and control group in this study. The writer uses t-test which is adapted by Anas Sudijono, 2009:63 to find the result. There are several steps before applying the t-test formula.

The formula of t-test which is used in this research is:

$$t_0 \frac{M_1 - M_2}{SE M_1 - M_2}$$

Note:

t_0 = the value of 't' count

M_1 = mean variable of experimental group

M_2 = mean variable of controlled group

SEM_1 = standard error of experimental group

SEM_2 = standard error of controlled group

The procedure of calculation are as follows:

- a. Determining mean of variable X

$$M_1 = \frac{\sum X}{N_1}$$

- b. Determining mean of variable Y

$$M_2 = \frac{\sum Y}{N_2}$$

- c. Determining deviation standard of score of variable X

$$SD_1 = \sqrt{\frac{\sum X^2}{N_2}}$$

- d. Determining deviation standard of score of variable Y

$$SD_1 = \sqrt{\frac{\sum Y^2}{N_2}}$$

- e. Determining standard error of mean of variable X

$$SEM_1 = \frac{SD_1}{\sqrt{N_1-1}}$$

- f. Determining standard error of mean of variable Y

$$SEM_2 = \frac{SD_1}{\sqrt{N_1-1}}$$

- g. Determining standard error of different of mean of variable and variable Y

$$SEM_{1-M_2} = \sqrt{SEM_1^2 + SEM_2^2}$$

- h. Determining t0 with formula

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

- i. Determining degrees of freedom (df) in significance level 1%:

$$df = (N_1 + N_2) - 2$$

Note:

N_1 = the total number of experimental group

N_2 = the total number of controlled group

SD_1 = standard deviation of experimental group

SD_2 = standard deviation of controlled group

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The research was conducted at the eighth grade students in MTs Negeri Surakarta 2. The two groups are for experimental and control group. The experimental group was taught using Musix Match media while the control class was taught using text book that was a translation. Before giving treatments to the experimental and control class, the researcher was trying the items of the test of vocabulary out to the 70 students of MTs Negeri Surakarta 2. The data are analyzed to get the clear conclusion of the research.

A. The Data Description

The purpose of this research was to find out whether there is significant difference in vocabulary achievement between the students who are taught by using Musix Match Lyrics Application and those who are taught by using text book. This research was conducted at MTs N Surakarta 2 in academic year 2018/2019. Two classes were taken as sample. Class VIII C as experimental group and Class VIII D as control group. In this research, test was the instrument to collect the data. The data was analyzed after collecting the data. They are in form of scores on English Vocabulary test, namely pre-test and post-test in both of group.

The researcher held pre-test in both of sample class before gave the treatment in experimental class and taught in control class. The pre-test was top know the student's vocabulary achievement before the teaching learning vocabulary by using Musix Match Lyrics Application was started. After that pre-test, the experimental group was given treatment. The experimental group was taught by using Musix Match Lyrics Application while the control group was taught by using text book.

After the treatment was done in experimental group and teaching process was done in control group fourth times.

Here are the table description of pretest and posttest scores:

The students' pretest and posttest score in class VIII C (The experimental group):

Table 4.1

The Students' Score of Pre-test and Post-test of Experimental Group

Experimental Group			
Subject	Pre test	Post test	Gain score
1	60	65	5
2	80	70	-10
3	60	70	10
4	80	60	-20
5	75	65	-10
6	65	70	5
7	85	65	-20
8	75	70	-5
9	80	80	0
10	55	55	0
11	70	70	0
12	85	70	-15
13	70	75	5
14	75	65	-10
15	80	85	5
16	85	85	0
17	65	80	15
18	65	80	15
19	75	75	0
20	75	80	5
21	60	65	5
22	55	75	20
23	75	85	10
24	55	60	5
25	85	75	-10
26	65	70	5
27	85	85	0
28	60	80	20
29	55	55	0
30	55	55	0
31	70	65	-5
32	70	75	5
33	80	80	0
34	70	60	-10
35	55	65	10
36	85	85	0
$\Sigma n = 36$	$\Sigma x_0 = 2540$	$\Sigma x_1 = 2570$	$\Sigma x_2 = 30$
Average	70.555	71.388	0.833
Max	85	85	
Min	55	55	
Mean	70.55	71.38	
Median	70	70	
Mode	75	65	

Based on table 4.1 , it is showed that the score of the experimental group between pretest and post-test were different. The mean of students' score in the pretest is 70.55, median of the students' score is 70.00 and the mode of students' score is 75.00 with the lowest score of pre-test is 55.00 and the highest score of pre-test is 85.00. Meanwhile, the mean of the students' score in the post-test is 71.38, the median of students' score is 70.00, and the mode of students' score is 65.00 with the lowest score of post-test is 55.00 and the highest score of post-test is 85.00.

And from the table above, the score of pre-rest and post-test of experimental group showed that the highest score on the pre-test was 85.00 and the lowest score was 55.00 with the average at 70.55. Then the highest score of post-test was 85.00 while the lowest score was 55.00.

Here is table of the frequency distribution of pre-test and post-test of controlled class:

Table 4.2

The Students' Score of Pre-test and Post-test of Control Group

Control Group			
Subject	Pre test	Post test	Gain score
1	65	70	5
2	80	65	-15
3	65	55	-10
4	65	80	15
5	70	75	5
6	80	80	0
7	60	55	-5
8	50	65	15
9	80	60	-20
10	75	60	-15
11	55	65	10
12	70	65	-5
13	70	75	5
14	85	75	-10
15	75	70	-5
16	65	60	-5
17	60	55	-5
18	75	70	-5
19	75	65	-10
20	80	80	0
21	85	55	-30
22	75	70	-5
23	65	70	5
24	55	75	20
25	80	65	-15
26	80	60	-20
27	60	60	0
28	65	75	10
29	70	70	0
30	70	60	-10
31	85	70	-15
32	60	80	20
33	75	55	-20
34	55	65	10
$\Sigma n = 34$	$\Sigma x_0 = 2380$	$\Sigma x_1 = 2275$	$\Sigma x_2 = -105$
Average	70	66.911	-3.088
Max	85	80	
Min	50	55	
Mean	70	66.91	
Median	70	65	
Mode	65	70	

Based on the table above, it is showed that the score of the control group between pretest and post-test were different. The mean of students' score in the pretest is 70.00, median of the students' score is 70.00 and the mode of students' score is 65.00 with the lowest score of pre-test is 50.00 and the highest score of pre-test is 85.00. Meanwhile, the mean of the students' score in the post-test is 66.91, the median of students' score is 65.00, and the mode of students' score is 70.00 with the lowest score of post-test is 55.00 and the highest score of post-test is 80.00.

And from the table above, the score of pre-rest and post-test of control group showed that the highest score on the pre-test was 85.00 and the lowest score was 50.00 with the average at 70.00. Then the highest score of post-test was 80.00 while the lowest score was 55.00.

B. The Analysis of Data

1. Normality test

Testing normality test in this research used Kolmogorov-Smirnov methods in SPSS v.25 to count the normality of each test. The test would be normal distribution if the result of calculation from SPSS statistic 25, the number of sample showed less than the results of normality test of the data are presented as follows:

Table 4.3

Normality Pre-test Results between Experimental Class and Control Class

One-Sample Kolmogorov-Smirnov Test

		Control Class	Experimental Class
N		34	36
Normal Parameters ^{a,b}	Mean	70.00	70.56
	Std. Deviation	9.614	10.473
Most Extreme Differences	Absolute	.140	.137
	Positive	.110	.121
	Negative	-.140	-.137
Test Statistic		.140	.137
Asymp. Sig. (2-tailed)		.091 ^c	.087 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The normality calculation above used one-sample Kolmogorov-Smirnov Test. From table 4.3, it can be seen that the absolute differences of Experimental group data is 0.137. it much less than absolute difference in Kolmogorov-Smirnov table with the closet Kolmogorov-Smirnov critical points. it means that the pretest of experiment class data is normal. Meanwhile, the absolute difference of controll class data is 0.140. it much also much less than D-table with the close Kolmogorov-Smirnov critical points. In other words, the pre-test of control group data is normal.

Table 4.4

Normality Post-test Results between Experimental Class and Control Class

One-Sample Kolmogorov-Smirnov Test

		Control Class	Experiment Class
N		34	36
Normal Parameters ^{a,b}	Mean	66.91	71.39
	Std. Deviation	7.979	9.150
Most Extreme Differences	Absolute	.130	.132
	Positive	.130	.119
	Negative	-.121	-.132
Test Statistic		.130	.132
Asymp. Sig. (2-tailed)		.154 ^c	.114 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From table 4.4 above, it can be seen that the absolute difference D of Experimental group data is 0.132. is much less than absolute difference is Kolmogorov-Smirnov table with the close Kolmogorov-Smirnov critical points. it means that the post-test of experimental class data is normal. Meanwhile, the absolute difference of Control group data is 0.130. it also much than D-table with the closet Kolmogorov-Smirnov critical points. So, it can be concluded that the posttest of control group data is normal.

2. Homogeneity Test

Based on the calculation of normality, the writer got the result that all data in pre-test and post-test of both experimental group and control group have been distributed normally. The next step of the calculation was to find the pre-test and post-test homogeneity of the data by using SPSS v.25 for windows.

Table 4.5

Homogeneity Pre-test and Post-test Result between Experimental Class and Control Class

Pre- Test Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	.735	1	68	.394
	Based on Median	.541	1	68	.465
	Based on Median and with adjusted df	.541	1	67.183	.465
	Based on trimmed mean	.772	1	68	.383

From table 4.5 above, shows that the significance of pre-test result between experimental group and control group are 0.394, 0.465, 0.465, and 0.383. therefore, it can be conclude that the data of pre-test are homogeneous because all of the data result 0.05.

Table 4.6

Post- Test Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	.735	1	68	.394
	Based on Median	.541	1	68	.465
	Based on Median and with adjusted df	.541	1	67.183	.465
	Based on trimmed mean	.772	1	68	.383

From table 4.6 above, shows that the significance of pre-test result between experimental group and control group are 0.394, 0.465, 0.465, and 0.383. therefore, it can be conclude that the data of pre-test are homogeneous because all of the data result 0.05. so, it shows that both of the groups are homogeneous.

Based on the pre-requisite test stastitcal analysis, found that the data normally distributed and homogeneous. Therefore next, the data was analyzed by using T-test formula. This technique is useful to prove statistically whether there is any significant difference between students' vocabulary achievement in experimental and control class. The experimental class was X variable and the control class was Y variable. Before analyzing the data, the

following table is the recapitulation of the data which describes the comparison between experimental group and control group

Table 4.7

Subject	Experimen (X)	Control (Y)	X (X - MX)	Y (Y - MY)	x ²	y ²
1	5	5	4.2	8.1	17.64	65.61
2	-10	-15	-10.8	-11.9	116.64	141.61
3	10	-10	9.2	-6.9	84.64	47.61
4	-20	15	-20.8	18.1	432.64	327.61
5	-10	5	-10.8	8.1	116.64	65.61
6	5	0	4.2	3.1	17.64	9.61
7	-20	-5	-20.8	-1.9	432.64	3.61
8	-5	15	-5.8	18.1	33.64	327.61
9	0	-20	-0.8	-16.9	0.64	285.61
10	0	-15	-0.8	-11.9	0.64	141.61
11	0	10	-0.8	13.1	0.64	171.61
12	-15	-5	-15.8	-1.9	249.64	3.61
13	5	5	4.2	8.1	17.64	65.61
14	-10	-10	-10.8	-6.9	116.64	47.61
15	5	-5	4.2	-1.9	17.64	3.61
16	0	-5	-0.8	-1.9	0.64	3.61
17	15	-5	14.2	-1.9	201.64	3.61
18	15	-5	14.2	-1.9	201.64	3.61
19	0	-10	-0.8	-6.9	0.64	47.61
20	5	0	4.2	3.1	17.64	9.61
21	5	-30	4.2	-26.9	17.64	723.61
22	20	-5	19.2	-1.9	368.64	3.61
23	10	5	9.2	8.1	84.64	65.61
24	5	20	4.2	23.1	17.64	533.61
25	-10	-15	-10.8	-11.9	116.64	141.61
26	5	-20	4.2	-16.9	17.64	285.61
27	0	0	-0.8	3.1	0.64	9.61
28	20	10	19.2	13.1	368.64	171.61
29	0	0	-0.8	3.1	0.64	9.61
30	0	-10	-0.8	-6.9	0.64	47.61
31	-5	-15	-5.8	-11.9	33.64	141.61
32	5	20	4.2	23.1	17.64	533.61
33	0	-20	-0.8	-16.9	0.64	285.61
34	-10	10	-10.8	13.1	116.64	171.61
35	10	-	9.2	-	84.64	-
36	0	-	-0.8	-	0.64	-
TOTAL	30	-105	1.2	7.4	3325.04	4900.74

In order to get the calculation of T-test, there are several steps to be taken: determining Mean, Median, Standard Deviation, and Standard Error from each variable.

The following steps describe as follow:

1. Determining mean of variable X

$$M_1 = \frac{\Sigma X}{N_1} = \frac{30}{36} = 0.83$$

2. Determining mean of variable Y

$$M_2 = \frac{\Sigma Y}{N_2} = \frac{-105}{34} = -3.08$$

3. Determining deviation standard of score of variable X

$$SD_1 = \sqrt{\frac{\Sigma X^2}{N_2}} = \sqrt{\frac{3325.04}{36}} = \sqrt{92.36} = 9.61$$

4. Determining deviation standard of score of variable Y

$$SD_2 = \sqrt{\frac{\Sigma Y^2}{N_2}} = \sqrt{\frac{4900.74}{34}} = \sqrt{144.13} = 12.00$$

5. Determining standard error of mean of variable X

$$SEM_1 = \frac{SD_1}{\sqrt{N_1-1}} = \frac{9.61}{\sqrt{36-1}} = \frac{9.61}{5.91} = 1.62$$

6. Determining standard error of mean of variable Y

$$SEM_2 = \frac{SD_2}{\sqrt{N_2-1}} = \frac{12}{\sqrt{34-1}} = \frac{12}{5.74} = 2.09$$

7. Determining standard error of different of mean of variable and variable Y

$$\begin{aligned} SEM_{1-M_2} &= \sqrt{SEM_1^2 + SEM_2^2} \\ &= \sqrt{1.62^2 + 2.09^2} = \sqrt{2.62 + 4.36} \end{aligned}$$

$$= \sqrt{6.98}$$

$$= 2.64$$

8. Determining t_0 with formula

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$= \frac{0.83 - (-3.08)}{2.64}$$

$$= \frac{3.91}{2.64}$$

$$= 1.48$$

9. Determining degrees of freedom (df) in significance level 10%:

$$df = (N_1 + N_2) - 2$$

$$= (36 + 34) - 2 = 68$$

The value of df 68 at degrees of significance 10% or t_{table} is 1.29 . from the result of statistical calculation above, it can be seen that the value of t_0 or t observed is 1.48 and the degree of freedom (df) was 68. The value of t in the degree of freedom of 68 and at the degree of significance 10% or t_{table} of df 68 with $\alpha = 10\%$ is 1.29.

3. Hypothesis Test

This research was conducted in order to answer the research question:

“Is using Musix Match Lyrics effective to teach vocabulary at the eighth Grade of MTS N Surakarta 2?”

The statistical hypothesis of this research can be seen as follow:

H_a: there is significant difference between students' achievement in teach vocabulary which is taught by using Musix Match Lyrics Application

Ho: there is no significant difference between students' achievement in teach Vocabulary by using Musix Match Lyrics Application.

1. If $t\text{-test } (t_0) > t\text{-table } (t_t)$ in significant degree of 0.01. Ho (null hypothesis) is rejected.
2. If $t\text{-test } (t_0) < t\text{-table } (t_t)$ in significant degree of 0.01. Ho (null hypothesis) is accepted.

From the result of the statistical calculation, it shows that the value of t_t with df 68 in the significance 10% is 1.29, while the value of the t_0 is 1.48. since t_0 score is higher than t_{table} score obtain from the result of calculating, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

C. Discussion

Based on the analysis of data, it can be conclude that the Musix Match Application is effective teach student's vocabulary. it was showed by the students' vocabulary after they used Musix Match in class were better than the students' vocabulary before they were given the treatment.

In teaching and learning process, it is important for teachers to make students familiar with vocabulary before they are actually reading, listening, writing, and speaking. The teacher can use Musix Match Application to stimulate students' vocabulary and thinking in using their English skill.

In other words, Musix Match Application are found to be helpful and effective to teach vocabulary, especially for the students of MTsN Surakarta 2. For achieving the objectives of this research, the researcher did three steps to collect the data. The first step was give pre-test to the students. It intended to know the students' vocabulary before taught by using Musix Match Lyrics Application. Then, the researcher did treatments. The last one was collected post-test. It was intended to measure students' vocabulary after getting the treatment. The

research wanted to know whether there was any effective or not after did the treatment by using Musix Match Lyrics Application.

in the control group, the researcher uses strategy used by the teacher, which is text book. The researcher uses the text book to teach students. The researcher also too pre-test and post-test. The pre-test is done to determine the level equality of vocabulary students in both of classes.

The students of experimental group more active and enthusiastic when the learning process. The atmosphere is pleasant, the students feel enjoy and they are learning without pressure. They are enthusiastic to ask the meaning of difficult word. There are no students feel sleepy, they are enjoy to listen and sing a song together. Meanwhile, situation in control group is monotonous. The students feel sleepy and bored. Students who answer teacher question are only 5 until 10 students of entire student. The atmosphere is monotonous, because many students are sleepy.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

The discussion of the findings has been presented in the previous chapter. This chapter presents the conclusion, implication of the research, and suggestion for teachers, students, and other researchers based on the finding of the research discussed on the previous chapter.

A. Conclusion

The conclusion of this research deals with the answer of the research problems based on the research findings and discussion in the chapter IV. In this section, the researcher draws the answer about the research problem related to the use of Musix Match Lyrics Application. That was used Musix Match Lyrics Application to Teach Vocabulary at Eighth grade students of MTs N Surakarta 2 academic year 2018/2019.

Teaching vocabulary using Musix Match Lyrics Application is one of the alternative solutions that the teacher can use to teach vocabulary to their students. It makes students more relaxed in learning new words than they can memorize them easily.

After conducting the research, the researcher showed that teaching vocabulary using Musix Match Lyrics Application is appropriate to be implemented in the classroom. In this research, the students' mean score of post-test in the experimental class (71.38) was higher than pre-test (70.55). From the analysis, the test hypothesis was determined by $t\text{-test } (t_0) > t\text{-table}$ in significance 10% was 1.29. Therefore, t_0 score was higher than t_{table} score obtained from the result of calculating, so the alternative hypothesis (H_a) was accepted.

Therefore, Musix Match Lyrics Application is effective to teach vocabulary at Eighth grade students of MTs N Surakarta 2.

B. Implication

Based on the conclusion above, Musix Match Lyrics Application can be applied in teaching learning vocabulary. it proves that Musix Match Lyrics Application is an effective media can be used in teaching learning vocabulary. in the classroom, the students can do more active in learning activities. They challenge to solve the Musix Match Lyrics Application well. Followed by team study, the students are divided into 4 students and they discuss with each other to finish the listening used by Musix Match Lyrics Application on time and right.

C. Suggestion

Based on the conclusions and implications written earlier, there are some suggestion proposed.

1. For teachers

Selecting of learning media will influence the student's concentration in teaching learning process. Learning media can be used to facilitate communication between the teacher and students. The use of appropriate media makes the students more interested with the material that be taught. The students also have higher motivation to study better. The teacher must choose appropriate learning media for their students.

2. For students

Musix Match Lyrics Application is media that can be used in teaching learning vocabulary. this media can be played in pair or group. The students have to focus, careful and cooperate with others to solve the lyrics used by Musix Match Lyrics Application. So, the students must not be passive in the classroom.

3. For other researchers

The reseacher hopes that finding of this study will be used as an additional reference for a similar research with different variables or in different research design.

There are still many other media that could be studied to find out the effectiveness of the media that can be applied to the students in teaching vocabulary.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENTAL GROUP

Satuan Pendidikan : MTs Negeri Surakarta 2

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Vocabulary

Alokasi Waktu : 4 pertemuan

A. Kompetensi Inti

1. KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
2. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.
3. KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4: Mengolah, menyaj, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang amat dalam sudut pandang atau teori.

B. Kompetensi Dasar

1. Mengungkapkan kata-kata (vocabulary) dengan ucapan yang jelas dan lancar yang berterima dan berkaitan dengan lingkungan terdekat.

C. Indikator

1. Mengungkapkan secara lisan vocabulary dengan ucapan yang benar

D. Tujuan Pembelajaran

1. Siswa dapat meningkatkan vocabulary mereka yang dapat diaplikasikan dalam kehidupan sehari-hari.

E. Materi Pembelajaran

1. Noun
2. Adjective
3. Verb

F. Media Pembelajaran

Laptop, LCD, Pieces of paper, Musix Match App

G. Sumber

Internet

H. Langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (10 menit)

1. Guru memberikan salam (greeting)
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Guru menyampaikan cakupan materi.

Kegiatan Inti (60 menit)

1. Peneliti menjelaskan definisi noun, menjaleaskan karakteristik, memberikan contoh noun dan melibatkan siswanya.
2. Peneliti menampilkan gambar noun
3. Peneliti meminta siswa untuk mengungkapkan kta benda apayang ada pada gambar.
4. Peneliti kemudian memberikan penjelasan tentang aplikasi yang akan digunakan

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
4. Peserta didik dan guru mengucapkan salam perpisahan

Pertemuan Kedua

Pendahuluan (10 menit)

1. Guru memberikan salam (greeting)
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Guru menyampaikan cakupan materi.

Kegiatan Inti (60 menit)

1. Peneliti menjelaskan definisi adjective, menjaleaskan karakteristik, memberikan contoh adjective dan melibatkan siswanya.
2. Peneliti menanyakan sifat dan ciri fisik teman, hewan, dan benda secara lisan dan akurat.
3. Peneliti meminta siswa untuk mengungkapkan kata sifat dan ciri fisik teman, hewan, dan benada secara lisan.
4. Peneliti kemudian memberikan kembali penjelasan dan cara penggunaan tentang aplikasi yang akan digunakan

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
4. Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Ketiga

Pendahuluan (10 menit)

1. Guru memberikan salam (greeting)
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Guru menyampaikan cakupan materi.

Kegiatan Inti (60 menit)

1. Peneliti membagi siswa dalam beberapa kelompok dan memberitahukan kepada siswa agar duduk dengan kelompok masing-masing.
2. Peneliti kemudian memberikan teks lagu.
3. Siswa mendengarkan dengan seksama saat guru memainkan lagu dan mengisi celah kata yang hilang.
4. Siswa mengidentifikasi kosakata dari lirik.
5. Setiap kelompok mendiskusikan isi dari lagu yang telah mereka dengarkan.
6. Peneliti dan siswa mendiskusikan lembar kerja bersama.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
4. Peserta didik dan guru mengucapkan salam perpisahan

Pertemuan Keempat

Pendahuluan (10 menit)

1. Guru memberikan salam (greeting)
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Guru menyampaikan cakupan materi.

Kegiatan Inti (60 menit)

1. Peneliti menjelaskan definisi verb , menjaleaskan karakteristik, memberikan contoh verb dan melibatkan siswanya.
2. Peneliti menanyakan kata kerja pada sebuah kalimat.
3. Peneliti meminta siswa untuk mengungkapkkan kata kerja pada sebuah kalimat.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya

2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
4. Peserta didik dan guru mengucapkan salam perpisahan

I. Penilaian

No.	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	46-65	Poor
7	0-45	Very poor

Sukoharjo, 5 september 2018

Guru Bahasa Inggris

Peneliti

Dra. Hj. Savri Indiani S, M,Pd

Davi Dyah Tri Arni

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL GROUP

Satuan Pendidikan : MTs Negeri Surakarta 2

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Vocabulary

Alokasi Waktu : 4 pertemuan

A. Kompetensi Inti

1. KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
2. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.
3. KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4: Mengolah, menyaj, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, dan mengarang) sesuai dengan yang dipelajari disekolah dn sumber lain yang amat dalam sudut pandang atau teori.

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1. Mengungkapkan kata-kata (vocabulary) dengan ucapan yang jelas dan lancar yang berterima dan berkaitan dengan lingkungan terdekat.

C. Indikator

1. Mengungkapkan secara lisan vocabulary dengan ucapan yang benar

D. Tujuan Pembelajaran

1. Siswa dapat meningkatkan vocabulary mereka yang dapat diaplikasikan dalam kehidupan sehari-hari.

E. Materi Pembelajaran

1. Noun
2. Adjective
3. Verb

F. Media Pembelajaran

Laptop, LCD, Pieces of paper

G. Sumber

Internet, Bright an English 2

H. Langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (10 menit)

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2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Guru menyampaikan cakupan materi.

Kegiatan Inti (60 menit)

1. Peneliti menjelaskan definisi noun, menjaleaskan karakteristik, memberikan contoh noun dan melibatkan siswanya.
2. Peneliti menampilkan gambar noun
3. Peneliti meminta siswa untuk mengungkapkan kta benda apayang ada pada gambar.
4. Peneliti kemudian memberikan penjelasan tentang aplikasi yang akan digunakan

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
4. Peserta didik dan guru mengucapkan salam perpisahan

Pertemuan Kedua

Pendahuluan (10 menit)

1. Guru memberikan salam (greeting)
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Guru menyampaikan cakupan materi.

Kegiatan Inti (60 menit)

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3. Peneliti meminta siswa untuk mengungkapkan kata sifat dan ciri fisik teman, hewan, dan benada secara lisan.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
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4. Guru menyampaikan cakupan materi.

Kegiatan Inti (60 menit)

1. Peserta didik membaca pada activity 6 dengan cermat.
2. Peserta didik melengkapi kalimat verb, noun, menggunakan kata-kata dalam kotak pada pactivity 10-12.
3. peserta didik dan peneliti mendiskusikan soal terkait materi.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
3. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
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Pertemuan Keempat

Pendahuluan (10 menit)

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1. Peneliti menjelaskan definisi verb , menjaleaskan karakteristik, memberikan contoh verb dan melibatkan siswanya.
2. Peneliti menanyakan kata kerja pada sebuah kalimat.
3. Peneliti meminta siswa untuk mengungkapkkan kata kerja pada sebuah kalimat.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
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No.	Score	Classification
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6	46-65	Poor
7	0-45	Very poor

Sukoharjo, 5 september 2018

Guru Bahasa Inggris

Peneliti

Dra. Hj. Savri Indiani S, M,Pd

Davi Dyah Tri Arni

THE BLUEPRINT OF PRE-TEST
ACADEMIC YEAR 2018/2019

Satuan Pendidikan : MTs Negeri Surakarta 2

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 45 Menit

Jumlah Soal : 20

Semester : Ganjil

The Concept	Indicator	Number of Item	Types of Question	Total of Item
Vocabulary is students' complete knowledge about the total number of particular language concerning with words and also the meaning of the words. It deals with students' understanding about adjective, noun, and verb.	1. Adjective	4,7,14,15,18,20	MC	6
	2. Noun	1,3,5,10,11,12,16,17		8
	3. Verb	2,6,8,9,13,19		6
Total				20

THE BLUEPRINT OF POST-TEST
ACADEMIC YEAR 2018/2019

Satuan Pendidikan : MTs Negeri Surakarta 2

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 45 Menit

Jumlah Soal : 20

Semester : Ganjil

The Concept	Indicator	Number of Item	Types of Questions	Total of Item
Vocabulary is students's complete knowledge about the total number of particular language concerning with words and also the meaning of the words. It deals with student's understanding about adjective, noun, and synonym,	1.Adjective 2.Noun 3.Verb	1-6 7-13 13-20	MC	6 7 8
Total				20

PRE-TEST

Nama :

No :

Kelas :

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

- I need to buy food or drink.
 - Money
 - Paper
 - Book
 - Wallet
- Siska has at 11 a.m
 - Brunch
 - Breakfast
 - Dinner
 - Lunch
- is the place to borrow some books at school
 - Cnteen
 - Classroom
 - Library
 - Teacher office
- Mayumi is a student, so she gets first rank in the school
 - Boring
 - Smart
 - Big
 - Cold
- A leads a kingdom
 - Teacher
 - Headmaster
 - King
 - Police
- A always sells in the market
 - Doctor
 - Nurse
 - Seller
 - Teacher
- He feels because he becomes a winner in this competition
 - Sad
 - Glad
 - Frustrated
 - Disappointed
- I A letter from the postman every morning

- a. Receive
 - b. Reject
 - c. Invite
 - d. Follow
9. The mouse Quickly when the big cat will trap it
- a. Stands
 - b. Runs
 - c. Flies
 - d. Sits
10. Indonesia consists of thousand
- a. Island
 - b. Islanded
 - c. Islandes
 - d. Islands
11. A pen, table, TV, glass, and the other are kinds of
- a. Book
 - b. Star
 - c. Thing
 - d. Flower
12. My father make a hut in the field. **It** look so beautiful and simple. The word of "it" refer to
- a. My father
 - b. Make
 - c. Hut
 - d. Filed
13. My husband will be For Jakarta tomorrow
- a. Leave
 - b. Leaving
 - c. Leaves
 - d. Left
14. The Will be adopted tomorrow
- a. Funny grey fat cat
 - b. Funny fat grey cat
 - c. Grey funny fat cat
 - d. Fat funny grey cat
15. I'm buying a
- a. New cheap European car
 - b. European cheap new car
 - c. European new cheap car
 - d. Cheap new European car
16. In Indonesia, season lasts from April until January
- a. Raining
 - b. Windy
 - c. Hot
 - d. Wet
17. Yumna love to go to some to buy books.
- a. Library
 - b. Libraries
 - c. Bookstore

- d. Bookstores
18. Widi always in the dance competition everyday
- a. Sings
 - b. Teachs
 - c. Dances
 - d. Writes
19. Chika wants to some songs on the radio
- a. Request
 - b. Read
 - c. See
 - d. Write
20. I have a house in this area
- a. Hot
 - b. Glad
 - c. Large
 - d. bright

POST-TEST

Nama :

No :

Kelas :

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

1. I and my friends.... In the library. We read some books
 - a. Am
 - b. Is
 - c. Have
 - d. Are
2. Lia is very So he needs foods
 - a. Brave
 - b. Cold
 - c. Hungry
 - d. Late
3. Superman is the most hero
 - a. Stupid
 - b. Shy
 - c. Small
 - d. Strong
4. Dina is a girl, so many boys like her.
 - a. Beautiful
 - b. Bad
 - c. Crazy
 - d. Busy
5. The lady lives across the street is my aunt
 - a. What
 - b. Whom
 - c. Who
 - d. Whose
6. The moment The clown burst in to surprise the teacher was great!
 - a. That
 - b. Where
 - c. When
 - d. What
7. is a spicy food from Indonesia
 - a. Rendang
 - b. Chocolate
 - c. Soup
 - d. Pudding
8. My grandmother always tell me to wash my Before eating something
 - a. teeth

- b. Face
 - c. Feet
 - d. Hands
9. We need to bring our school books
- a. Uniform
 - b. Bag
 - c. Pencil case
 - d. Wallet
10. My father is reading In the office now
- a. A newspaper
 - b. A television
 - c. A speaker
 - d. A radio
11. My apple tree has many....
- a. Leaf
 - b. Leaves
 - c. Leafs
 - d. Leave
12. There are many beautiful in her garden.
- a. Lilies
 - b. Lily
 - c. Lilys
 - d. Lilis
13. Do not play with the In the kitchen!
- a. Knife
 - b. Knifes
 - c. Knive
 - d. Knives
14. I have been since the morning
- a. Play
 - b. Played
 - c. Plays
 - d. Playing
15. Rani His work
- a. Have completed
 - b. Has completed
 - c. Completing
 - d. Have complete
16. I have His name
- a. Forgot
 - b. Forgotten
 - c. Forget
 - d. Forgets
17. these your new car?
- a. Is
 - b. Am
 - c. Are
 - d. There
18. Rajib has ben Since the morning.

- a. Sleep
 - b. Sleeps
 - c. Slept
 - d. Sleeping
19. Yumna her task.
- a. Have finished
 - b. Has finished
 - c. Finishing
 - d. Have finish
20. My family will for a holiday to bandung next month.
- a. Went
 - b. Goes
 - c. Going
 - d. Go

PRE-TEST

Nama : Honif Nurkhdia
No : 16
Kelas : 8D

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

65

1. I need To buy food or drink.
 a. money
 b. paper
 c. book
 d. wallet
2. Siska has at 11 a.m
 a. brunch
 b. breakfast
 c. dinner
 d. lunch
3. Is the place to borrow some books at school.
 a. canteen
 b. classroom
 c. library
 d. teacher office
4. Mayumi is a Student, so she gets first rank in the school.
 a. boring
 b. smart
 c. big
 d. cold
 e. dull
5. A leads a kingdom
 a. teacher
 b. head master
 c. king
 d. police
6. A..... always sells in the market
 a. doctor
 b. nurse
 c. seller
 d. teacher

13x5=65

Korektor - Anisa NH

7. He feels because he becomes a winner in this competition
- a. sad
 - b. glad
 - c. frustrated
 - d. disappointed
8. I a letter from the postman every morning
- a. receive
 - b. reject
 - c. Invite
 - d. follow
9. The mouse quickly when the big cat will trap it
- a. stands
 - b. runs
 - c. flies
 - d. sits
10. Indonesia consists of thousand
- a. island
 - b. islanded
 - c. islandes
 - d. isnlads
11. A pen, table, TV, glass, and the other are kinds of
- a. book
 - b. star
 - c. thing
 - d. flower
12. My father make a hut in the field. It look so beautiful and simple
The word of "it" refer to
- a. my father
 - b. make
 - c. hut
 - d. the field
13. My husband will be For Jakarta tomorrow.
- a. leave
 - b. leaving
 - c. leaves
 - d. left
14. The will be adopted tomorrow
- a. funny grey fat cat
 - b. funny fat grey cat
 - c. grey funny fat cat

b. forgotten

~~c.~~ forget

d. forgets

17. these your new cars?

a. Is

b. Am

c. Are

~~d.~~ There

18. Rajib has been Since the morning.

a. sleep

b. sleeps

c. slept

~~d.~~ sleeping

19. Yumna Her task.

a. have finished

b. has finished

~~c.~~ finishing

d. have finish

20. My family will for a holiday to Bandung next month.

a. went

b. goes

c. going

d. go

PRE-TEST

Nama : Fitri Aulia Kirana

No : 15

Kelas : VIII D

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

1. I need To buy food or drink.
 a. money
b. paper
c. book
d. wallet
2. Siska has at 11 a.m
a. brunch
b. breakfast
c. dinner
 d. lunch
3. Is the place to borrow some books at school.
a. canteen
b. classroom
 c. library
d. teacher office
4. Mayumi is a Student, so she gets first rank in the school.
a. boring
 b. smart
c. big
d. cold
e. dull
5. A leads a kingdom
a. teacher
b. head master
 c. king
d. police
6. A..... always sells in the market
a. doctor
b. nurse
 c. seller
d. teacher

$$B = 16 \\ \frac{5}{80}$$



Korektor : wah?u


7. He feels because he becomes a winner in this competition
- a. sad
 - b. glad
 - c. frustrated
 - d. disappointed
8. I a letter from the postman every morning
- a. receive
 - b. reject
 - c. Invite
 - d. follow
9. The mouse quickly when the big cat will trap it
- a. stands
 - b. runs
 - c. flies
 - d. sits
10. Indonesia consists of thousand
- a. island
 - b. islanded
 - c. islandes
 - d. isnlads
11. A pen,table,TV,glass, and the other are kinds of
- a. book
 - b. star
 - c. thing
 - d. flower
12. My father make a hut in the field. It look so beautiful and simple
The word of "it" refer to
- a. my father
 - b. make
 - c. hut
 - d. the field
13. My husband will be For Jakarta tomorrow.
- a. leave
 - b. leaving
 - c. leaves
 - d. left
14. The will be adopted tomorrow
- a. funny grey fat cat
 - b. funny fat grey cat
 - c. grey funny fat cat

- ~~d.~~ fat funny grey cat
15. I'm buying a...
- ~~a.~~ new cheap European car
- b. european cheap new car
- c. european new cheap car
- d. cheap new European car
16. In Indonesia,..... season lasts from April until January
- ~~a.~~ raining
- b. windy
- c. hot
- d. wet
17. Yumna love to go to some To buy books.
- a. library
- b. libraries
- ~~c.~~ bookstore
- d. bookstores
18. Widi always in the dance competition everyday
- a. sings
- b. teaches
- ~~c.~~ dances
- d. writes
19. Chika wants to some songs on the radio
- ~~a.~~ request
- b. read
- c. see
- d. write
- ~~a.~~ I have a..... house in this area
- a. hot
- ~~b.~~ glad
- c. large
- d. bright

PRE-TEST

Nama : HASNA RAFIQ MUTHI'

No : 17

Kelas : VIII 

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

1. I need To buy food or drink.
 - a. money
 - b. paper
 - c. book
 - d. wallet
2. Siska has at 11 a.m
 - a. brunch
 - b. breakfast
 - c. dinner
 - d. lunch
3. Is the place to borrow some books at school.
 - a. canteen
 - b. classroom
 - c. library
 - d. teacher office
4. Mayumi is a Student, so she gets first rank in the school.
 - a. boring
 - b. smart
 - c. big
 - d. cold
 - e. dull
5. A leads a kingdom
 - a. teacher
 - b. head master
 - c. king
 - d. police
6. A..... always sells in the market
 - a. doctor
 - b. nurse
 - c. seller
 - d. teacher

KORREKTOR : E. L. R. U. M.



AR



7. He feels because he becomes a winner in this competition

- a. sad
- b. glad
- c. frustrated
- d. disappointed

8. I a letter from the postman every morning

- a. receive
- b. reject
- c. Invite
- d. follow

9. The mouse quickly when the big cat will trap it

- a. stands
- b. runs
- c. flies
- d. sits

10. Indonesia consists of thousand

- a. island
- b. islanded
- c. islandes
- d. islads

11. A pen, table, TV, glass, and the other are kinds of

- a. book
- b. star
- c. thing
- d. flower

12. My father make a hut in the field. It look so beautiful and simple

The word of "it" refer to

- a. my father
- b. make
- c. hut
- d. the field

13. My husband will be For Jakarta tomorrow.

- a. leave
- b. leaving
- c. leaves
- d. left

14. The will be adopted tomorrow

- a. funny grey fat cat
- b. funny fat grey cat
- c. grey funny fat cat

- d. fat funny grey cat
15. I'm buying a...
- a. new cheap European car
 - ~~b. european cheap new car~~
 - c. european new cheap car
 - d. cheap new European car
16. In Indonesia,..... season lasts from April until January
- ~~a. raining~~
 - b. windy
 - c. hot
 - d. wet
17. Yumna love to go to some To buy books.
- a. library
 - b. libraries
 - ~~c. bookstore~~
 - d. bookstores
18. Widi always in the dance competition everyday
- a. sings
 - b. teaches
 - ~~c. dances~~
 - d. writes
19. Chika wants to some songs on the radio
- ~~a. request~~
 - b. read
 - c. see
 - d. write
20. I have a..... house in this area
- ~~a. hot~~
 - b. glad
 - c. large
 - d. bright

$$11 \times 6 \quad B: 14 \times 5 \\ = 70$$

POST-TEST Korektor = Revinda

Nama : Teti Nurhayati

No : 31

Kelas : VIII D

1. I and my friends..... in the library. We read some books
- a. am
 - b. is
 - c. have
 - ~~d. are~~ ✓
2. Liam is very so he needs foods
- a. brave
 - b. cold
 - c. hungry
 - d. late
3. Superman is the most hero
- a. stupid
 - b. shy
 - c. small
 - d. strong
4. Dina is a girl, so many boys like her.
- a. beautiful
 - b. bad
 - c. crazy
 - d. busy
5. The lady lives across the street is my aunt.
- a. what
 - b. whom
 - c. who
 - ~~d. whose~~
6. The moment The clown burst in to surprise the teacher was great!
- a. that
 - b. where
 - c. when
 - d. what
7. ... is a spicy food from Indonesia
- a. rendang
 - b. chocolate

- c. soup
d. puding
8. My grandmother always tell me to wash my before eating something
 a. teeth
b. face
c. feet
 d. hands
9. we need To bring our school books
a. uniform
 b. bag
c. pencil case
d. wallet
10. My father is reading in the office now
 a. a newspaper
b. a television
c. a speaker
d. a radio
11. My apple tree has many
a. leaf
 b. leaves
c. leafs
d. leave
12. There are many beautiful In her garden.
 a. lilies
b. lily
c. lilys
d. lilis
13. Do not play with the in the kitchen!
 a. knife
b. knives
c. knive
d. knives
14. I have been since the morning
 a. play
b. played
c. plays
d. playing
15. Rani...his work
a. have completed
 b. has completed
c. completing
d. have complete
16. I have his name
a. forgot

- b. forgotten
- c. forget ✓
- ~~d. forgets~~

17. these your new cars?

- a. Is
- b. Am
- ~~c. Are~~
- d. There

18. Rajib has been Since the morning.

- a. sleep ✓
- b. sleeps
- ~~c. slept~~
- d. sleeping

19. Yumna Her task.

- a. have finished
- ~~b. has finished~~
- c. finishing
- d. have finish

20. My family will for a holiday to Bandung next month.

- a. went
- b. goes
- c. going ✓
- ~~d. go~~

POST-TEST

Nama : Zayfa Nafisah M.W.

No : 36

Kelas : 8C

1. I and my friends..... in the library. We read some books
 - a. am
 - b. is
 - c. have
 - d. are
2. Liam is very so he needs foods
 - a. brave
 - b. cold
 - c. hungry
 - d. late
3. Superman is the most hero
 - a. stupid
 - b. shy
 - c. small
 - d. strong
4. Dina is a girl, so many boys like her.
 - a. beautiful
 - b. bad
 - c. crazy
 - d. busy
5. The lady lives across the street is my aunt.
 - a. what
 - b. whom
 - c. who
 - d. whose
6. The moment The clown burst in to surprise the teacher was great!
 - a. that
 - b. where
 - c. when
 - d. what
7. ... is a spicy food from Indonesia
 - a. rendang
 - b. chocolate

S13
Bl: 17-15 = 85
Koraktor = Dafid

- c. soup
d. puding
8. My grandmother always tell me to wash my before eating something
a. teeth
b. face
c. feet
~~d. hands~~
9. we need To bring our school books
a. uniform
~~b. bag~~
c. pencil case
d. wallet
10. My father is reading in the office now
~~a. a newspaper~~
b. a television
c. a speaker
d. a radio
11. My apple tree has many
a. leaf
~~b. leaves~~
c. leafs
d. leave
12. There are many beautiful In her garden.
~~a. lilies~~
b. lily
c. lilys
d. lilis
13. Do not play with the in the kitchen!
~~a. knife~~
b. knives
c. knive
d. knives
14. I have been since the morning
~~a. play~~
b. played
c. plays
d. playing
15. Rani...his work
a. have completed
(b) has completed
c. completing
~~d. have complete~~
16. I have his name
a. forgot

b. forgotten

~~c. forget~~

d. forgets

17. these your new cars?

a. Is

b. Am

~~c. Are~~

d. There

18. Rajib has been Since the morning.

~~a. sleep~~

b. sleeps

c. slept

d. sleeping

19. Yumna Her task.

a. have finished

b. has finished

c. finishing

~~d. have finish~~

20. My family will for a holiday to Bandung next month.

a. went

~~b. goes~~

c. going

d. go

POST-TEST

Nama : Muh Qadimudin

No : 29

Kelas : VIII C

13/3/20

1. I and my friends..... in the library. We read some books
- ~~a~~ am
 b. is
 c. have
 d. are
2. Liam is very so he needs foods
- a. brave
 b. cold
~~x~~ hungry
 d. late
3. Superman is the most hero
- a. stupid
 b. shy
 c. small
~~x~~ strong
4. Dina is a girl, so many boys like her.
- ~~x~~ beautiful
 b. bad
 c. crazy
 d. busy
5. The lady lives across the street is my aunt.
- ~~x~~ what
 b. whom
 c. who
 d. whose
6. The moment The clown burst in to surprise the teacher was great!
- a. that
~~b~~ where
 c. when
 d. what
7. ... is a spicy food from Indonesia
- ~~x~~ rendang
 b. chocolate

SL: 8
BT: 12 x 3
: 60

- c. soup
- d. puding

8. My grandmother always tell me to wash my before eating something

- a. teeth
- b. face
- c. feet
- ~~d. hands~~

9. we need To bring our school books

- a. uniform
- ~~b. bag~~
- c. pencil case
- d. wallet

10. My father is reading in the office now

- ~~a. a newspaper~~
- b. a television
- c. a speaker
- d. a radio

11. My apple tree has many

- a. leaf
- b. leaves
- ~~c. leafs~~
- d. leave

12. There are many beautiful In her garden.

- ~~a. lilies~~
- b. lily
- c. lilys
- d. lilis

13. Do not play with the in the kitchen!

- a. knife
- b. knives
- ~~c. knive~~
- d. knives

14. I have been since the morning

- ~~a. play~~
- b. played
- c. plays
- d. playing

15. Rani...his work

- a. have completed
- ~~b. has completed~~
- c. completing
- d. have complete

16. I have his name

- a. forgot

b. forgotten

~~c.~~ forget

d. forgets

17. these your new cars?

a. Is

b. Am

c. Are

~~d.~~ There

18. Rajib has been Since the morning.

a. sleep

b. sleeps

c. slept

~~d.~~ sleeping

19. Yumna Her task.

a. have finished

b. has finished

~~c.~~ finishing

d. have finish

20. My family will for a holiday to Bandung next month.

a. went

b. goes

~~c.~~ going

d. go

POST-TEST

Nama : Vella Alia A.

No : 32

Kelas : VII D

1. I and my friends..... in the library. We read some books
 - a. am
 - b. is
 - c. have
 - d. are
2. Liam is very so he needs foods
 - a. brave
 - b. cold
 - c. hungry
 - d. late
3. Superman is the most hero
 - a. stupid
 - b. shy
 - c. small
 - d. strong
4. Dina is a girl, so many boys like her.
 - a. beautiful
 - b. bad
 - c. crazy
 - d. busy
5. The lady lives across the street is my aunt.
 - a. what
 - b. whom
 - c. who
 - d. whose
6. The moment The clown burst in to surprise the teacher was great!
 - a. that
 - b. where
 - c. when
 - d. what
7. ... is a spicy food from Indonesia
 - a. rendang
 - b. chocolate

$$S = 7$$
$$B = 13 \times 5 = \underline{\underline{65}}$$

- c. soup
d. puding
8. My grandmother always tell me to wash my before eating something
- a. teeth
b. face
c. feet
 d. hands
9. we need To bring our school books
- a. uniform
 b. bag
c. pencil case
d. wallet
10. My father is reading in the office now
- a. a newspaper
b. a television
c. a speaker
d. a radio
11. My apple tree has many
- a. leaf
b. leaves
c. leafs
 d. leave
12. There are many beautiful In her garden.
- a. lilies
 b. lily
c. lilys
d. lilis
13. Do not play with the in the kitchen!
- a. knife
b. knives
c. knive
d. knives
14. I have been since the morning
- a. play
b. played
c. plays
d. playing
15. Rani...his work
- a. have completed
b. has completed
c. completing
d. have complete
16. I have his name
- a. forgot

b. forgotten

c. forget

~~d. forgets~~

17. these your new cars?

a. Is

b. Am

~~c. Are~~

~~d. There~~

18. Rajib has been Since the morning.

~~a. sleep~~

b. sleeps

c. slept

d. sleeping

19. Yumna Her task.

a. have finished

~~b. has finished~~

c. finishing

d. have finish

~~20. My family will for a holiday to Bandung next month.~~

a. went

b. goes

c. going

~~d. go~~

Ela ~~Ag~~ Aghesma.
Viii c
07

18 X 5
90

7 Years By: Lukas Graham

Once I was 7 years old my momma (1) ^{told} me
Go make (2) ^{some} some friends or you'll be lonely
Once I was 7 years old

It was a big big world, but we (3) ^{thought} we were bigger
Pushing each other to the limits, we were learning quicker
Smoking By eleven (4) ^{herb} herb and (5) ^{burning} burning liquor ^{thinking}
Never rich so we were out to make that steady figure

Once I was 11 years old my daddy told me
Go get yourself a (6) ^{wife} or you'll be lonely ^{wife}
Once I was 11 years old

I always had that dream like my daddy before me
So I started writing songs, I started writing stories
glory Something about that (7) ^{just} always (8) ^{to bore me} to bore me ^{seemed}
Cause only those I really love will ever really know me

Once I was 20 years old, my story got told
Sofa Before the morning (9) ^{when} when life was lonely
Once I was 20 years old

Smallest I only see my goals, I don't believe in failure
Cause I know the (10) ^{voices} voices, they can make it major
I got my boys with me at least those in favor
And if we don't meet before I leave, I hope I'll see you later

Once I was 20 years old, my story got told
I was writing (11) ^{about} everything, I saw before me
Once I was 20 years old

Travelers Soon we'll be 30 years old, our songs have been sold
We've (12) ^{around} around the world and we're still roaming
Soon we'll be 30 years old

I'm still learning about life
My woman (13) ^{brought} children for me ^{brought}
So I can sing them all my songs
And I can tell them (14) ^{stories} stories
Most of my boys are with me
Some are still out (15) ^{glory} glory ^{seem} ^{king}
And some I had to leave behind
My brother I'm still sorry

Soon I'll be 60 years old, my daddy got 61
Remember life and then your life becomes a better one

I made a man so happy when I (16).....^{wrote} a letter once
I hope my children (17)..... and (18)....., once or twice a month
_{come visit}

Soon I'll be 60 years old, will I think the world is cold
Or will I have a lot of children who can (19).....^{warm} me
Soon I'll be 60 years old

Soon I'll be 60 years old, will I think the world is cold
Or will I have a lot of children who can (20)..... me
Soon I'll be 60 years old _{hdo}

Once I was seven years old, my momma told me
Go make yourself some friends or you'll be lonely
Once I was seven years old

Once I was seven years old

nama : Roffa Atalla Bintang S
kelas : VIII C
tanggal : 6

7 Years
By: Lukas Graham

16x5
80

Once I was 7 years old my momma (1) ^{told} me
Go make (2) ^{your} some friends or you'll be lonely
Once I was 7 years old

It was a big big world, but we (3) ^{thought} we were bigger
Pushing each other to the limits, we were learning quicker
By eleven (4) ^{from} Herb and (5) ^{trying} burning liquor
Never rich so we were out to make that steady figure

Once I was 11 years old my daddy told me
Go get yourself a (6) ^{wife} or you'll be lonely
Once I was 11 years old

I always had that dream like my daddy before me
So I started writing songs, I started writing stories
Something about that (7) ^{be} just always ^{(8) ^{to} bore me (9) ^{to}}
Cause only those I really love will ever really know me

Once I was 20 years old, my story got told
Before the morning (10) ^{sun}, when life was lonely
Once I was 20 years old

I only see my goals, I don't believe in failure
Cause I know the (11) ^{be} voices, they can make it major
I got my boys with me at least those in favor
And if we don't meet before I leave, I hope I'll see you later

Once I was 20 years old, my story got told
I was writing (12) ^{about} everything, I saw before me
Once I was 20 years old
Soon we'll be 30 years old, our songs have been sold
We've (13) ^{traveled} around the world and we're still roaming
Soon we'll be 30 years old

I'm still learning about life
My woman (14) ^{bring} children for me (brought)
So I can sing them all my songs
And I can tell them (15) ^{stories}
Most of my boys are with me
Some are still out (16) ^{seeking} glory
And some I had to leave behind
My brother I'm still sorry

Soon I'll be 60 years old, my daddy got 61
Remember life and then your life becomes a better one

I made a man so happy when I (16) ^{would (wrote)} a letter once
I hope my children (17) ~~come~~ and (18) ~~visit~~, once or twice a month

Soon I'll be 60 years old, will I think the world is cold
Or will I have a lot of children who can (19) ~~help~~ me ^{warm}

Soon I'll be 60 years old

Soon I'll be 60 years old, will I think the world is cold
Or will I have a lot of children who can (20) ~~help~~ me

Soon I'll be 60 years old ^{hold}

Once I was seven years old, my momma told me
Go make yourself some friends or you'll be lonely
Once I was seven years old

Once I was seven years old

MAMA: *Wahyu NHT*
MO : 84
KIZ : *M*
"BMS *magash*"
"BMS *magash*"

18x5
90

7 Years
By: Lukas Graham

Once I was 7 years old my momma (1) *told* me
Go make (2) *some* friends or you'll be lonely
Once I was 7 years old

It was a big big world, but we (3) *tho* we were bigger
Pushing each other to the limits, we were learning quicker
By eleven (4) *herb* and (5) *burning* liquor
Never rich so we were out to make that steady figure

Once I was 11 years old my daddy told me
Go get yourself a (6) *...* or you'll be lonely
Once I was 11 years old

I always had that dream like my daddy before me
So I started writing songs, I started writing stories
Something about that (7) *...* just always (8) *...* bore me
Cause only those I really love will ever really know me

Once I was 20 years old, my story got told
Before the morning (9) *sun* when life was lonely
Once I was 20 years old

I only see my goals, I don't believe in failure
Cause I know the (10) *...* voices, they can make it major
I got my boys with me at least those in favor
And if we don't meet before I leave, I hope I'll see you later

Once I was 20 years old, my story got told
I was writing (11) *about* everything, I saw before me
Once I was 20 years old
Soon we'll be 30 years old, our songs have been sold
We've (12) *traveled* around the world and we're still roaming
Soon we'll be 30 years old

I'm still learning about life
My woman (13) *...* children for me
So I can sing them all my songs
And I can tell them (14) *stories*
Most of my boys are with me
Some are still out (15) *...* glory *SIRING*
And some I had to leave behind
My brother I'm still sorry

Soon I'll be 60 years old, my daddy got 61
Remember life and then your life becomes a better one

I made a man so happy when I (16) ~~sent~~ wrote a letter once
I hope my children (17) ~~come~~ and (18) ~~visit~~ once or twice a month

Soon I'll be 60 years old, will I think the world is cold
Or will I have a lot of children who can (19) ~~warm~~ me

Soon I'll be 60 years old

Soon I'll be 60 years old, will I think the world is cold
Or will I have a lot of children who can (20) ~~handle~~

Soon I'll be 60 years old

Once I was seven years old, my momma told me
Go make yourself some friends or you'll be lonely

Once I was seven years old

Once I was seven years old



Taqif Fitri
VIII C/33

18 x 5
90

7 Years
By: Lukas Graham

Once I was 7 years old my momma (1) ^{told} me
Go make (2) ^{yourself} some friends or you'll be lonely
Once I was 7 years old

It was a big big world, but we (3) ^{thought} we were bigger
Pushing each other to the limits, we were learning quicker
By eleven (4) ^{from} herb and (5) ^{the} burning liquor
Never rich so we were out to make that steady figure

Once I was 11 years old my daddy told me
Go get yourself a (6) ^{shit} or you'll be lonely
Once I was 11 years old

I always had that dream like my daddy before me
So I started writing songs, I started writing stories
Something about that (7) ^{story} just always (8) ^{seemed} to bore me
Cause only those I really love will ever really know me

Once I was 20 years old, my story got told
Before the morning (9) ^{came}, when life was lonely - sun
Once I was 20 years old

I only see my goals, I don't believe in failure
Cause I know the (10) ^{smallest} voices, they can make it major
I got my boys with me at least those in favor
And if we don't meet before I leave, I hope I'll see you later

Once I was 20 years old, my story got told
I was writing (11) ^{about} everything, I saw before me
Once I was 20 years old
Soon we'll be 30 years old, our songs have been sold
We've (12) ^{traveled} around the world and we're still roaming
Soon we'll be 30 years old

I'm still learning about life
My woman (13) ^{brought} children for me
So I can sing them all my songs
And I can tell them (14) ^{later}
Most of my boys are with me
Some are still out (15) ^{seeking} glory
And some I had to leave behind
My brother I'm still sorry

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Remember life and then your life becomes a better one

I made a man so happy when I (16)^{wrote} a letter once
I hope my children (17)^{come} and (18)^{visit}, once or twice a month

Soon I'll be 60 years old, will I think the world is cold
Or will I have a lot of children who can (19)^{warm} me
Soon I'll be 60 years old

Soon I'll be 60 years old, will I think the world is cold
Or will I have a lot of children who can (20)^{warm} me
Soon I'll be 60 years old ^{hold}

Once I was seven years old, my momma told me
Go make yourself some friends or you'll be lonely
Once I was seven years old

Once I was seven years old





