

**THE EFFECT OF USING NURSERY RHYMES TO IMPROVE  
STUDENTS' VOCABULARY MASTERY AT SEVEN GRADE OF SMP  
ATTHAYYIBAH**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirement to Obtain the Bachelor  
Degree (S1) of English Department of Teacher Faculty and Education State Islamic  
Institus of (IAIN) Kerinci*



**CERTIFICATE OF ORIGINALITY**

The researcher hereby declares that the thesis entitled, **"The Effect Of Using Nursery Rhymes To Improve Students' Vocabulary Mastery At Seven Grade Of Smp Atthayyibah "** is the reseacher own work and that, to the best researcher's knowledge and belief, it contains no material previously published or written by another person, no material which to a substansial extent has been accepted for the a ward any other educational institutions, where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher have worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledge.

The resercher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception or in style, presentation and linguistic expressions.

Sungai Penuh, 2021

The Reseacher

A 3000 Rupiah Indonesian postage stamp with a signature over it. The stamp features the Garuda Pancasila emblem and the text "METERAI TEMPEL" and "21005AJX230415710".

**SENTIA JULIANTI**

**K E R I N C I**

Advisor I : Dr. Suhaimi, M. Pd  
 Advisor II : Heri Mudra, M.Pd  
 LECTURES OF IAIN KERINCI

Sungai Penuh, 2021

To :

The Rector of IAIN Kerinci

At

<b>AGENDA</b>	
Sungai Penuh	
NOMOR :	88
TANGGAL :	16 02 2022
REDAKSI :	

**OFFICIAL NOTE**

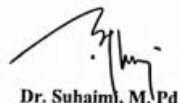
*Assalamu'alaikum Wr Wb*

After guiding, analyzing, briefing, and correcting, the writing of Sehtia Julianti's thesis with the students' number is 1610203037 entitled : **The Effect Of Using Nursery Rhymes To Improve Students' Vocabulary Mastery At Seven Grade Of SMP Atthayyibah**. We are in the opinion this thesis has been able progressed to be examined to fulfill the task and requirements to achieve undergraduate degree of English Education Program in faculty of Education and teacher training state islamic institute of kerinci .

Thus, we procesed this thesis to the faculty for immediate administrative proces for final examination.

*Wassalamu'alaikum Wr. Wb.*

**ADVISOR I**



Dr. Suhaimi, M. Pd

NIP. 19690607 200312 1 002

**ADVISOR II**



Heri Mudra, M. Pd

NIP. 19851216 201101 1 008



INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 JURUSAN PENDIDIKAN BAHASA INGGRIS

Jln. Pelita VII Sungai Penuh Telp (0748)22114 Kode Pos 37112

**APPROVAL AND ACCEPTANCE**

This Thesis which is entitled: **THE EFFECT OF USING NURSERY RHYMES TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SEVEN GRADE OF SMP ATTHAYYIBAH** by **SENTIA JULIANTI** Register Number **1610203037** has been examined in the viva voce help by faculty of education and Teacher Training at IAIN Kerinci on.....2021. Thesis is submitted as one of partial fulfillment of requirement for getting undergraduate degree (S1) at English Education program in faculty of Education and Teacher Training of State Islamic Institute of Kerinci.

Sungai penuh, march 2022

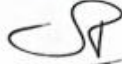
**THE VIVA VOICE**

The Chairment

  
**Aridem vintoni, M.Pd**

NIP. 19690607 200312 1 002

Examiner I



**Dr. Daflizar, M.A**

NIP: 19731226200312 1 001

Advisor I



**Dr. Suhaimi, M.Pd**

NIP: 19690607200312 1 002

Examiner II



**Növri Bahrizal, M.Pd**

NIP : 19861112201101 1 007

Advisor II



**Heri Mudra, M.Pd**

NIP : 19851216201101 1 008

## ABSTRACT

### **Sentia Julianti (1610203037): The Effect Of Using Nursery Rhymes To Improve Students' Vocabulary Mastery At Seven Grade Of Smp Atthayyibah**

**Advisors** : Dr. Suhaimi, S.Pd, MA

Heri Mudra, M.Pd

**Keyword** : *vocabulary mastery, nursery rhymes, elementary school students, experiment research.*

This final project is an experiment research. In this study, I limit the discussion by stating the following problem: "How is the students' achievement in learning English vocabulary by using Nursery Rhymes?" The aims of the research is to find out whether teaching vocabulary using Nursery Rhymes is effective to improve the students' achievement. It is expected that the result of the study can enrich the teacher's strategy in teaching vocabulary through Nursery Rhymes especially for junior high school students.

The subject of the study was the students of SMP Athayyibah. There were 60 students'. There were three steps in this experiment research. The first step of the activity was the pre-test. The second step of the activity was action which consisted of four activities. In the first activity, the teacher performed Nursery Rhymes in front of the class.

The theme of the first activity was sing twinkel-twinkel litle star. In the second activity, the teacher performed Nursery Rhymes about body language. In the third activity, the teacher performed Nursery Rhymes about translate word to word. In the last activity, the teacher performed Nursery Rhymes about things in the classroom. The third step of the activity was giving post-test.

Based on the data analysis, it can be seen that there is significant difference in the result of the students' pre-test and post-test. The average achievement of the students' pre-test was 56.63% and 96.19% in the post-test. The main factor affecting this improvement was the students' interest in the Nursery Rhymes given.

It can be proved from the post test and pre-test. Therefore, it can be suggested that the use of Nursery Rhymes can be an alternative way to teach vocabulary, especially to improve the students' mastery in vocabulary. This result hopefully would motivate language teachers to use Nursery Rhymes in teaching English in the classroom, especially when teaching English vocabulary to elementary school students.

## ABSTRAK

**Sentia Julianti (NIM. 1610203037)** :Pengaruh Penggunaan Nursery Rhyme Terhadap Peningkatan Penguasaan Kata Kata Siswa Kelas Tujuh Smp Atthayyibah

**Pembimbing** : Dr. Suhaimi S. Pd, M. Pd

Heri Mudra, M. Pd

**Kata kunci** : *penguasaan kosakata, lagu anak-anak, siswa sekolah dasar, penelitian eksperimen.*

Tugas akhir ini merupakan penelitian eksperimen. Dalam penelitian ini, saya membatasi diskusi dengan menyatakan masalah berikut: "Bagaimana prestasi siswa dalam belajar kosakata bahasa Inggris dengan menggunakan sajak anak-anak?" Tujuan dari penelitian ini adalah untuk mengetahui apakah pengajaran kosakata menggunakan lagu anak-anak efektif untuk meningkatkan prestasi siswa. Hasil penelitian ini diharapkan dapat memperkaya strategi guru dalam mengajarkan kosakata melalui lagu anak-anak khususnya untuk siswa sekolah menengah pertama.

Subyek penelitian ini adalah siswa SMP attoyibah 2021-2022 yang berjumlah 60 siswa. perbedaan hasil pre-test dan post-test siswa. Rata-rata pencapaian pre-test siswa adalah 56,63% dan post-test 96,19%. Faktor utama yang mempengaruhi peningkatan ini adalah minat siswa terhadap lagu anak-anak yang diberikan. Hal ini dapat dibuktikan dari hasil pre test dan post-test. Oleh karena itu, dapat disarankan bahwa penggunaan lagu anak-anak dapat menjadi salah satu cara alternatif untuk mengajarkan kosakata, terutama untuk meningkatkan penguasaan kosakata siswa. Hasil ini diharapkan dapat memotivasi guru bahasa untuk menggunakan lagu anak-anak dalam mengajar bahasa Inggris di kelas, terutama ketika mengajar kosa kata bahasa Inggris kepada siswa sekolah menengah pertama.

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

## DEDICATION AND MOTTO

### This thesis is dedicated to:

*My beloved father Suharyon and my sweet mother Susi Lawati for their valuable endless prayer, sacrifice and support.*

*My lovely husband Yori Trigetmi thanks for your love, care, support and motivation.*

*My sweet heart my son Muhammad Ihsan Alhafiz, thank you for coming and for being a strength to me*

*My one brother Rahmat Sya Farel for support and motivation*

*My big families for their love and suggestion, support and always praying for my success in the future.*

*My friends for their love, care, suggestion, and support in my ups and downs.*

### Motto :

لَهُ مَعَقَّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُعَيِّرُوا مَا بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَالٍ ۝ ١١

**KE R I N C I**  
**Verily never will Allah change the condition of people until they change  
 it themselves (with their own souls). (Q.S. Ar Ra'du: 11).**

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَاصْحَابِهِ  
أَجْمَعِينَ لِمَا بَعْدُ.

The researcher would like to express a greatest thank to Allah SWT who has given blessing, strength, and healthy so the writer could finish this thesis. Shalawat and salam are always sent to our beloved prophet Muhammad SAW, the greatest hero in the world and the best example for human to get the happiness ever and ever.

Then, this thesis is one of the requirements to get undergraduate degree at English Education program in Faculty and Teacher Training at State Islamic Institute of Kerinci. As long as accomplish this thesis entitled “**The Effec Of Using Nursery rhymes To Improve Student Vocabulary Mastery At Sevent Grade of SMP Attayyibah**”. The researcher got difficulties, but by guidance and support from other parties the researcher would like to express thank to:

1. Dr. Astari, M.A. as the rector of State Islamic Institute of Kerinci.
2. Dr. Hadi Candra, S.Ag, M. Pd, as the Dean of Education Faculty and Teacher Training



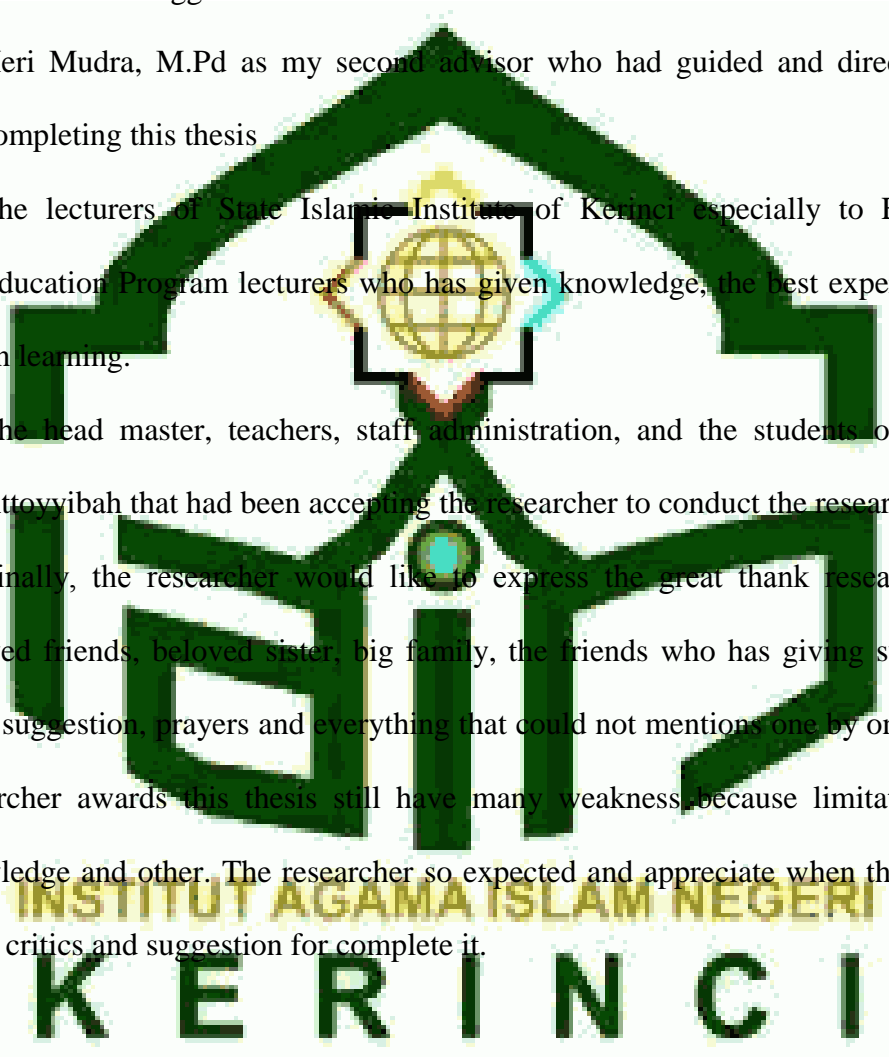
3. Aridem Vintoni, S.Pd, M.Pd as the head of English department
4. Musdizal, S.Pd, M.Pd as the secretary of English department.
5. Dr. Suhaimi, M, Pd as my first advisor, his invaluable guidance as well as constructive suggestion.

6. Heri Mudra, M.Pd as my second advisor who had guided and directed in completing this thesis

7. The lecturers of State Islamic Institute of Kerinci especially to English Education Program lecturers who has given knowledge, the best experiences on learning.

8. The head master, teachers, staff administration, and the students of SMP Attoyyibah that had been accepting the researcher to conduct the research.

Finally, the researcher would like to express the great thank researcher's beloved friends, beloved sister, big family, the friends who has giving support, love, suggestion, prayers and everything that could not mentions one by one. The researcher awards this thesis still have many weakness, because limitation of knowledge and other. The researcher so expected and appreciate when there are some critics and suggestion for complete it.



**Sungai Penuh,  
The researcher**

**2022**

**SENTIA JULIANTI  
NIM: 1610203037**

## TABLE OF CONTENT

TITTLE .....	i
OFFICIAL NOTE .....	ii
CERTIFICATE OF ORIGINALITY .....	iii
EXAMINER AGREEMENT .....	iv
DEDICATION AND MOTTO .....	v
ABSTRACT .....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLE .....	x
LIST OF APPENDICES .....	xi
<b>CHAPTER I : INTRODUCTION</b>	
A. Baground of the problem.....	1
B. Identification of the problem.....	4
C. Limitation of the problem.....	4
D. Reasearch question.....	4
E. Pupose of the research .....	4
F. Significant of the reseach.....	5
G. Definition of key term .....	5
H. Hypothesis .....	6
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b>	
A. Review of related theories.....	7
B. Review of related findings .....	19
C. Conceptual framwork .....	25
<b>CHAPTER III : METHODOLOGY OF THE RESEARCH</b>	
A. Research Design .....	31
B. Setting of The Research .....	32
C. Research procedure.....	32

1. Preparation .....	32
2. Teaching activity .....	32
a. Experiment class.....	32
b. Control class .....	33
<b>D. Population and sample.....</b>	<b>34</b>
1. Population.....	34
2. Sample .....	34
<b>E. Technique of data collection.....</b>	<b>34</b>
Test .....	34
A. Pre-Test .....	35
B. Post-Test.....	35
<b>F. Instrument of the research .....</b>	<b>36</b>
1. Tes .....	36
2. Validity .....	39
3. Difficulty index of item .....	39
4. Reliability .....	40
5. Discrimination power index .....	41
<b>G. Technique of data analysis.....</b>	<b>42</b>
1. The Test of Normality.....	42
2. The Test of Homogeneity.....	44
3. Effect size (Cohen's d).....	45

## CHAPTER IV: FINDINGS AND DISCUSSION

### A. FINDINGS

1. Description of Teaching Action .....	
2. Data Description.....	
3. Hypothesis .....	
a. Normality Testing .....	
b. Homogeneity Testing .....	

c. Hypothesis Testing.....	
<b>B. Discussion.....</b>	<b>55</b>

## **CHAPTER V : CONCLUSION AND SUGGESTION**

<b>A. Conclusion.....</b>	<b>57</b>
<b>B. Suggestions.....</b>	<b>58</b>
1. Suggestion for Teachers.....	58
2. Suggestion for Next Researcher.....	58

## **BIBLIOGRAPHY**

## **APPENDICES**



**LIST OF TABLES**

1. Research Design .....	32
2. Population.....	35
3. Sample .....	37
4. Test.....	39
5. Instrument of The Research .....	40
6. Validity of The Instrument .....	40
7. Dificulty idex of item.....	41
8. Reliability.....	42
9. Descrimination power index.....	43
10. Hypotesis testing.....	44
11. The Criterias of Students Score .....	45
12. Research finding .....	46
13. Normality Testing .....	53
14. Homogeneity Testing .....	53
15. T-Test .....	54

### LIST OF APPENDICES

1. List of the student attendance VII a .....	62
2. List of the student attendance VII c.....	63
3. Descriptive Test.....	63
4. Normality Test.....	65
5. Homogeneity Test .....	65
6. Lesson Plan of Control Class .....	66
7. Lesson Plan of Experimental Class .....	97
8. Test of Pre-Test .....	125
9. Validity of The instrument ( Pre-Test) .....	128
10. Reliability of the instrument . .....	130
11. Test of Post-Test . .....	132
12. Validity of The Instrument ( Post-Test ) .....	135
13. Reliability of the Instrument .....	137
14. Result of Control Class .....	139
15. Result of Experimental Class .....	141
16. Result of Control Class .....	143
17. Result of Experimental Class .....	145
18. Mean Score of Pre-test in Control and Experimental Class .....	146
19. Mean Score of Post-Test in Control and Experimental Class ...	147
20. Normality and Homogeneity of the Data .....	148
21. Hypotesis Testing .....	149

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problems

English is the international language that is use by worlwide. In Indonesia, Englis is a compulsory subject at elementary up to university. In term English teaching as a foreign language, vocabulary is one of the components which support other skill such as listening, speaking, reading, and writing.

Vocabulary is one of the language components that have to be mastered and acquired by the students in learning a new language. It should be mastered as well as the language skills (listening, speaking, reading, and writing)<sup>1</sup>. Teaching English vocabulary to children especially at Junior High school is not easy and it is different from teaching English vocabulary to adult, because they have different characteristics and different motivation. In the teaching and learning process, a teacher plays an important role. Cullingford says that there are some signs of a good teacher that can be detected in the way classroom is run. The signs are: 1) a shared working atmosphere, 2) an awareness of the needs of each students', 3) a purposeful, well-organized classroom, and 4) the celebration of success.

---

<sup>1</sup>Nur, N. A. (2015b). *Analyzing Vocabulary Level Of The Students' Essay Writing And Academic Textbook Utiizing Lexturor. ETERNAL (English, Teaching, Learning, and Research Journal)*, 1(1), 2015, 15–

Haryanto argued that learning grammar could not be separated from learning a foreign language.

In fact, learning foreign language became difficult since the target language had different system from the native language. Beside that, teaching vocabulary by the teacher might be problematic. They had problems of teaching students in order to gain satisfying results. The teacher should prepare and find out the appropriate technique, which would be implemented to the students.

Thornbury (2006) stated that, teaching words was a crucial aspect in learning a language as languages were based on words. It was almost impossible to learn a language without words; even communication between human beings was based on words. Both teachers and students agreed that acquisition of the vocabulary was a central factor in teaching a language. Teaching vocabulary was one of the most discussed parts of teaching English as a foreign language.

Nowadays, based on the KTSP and K13 curriculum, the students were expected to master four skills in order to be able to use English communicatively. The students were expected to be able to understand and comprehend the meaning of the words. The aim of KTSP (Kurikulum Tingkat Satuan Pendidikan) and K13 (Kurikulum 2013) would not be successfully achieved if the language teaching did not consider the language components such as grammatical structure, vocabulary, spelling, pronunciation. Therefore,



vocabulary needed to be mastered by the students since it was the basic thing in language.

Based on the expectation of curriculum above, it was indicated that, the aim of the curriculum was not achieved yet. In a fact, there were still many students who still lack of vocabulary. There were still many students who could not answer the teacher question, they kept asking the teacher to translate the question into their mother tongue (Indonesian). The student was really depended on the dictionary to make it in English words. As Schmitt and McCarthy (1997) noted, —students carry around dictionaries and not grammar books. Beside that, there were many teachers conducted their learning in a class by using conventional method which made them to be passive. The teacher only focused on how to teach the lesson until the end of the learning process, the teacher did not think about the good way to teach their students. At the same time, the students automatically just stucked on the teachers’

Therefore, vocabulary is the most crucial factor to get the fourth basic English skill. In holly Qur’an Allah said :

**Surat Al-Baqarah ayat 31-32**

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ  
إِنْ كُنْتُمْ صَادِقِينَ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا بِمَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ

Artinya :

*“Dan telah diajarkan Nya kepada Adam nama-nama semuanya,  
kemudian Dia kemukakan semua kepada Malaikat, lalu Dia*

*berfirman: Beritakanlah kepada Ku nama-nama itu semua, jika kamu adalah makhluk-makhluk yang benar” ( Q.S Al-baqaroh : 31)*

The meaning :

“And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful." (Q.S. Al-baqaroh 31) <sup>2</sup>



---

<sup>2</sup> Q.S. Al-baqaroh 31

In order to keep the students away from feeling bored in learning English vocabulary, it is more effective if the teacher uses media. Hubbard At All as quoted by Uberman , affirm this by stating, “Teacher must make sure that students have understood the new words. They will remember longer if a teacher will use an appropriate method in teaching them.”

The problems about the student’s vocabulary mastery are also faced of SMP Attayyibah. The research on the basic of observations of teaching and learning proceses with the English teacher SMP Attayyibah. The researcher found some problems in the teaching vocabulary in lerning. The problem was related to students’ have limmited skill in vocabulary. They found dificully to understnding new vocabulary. Moreover, the student difficulty to translate some words because the student less vocabbulary and not interested about vocabulary. As a result, students had a problem to understanding the content of the vocabulary. The problems was related to students; motivation in vocabulary it was seen from the proceses teaching vocabulary mastery.

Based on the statements above, the researcher used the strategy and learning proceses is Nursery Rhyme as the strategy in teaching vocabulary. Nursery rhyme is the strategy in teaching learning in the media form. Bayless and Ramse said that simple poem, folk songs, country music, and commercials all appeal to the young child and they could develop and extend vocabulary. Music activities also developed skills, increased attention span, improved comprehension and memory,

and encouraged the use of compound words, rhyme and images. It could be concluded that teaching vocabulary through nursery rhyme was one of the appropriate techniques to interest junior high school students in learning vocabulary. By using Nursery Rhymes as an alternative technique in teaching vocabulary, junior high school students were not only learn, but also do something fun in the class. They were not only as the subject of teaching learning process but also the participant.

Referring to some previous explanations before, the researcher interested to conduct the research by the title: “ **The Effect Of Using Nursery Rhymes To Improve Students’ Vocabulary Mastery At Seven Grade Of SMP Atthayyibah**”

### **B. Identification Of The Problem**

Based on the background of the study, this research is mainly concerned with the teaching method by the teacher at the first grade students of SMP Atthayyibah in Academic year 2020/2021. Therefore, the problem can be formulate as follows:

1. some students have limited skills in vocabulary.
2. some students have difficulties in translate some words
3. lack of attention to students during the teaching and learning proces in the class room

### **C. Limitation Of The Problem**

The limitation of the problem of this research consist of three kinds of problem, they are the students' vocabulary mastery, the application of the Nursery Rhymes, and the effectiveness between both of them.

### **D. Research Questions**

Is there any significant effect of using nursery rhymes on the students' vocabulary achievement at the seventh grade students?"

### **E. Purpose Of The Research**

To find out whether the using nursery rhymes has significant effect on student vocabulary

### **F. Significance of the Study**

The result of this research expected to be useful theoretically and practically. Theoretically, it was expected to provide an empirical evidence to support the learning theory of vocabulary to improve the students' vocabulary mastery, especially in using nursery rhymes. Practically, it was expected to be valuable information and gave a meaningful contribution for teachers, students, and schools. So, the significances of this research were as follows:

#### 1. For Teacher

The result of this research expected to give more knowledge about how to teach a vocabulary to the students by using nursery rhymes. The researcher believed that the teacher could guide the students in enhancing their vocabulary mastery. After that the teacher could easily to control their students, achievements and goals.

## 2. For Students

The result of this research aimed to help the students of SMP Athayyibah in learning how to build students' ideas in vocabulary. Furthermore, the researcher helped the students to make their feeling to be good, because nursery rhymes involved the students to learn and study by using song.

## 3. For Schools

The result of this research expected to bring positive impacts for the school to solve problems in teaching vocabulary. solve problems in teaching vocabulary. As an input data for the English teachers about the using games in the classroom and the importance of vocabulary in teaching English. Directly, the writer's knowledge can be developed by investigating the topic

### G. Definition of the key Terms

1. **Vocabulary** is one of the components that support the students in learning English at school. At the eighth grade of Junior High School, it covers alphabets, numbers, animals, fruits, transportations, parts of body, room stuffs, and personal stuffs that measure how effective the nursery rhymes to enhance the students' vocabulary comprehension
2. **Nursery Rhymes** is a simple method for the teacher to make the class lively and enjoyable, and made the inactive students become active in class too. Nursery rhyme is a simple poem or song for children, Nursery rhyme is a traditional song or simple poem taught to young children, originally in the nursery, Nursery rhyme is folk verse for young children. Nursery Rhymes was a simple method for the

teacher to make the class lively and enjoyable, and made the inactive students become active in class too. It was covered a variety of poems for childrens the lullabies, counting games, riddles and rhymed fables that introduce children to the vocabulary.

3. **Teaching vocabulary** conveying of the terms and expressions of a language (vocabulary) to the students in the school.<sup>3</sup>

#### **H. Hypothesis**

H<sub>0</sub> : There is no significant effect Nursery Rhymes toward sudents' vocabulary mastery

H<sub>1</sub> : There is significant effect Nursery Rhymes toward sudents' vocabulary mastery



---

<sup>3</sup> Schmitt, Norbert, and Michael McCarthy. *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge University Press, 1997.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

There are some points of concepts that are considered to be the theoretical review to support this study. Therefore, the descriptions of concepts are presented:

#### **A. Review of Related Theories**

This part, the researcher explained some pertinent ideas about vocabulary and nursery rhymes.

##### **a. Concept of Vocabulary**

###### **a. Definition of vocabulary**

Vocabulary is one of the language components that had to be mastered and acquired by the students in learning a new language. Hornby defined vocabulary as the total number of words in a language; vocabulary was a list of words with their meanings.

In learning activity, it can be said that, vocabulary was the main supporting to speak, because to say something, people should combine word by word until made a good sentence.

Dictionary defined vocabulary was as the worlds used by a particular person, or all the words that exist in a particular language or subject. Vocabulary was core component of language proficiency and it provided much of the basis for how well learners speak, listen and write.



## b. Theory of Vocabulary

In learning a language, vocabulary is one of important language aspects that should be learnt. Good mastery of vocabulary is important for everyone who learns the language. In addition the process of improving English vocabulary as a foreign language, here the writer should be creative in finding the interesting ways to give effectively and efficiently for child. A nursery rhyme is a powerful tool for presents to use in improving children about values, social skills and vocabulary. Strom states fantasy interaction enables both parties to share dominance, companionship and fun. It is the interesting ways in teaching improving vocabulary, especially English because the child can express their language as fun. Moreover, the child does not realize that he is improving and mastering words or vocabulary in their mind, because vocabulary acts as the basic element that is very important in making up the language. Finocchiaro states that learning a foreign language is different from learning a native language because the children live in a different place from the one from which the foreign language is derived. According to Petty and Jensen the best way to add a child's vocabulary is by providing any kind of interesting and new experiences, especially direct activities that give opportunities for vocabulary enrichment.

By using direct activities to enrich the child's vocabulary, the students learn vocabulary more successfully.<sup>4</sup>

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer says that there are some aspects that have to be discussed in vocabulary, namely: word Meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.<sup>5</sup>

#### 1) Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

---

<sup>4</sup> Alqahtani, Mofareh. *The Importance of Vocabulary in Language Learning and How to Be Taught*, *International Journal of Teaching and Education* 3, no. 3, 21-34, 2015

<sup>5</sup> Harmer, J. 1991. *The Practice of English Language Teaching*. London. Longman

a) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

b) Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and -nymy”, the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

c) Denotation

Denotative meaning is called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

d) Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

## 2) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

There are some points suggested by Slattery and Willis that are very useful for teachers or researchers to help their students or children in learning vocabulary<sup>6</sup>:

- a) Teacher/researchers should be able to make learning English enjoyable and fun because they are influencing the children's attitude to language learning.
- b) If the children make mistake, teachers/researcher shouldn't be angry. On the other hand, teachers have to encourage the students/children to correct it with their guidance.

---

<sup>6</sup> Ur, P. 1996. A Course in Language Teaching. Great Britain. Cambridge University Press.

- c) Teachers/researchers may associated their explanation with actions to make the understanding easier
- d) It is also possible for teachers to tell simple stories in English especially about things they can see.
- e) When students/children ask to their teachers using their mother language, teachers can answer it in English. Teachers may recast in English when students speak in their mother language.
- f) Teachers/researchers can create varied activities in teaching learning process, some quiet, some sitting, some standing and moving.

## **2. The General Concept of Vocabulary**

In learning a language, vocabulary is essential in conducting communication. Whenever people want to communicate with other people using a language, people should have mastered vocabulary related to the topic spoken. Therefore, vocabulary is one of the components of language, which supports the speaker in communication. In other words, vocabulary plays a very important role in developing the four language skills. According to Thomas "vocabulary is the focus of language. It is inword that sound and meaning interlock to allow people to communicate with oneanother, and it is word that people arrange together to make sentences,conversations, and discourse of all kinds."Vocabulary refers to the words and phrase that people know and use. It includes an understanding how words work in relation to each other within specific context. Hatch and Brown define that vocabulary as a list of words for a particular language or a list or set of word that is individual speakers of language might use.

Hornby defines that vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a text book<sup>7</sup>. Those definitions show that vocabulary is the first element that learners of a language especially a foreign language should learn in order to master a language well besides the others components and skills. Learning in improving vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of words, are determined by the context where it formed and also determined by its relation by the others word. Meanwhile, Cameron states that vocabulary is not simply about learning the words, but it is actually much more than that. It is also about learning chunks and finding words inside them. From the definitions above, it can be concluded that vocabulary is the knowledge of words and word meanings. It about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in improving a language.

### **3. Classification of Vocabulary**

Vocabulary is a large basic component of language. Learning classification of English vocabulary means that people learn the part of speech in the first step of grammar study. By learning the part of speech, the understanding of the function of the word, and know how to use the word into sentences for making a good and meaningful communication. The fact is most of people are not able to communicate grammatically correct because they don't use and function of each

---

<sup>7</sup> Hornby, Garry. *Working with Parents of Children with Special Needs*. Cassell. 199

part of speech. Therefore, one of the most important steps is that people must learn parts of speech if they want to communicate well.

According to Harmer, when considering sentence structure, the teacher needs to know the various things, one of them is part of speech.<sup>8</sup>

a. Noun

Noun is a word (or groups of words) that is the name of a person, place, a thing, or activity or a quality/idea; noun can be used as the subject or object of a verb. Nouns can be divided into sub-classes. There are proper nouns and common nouns. There are also countable nouns (tables, glasses, etc), uncountable nouns (oil, water, sand etc), abstract nouns (idea, religion, etc) and concrete nouns (pencil, pen, etc).

b. Verb

It is defined as a group of words which is used in three kinds of verbs, they are auxiliary verb (shall, be, etc), main verb is the verb that carries the meaning (sit, arrive, eat, etc), and phrasal verb is the verb that is formed by adding an adverb or preposition to a verb to create a new meaning (traffic light, sit down, go on, etc).

c. Adjective

It is defined as a word which describes or gives more information about a noun or pronoun. Adjectives describe nouns in terms of such qualities and

---

<sup>8</sup> Harmer, J. 1991. *The Practice of English Language Teaching*. London: Longman

size, color, number and kind. The adjective is commonly used in the first time. These are examples of adjective: (good, young, sad, happy, etc).

d. Adverb

It is usually defined as a word that gives more explanation about verbs, an adjectives, and adverbs in the term of such qualities as time, frequency and manner. These examples of adverb: (slowly, quickly, hardly, etc)

e. Pronoun

It is defined as a group of word that is used in place of a noun or noun phrase. We use pronoun very often, so that we don't have keep on presenting it. The examples of pronoun: (they, her, him, it, etc).

f. Preposition

It is often defined as a word that shows the way in which other words are connected. The relationship includes direction, place, time, manner and amount. For examples: (in, at, on, etc.) in the class, on the floor, at school.

g. Conjunction

It is defined as a word that connects words, phrases, clauses or sentences. The examples: (moreover, therefore, but, so, etc).

h. Determiner

It is the word such as, a, an, the. An article word is usually used before noun or noun phrase. Generically vocabulary is the knowledge of meanings of words by Kamil and Hiebert That definition is the fact that words come in two forms at least: oral and print. In the rule of language uses oral



vocabulary is defined as the set of words from which people know the meaning when people speak or read orally. Print vocabulary consists of those words for which the meaning is known when people write or read silently.

These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly large role in literacy than does the oral vocabulary. In the other side vocabulary is also defined as two forms such as, productive and receptive vocabulary. Productive vocabulary is the set of words that an individual can use when writing or speaking, those words are well known, familiar and used frequently. Receptive/recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading, that words are often less well known to students and less frequent in used. Individual may be able to assign some sort of meaning to them, even though they may not know the full subtleties of the different.

#### **4. Improving English Vocabulary**

Improving vocabulary is adding and reproducing new words. In improving English vocabulary, the researcher has the job of managing the learner learning to master the target vocabulary. In addition, the researcher also has to decide the words that should be mastered by the child. How much vocabularies and what kind of words does the expecting the learners to master. According to Ramsey and Bayless say that simple poem, folk songs, country music, and

commercials all appeal to the young child and they can improve and extend vocabulary<sup>9</sup>. Music activities also develop skills, increase attention span, improve comprehension and memory, and encourage the use of compound words, rhyme and images. It can be concluded that improving English vocabulary through nursery rhyme is one of the appropriate techniques to a child especially a four-year old child in improving English vocabulary.

According to Wallace there are some principles on which teaching in improving vocabulary is based. Those principles are aim, quantity, need, meaningful presentation and repetition.

The explanation of each principle is as follows:

a. Aim

Means the goal that wants to be achieved by the researcher in the teaching and learning process improving vocabulary. In the improving process the researcher has to be clear about his aims. The researcher has to decide on what is involved in improving vocabulary.

b. Quantity

Means the number of new words that should be mastered by the child. The researcher has to decide on the quantity of the vocabulary to be learned. The decision of the number of new words in lesson is very important. If there are too many words, the learner may become confused, discouraged, and frustrated.

---

<sup>9</sup> Takač, Višnja Pavičić. *Vocabulary Learning Strategies and Foreign Language Acquisition. Multilingual Matters*, 2008.

c. Need

Means the words really needed by the child based on the situation. In the improving vocabulary the researcher has to choose the words really needed by the child in communication. The child should be put in a situation where he/she has to communicate and get the words they need.

d. Frequent exposure and repetition

Means the new words should be introduced repeatedly. It is seldom for researcher to remember the new words by only hearing the child for one or two times. In learning vocabulary students should do more and more until they have already mastered the vocabulary of the target language.

e. Meaningful presentation

Means the clear and unambiguous meaning of words. The learner/the child must have a clear and specific understanding of what a word denotes or refers to, i.e. its meaning. This requires that the words be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f. Situation presentation

Means the words chosen should be based on the situation. In improving vocabulary, the choice of words can vary according to the situation in which we are speaking and how well we know the person to whom we are speaking (from informal to formal). So that a learner should learn words in situation in which they are appropriate.

So, in improving vocabulary, the researcher has to consider the factors above (aims, quantity, need, frequent exposure, meaningful presentation, and situation presentation), which influence the students in acquiring vocabulary given to them.

## **5. The General Concept of Nursery Rhymes**

### **a. Definition of Nursery Rhymes**

Teaching media is needed in the teaching learning process improving English vocabulary to help the children to become active. Gerlach and Ely propose that a medium is any person, materials, or event that established condition that enable learners or children to acquire knowledge, skill and attitude. There are a lot of media that can be used to improving English vocabulary one of them is nursery rhyme.<sup>10</sup>

There are some definitions of nursery rhymes:

- 1) Nursery rhyme is a simple traditional poem or song for children. (Oxforddictionary)
- 2) Nursery rhyme is a traditional song or poem taught to young children,originally in the nursery. (wikipedia).
- 3) Nursery rhyme is folk verse for young children. (americareads).

From the statements above, it can be concluded that nursery rhyme is a traditional song or Simple Poem for young children. Since it is intended for

---

<sup>10</sup> Oktiviani, Henny. "*The Use of Nursery Rhymes to Improve Students 'vocabulary (the Case of the 5th Graders of Sd Negeri Gunungpati 03 in Academic Year 2005/2006).*" Universitas Negeri Semarang, 2006.

young children, it follows a regular repeated verse for with rhyme and has a series of other discourse features, which make them easy to follow. So once a nursery rhyme has been learned, it stays in minds of the children for the rest of their lives with all the rhythms, grammatical features and vocabulary.

Nursery rhymes have been found to encourage young language learners' ability improve their language skills and probably sub-skills, the present study aimed at descriptively maneuver on the significance of benefiting from nursery rhymes in paving the way for language learners especially in improving English vocabulary, particularly young ones who are mainly concerned with nursery rhymes, to gain mastery over language learning since children can be involved real-life interactional learning environment, and it is through listening to the rhymes that they can face improvement in the improving vocabulary. Most children are interested in singing songs, and they can positively change their routine form of learning a foreign language through rhythmic sounds for educational purposes. In addition, songs play an important role in language development and can pave the way for young children to engage in more cooperative learning a second language in a rather motivating in improving vocabulary.

#### **b. Advantages of Nursery Rhymes**

The advantage of Nursery Rhymes were helped kids laugh about things that were usually stressful. Nursery rhymes had a lot more to offer than just entertainment value<sup>11</sup>. They introduced children to the idea of storytelling, promoted social skills and boosted language development. They also laid the foundation for learning to read and spell. Generally, children who would become good readers enjoy listening to speech, love hearing storybooks and nursery rhymes. Called the nursery rhyme affect<sup>11</sup> by some, children who were frequently read to long before they entered school were much more likely to become good readers than children who did not receive this kind of stimulation. As to the benefits of nursery rhymes in language learning, the following contributions could be produced:

1. It was beneficial for teachers to be aware of using nursery rhymes in teaching language skills effectively and practically by involving the learners in the context of interaction.
2. Literature suggested an effective method for comprehensive program of language instruction in young language learners particularly at elementary level. Using nursery rhymes in teaching language skills could be adopted to other ages and proficiency levels, and to other second or foreign language setting as well.
3. As to the pedagogical value of nursery rhymes, it could be applied as a motivating factor in teaching language skills and sub skills since it brings

---

<sup>11</sup> Mudawi, G. 2015. *Using Rhymes and Songs for Teaching Core Vocabulary to Elementary School Students*. International Journal for Teachers of English. p.51-62

about a dynamic learning environment through which learners could enthusiastically benefit from peer interaction in chorus while the teacher monitors their interaction and acted as a mediator in the teaching process.

4. Finally, teacher education could also take important measures regarding raising the teachers' awareness of using nursery rhymes in their classroom to improve the quality of teaching language skills and sub skills, such as listening or vocabulary.

The explanation above showed that nursery rhymes to provide the students with opportunity to learn about vocabulary. Nursery rhymes could create productive environments. Songs and rhymes for young children had been passed down for generations.

They were fun, children love them, and they provide a warm, nurturing experience between parent and child. What we might not be aware of as we recited simple nursery rhymes or sing songs with children was their enormous educational value.

### **c. The Procedures of Using Nursery Rhymes in Teaching Vocabulary**

According to Rubio and Conesa , there are some steps in teaching vocabulary by using nursery rhymes as follows.

1. Prepare the Students Tell them what nursery rhyme is about, preferably in English, making heavy use of visuals and gestures so that they can know the rhymes. Play a recording or sing the entire rhymes.

2. Go through the Words. Make sure the students understand the words or, at least, they understand the keywords. It is necessary for reading the rhyme meaningfully and with enjoyment. Place new vocabulary in context and illustrate the meaning with gestures and visuals.
3. Speak the Rhyme Line by Line. Say the lyrics of the rhyme one line at a time and have the children repeat the words. If the lyrics are on the board, track the words with a pointer or a ruler.
4. Read a Line at a Time. Read the lyrics to the children one line at a time and have them pronounce it back. Practice each line several times until the children can Read it independently and then practice it two lines at a time. Finally, put the entire rhymes together.
5. Add Rhythmic Accompaniments Begin to add rhythmic accompaniment such as clapping, finger snapping, foot stamping or hand shuffling. In this research, the researcher adapted the teaching procedures proposed by Rubio and Conesa as mentioned above.

However, there were some adjustment because the researcher used the 2013 curriculum by implementing as scientific approach. The procedures are as follows.

- a. Preparing the Students

The teacher gave some leading questions about the title or the topic of the nursery rhymes that was sung. After the students had



answered the leading questions correctly, the teacher played the nursery rhymes (folk song ).

b. Going Through the Words

The teacher asked the students to find out the difficult words that they had not known the meaning and asked the students to write them on their book. After that, the teacher asked the whole class about the meaning of the difficult words. The teacher gave some explanations about the difficult word. For example, “aunt” is our mother’s/father’s sister, “cousin” is our aunt’s/uncle’s child, and so on.

c. Reading the Whole Line at a Time.

At first, the teacher sang the nursery rhyme and then asked the students to read. After that, the teacher asked the whole class to read the rhymes together.

d. Checking Students’ Understanding To check the students’ understanding, the teacher asked the meaning of the difficult words that had been discussed to the students randomly. After that, the teacher gave assignment related to the vocabulary used in the nursery rhyme that had been sung. Then, the teacher asked the students to conclude the lesson.

## **B. Review of Related Findings**

There were some researchers that had underlined the similar method. Some of those following findings were:

Li -Shan Wu conducted a research entitled “Application of English Songs and Nursery Rhymes on Developing Taiwanese Children Phonological Awareness and Learning Motivation”. The present study aimed to explore the effects of English Songs and Nursery Rhymes Instruction on Taiwanese young children's English learning motivation. The main findings of the study showed that English songs and nursery rhymes instruction facilitated the development of young Taiwanese students' English learning motivation and the development of their behaviors, such as singing, dancing and performing in front of the class.<sup>12</sup>

SARI conducted a research entitled “Improving Students’ Pronunciation Using Nursery Rhymes For The Fifth Grade Students Of SDN 03 Krajanuon Kaliwungu Kendal: An Action Research”. This research aimed at describing the implementation of teaching English pronunciation by using Nursery Rhyme, the result of teaching pronunciation using Nursery Rhyme, and the students’ responses on the implementation of teaching pronunciation by using Nursery Rhyme.

In achieving the objectives of the research, the researcher used nursery Rhyme technique which involved four steps, namely planning, implementing, observing, and reflecting. The research was held in SDN 03

---

<sup>12</sup> SARI, Yety Laila. Improving Students’ pronunciation Using Nursery Rhymes for the Fifth Grade Students of Sdn 03 Krajanukulon Kaliwungu Kendal. An Action Research. Universitas Muhammadiyah Surakarta. 2008.

Krajankulon Kaliwungu Kendal. Ummah conducted a research entitled The Effectiveness of Nursery Rhymes to Facilitate Students' Pronunciation of Diphthong (An Experimental Research at the Fifth Grade of SDN 01 Tembok Luwung Tegal in the Academic Year of 2012/ 2013). This research focused on the effective a medium to teach pronunciation especially pronunciation of diphthong. Many students especially students of elementary school had difficulties to pronounce the English words. The difficulties diphthong to pronounce were like *ɪə*, *eə*, *ʊə*, *eɪ*, *aɪ*, etc.

As the conclusion, the researcher would conduct a research with different focus. The findings of some researchers above focused on conducting nursery rhymes in developing children phonological awareness, and students' pronunciation. In this research, the researcher would focus on conducting the student's memorization in remembering the vocabulary by using Nursery Rhymes (Simple Poem). Beside that, the subject of some researchers above focused to the junior high school student. In this research, the researcher would focus to apply the nursery rhymes for the junior high school student. This research will be taken a place at the first grade at SMP

ATHAYYIBAH

### **C. Theoretical Framework**

The nature of learning vocabulary could be described as something that people should learn every day, that they ought to comprehend vocabulary as much as they could. Not only by acquiring, but also by learning in the classroom, they had

to comprehend vocabulary. In their process, they had mood that could be changed anytime and any condition. It getting worst and could be a problem when they learnt different vocabulary in the same method, boredom usually appears. Many teachers still taught vocabulary at the way they were taught years ago. But drilling lists of spelling and isolated content words could be boring. Instruction in vocabulary involved more than looking up words in a dictionary and using them in a sentence. Teacher needed to focus on teaching vocabulary through a variety of fun word-learning strategies.

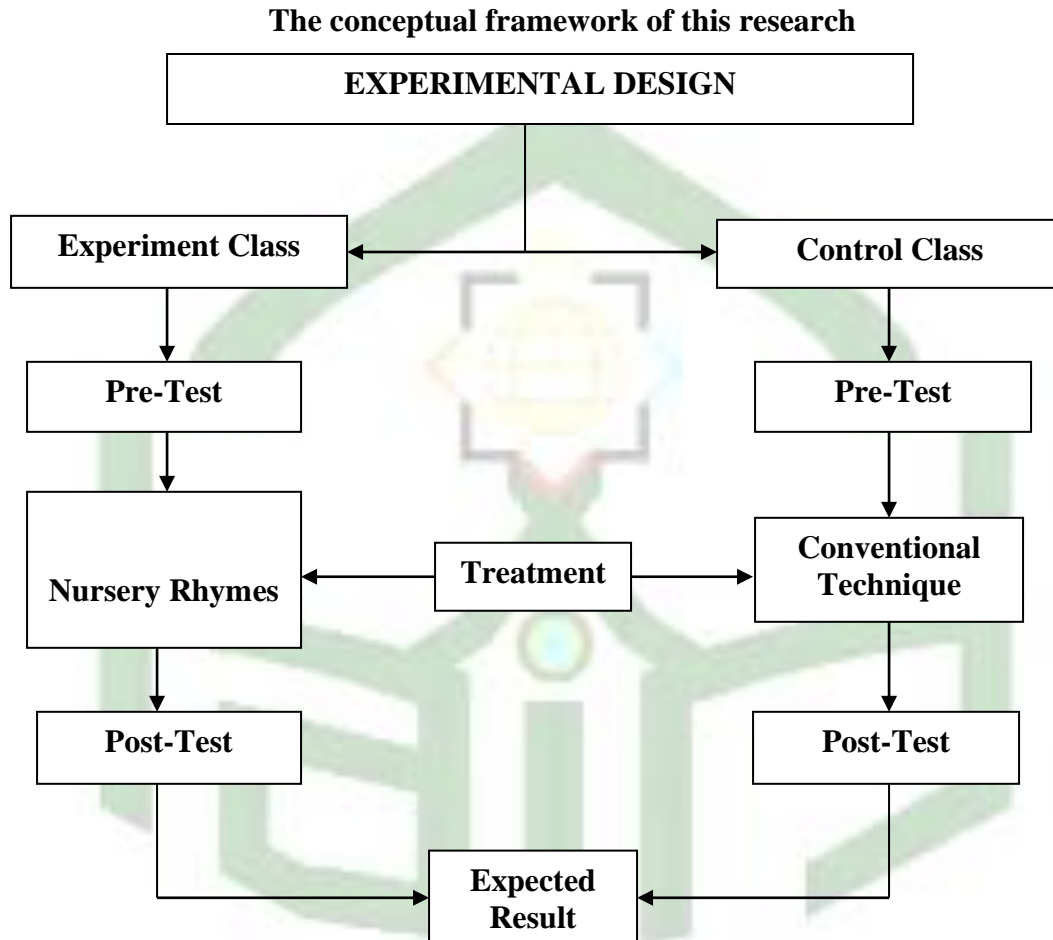
Teaching English vocabulary to children was not so easy as teaching English vocabulary to adults. In teaching English vocabulary to children, teacher should know how to treat the students well so they were not feeling bored during the teaching and learning process. If teacher knows that each child was different in learning English as a new language, he or she would facilitate students so that the teaching learning process runs well. The best way to add a child's vocabulary is by providing any kind of interesting and new experiences, especially direct activities that gave opportunities for vocabulary enrichment. By using direct activities to enrich the child's vocabulary, the students learnt vocabulary more successfully. According to Krashen as cited in Priester , unknown vocabulary could be learned best when people had a low affective filter, which could help people to be free from stress. When students relaxed, they learned new vocabulary more easily. According to Murphey, the

results showed the students learned better in a relaxed atmosphere; the students said that in this relaxed atmosphere they were happy and enjoyed the class.

Nursery rhymes would be very helpful for teacher to apply on the daily teaching and learning activities. The researcher chooses nursery rhymes because many experienced textbook and methodology manuals had argued that nursery rhymes was not just time-filling activities, but had a great educational value. Uberman stated that nursery rhymes encourage, entertain, teach, and promote fluency. If not for any of these reasons, it should be used just because they helped students see beauty in a foreign language and not just problems that at times seem overwhelming. Rhymes played an important role in early language development. It was represented a flexible resource which allows teachers to use and adapted them in a variety of ways so as to suit the needs of their learners. Children easily absorbed and reproduced the language of songs. They serve as an excellent memory tool. The repetition of words, language structures, and rhythm enhance learning and they stick easily in learners' minds. Most children were interested in playing rhymes, and they could positively change their routine form of learning a foreign language through rhythmic sounds for educational purposes. According to Blondel & Miller, for the teacher, it was seen that using poem in the classroom could be a nice break which could be accommodated in the curriculum. Related to some evidence before, the researcher believed that nursery rhymes are effective toward the student vocabulary improvement.

The conceptual framework of this research can be described as follow:

**Figur 2.1**



Based on the conceptual framework above, the researcher taught vocabulary mastery in the control and experiment class. Each class got the pre-test. Then, the researcher used Nursery Rhimes in experiment class, and control class taught without Nursery Rhimes. Finally, to look the result, both of experiment and cotrol class get the post test

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This chapter presented about the research design, research variables, population and sample, research instrument, data collecting procedures and data analysis technique.

#### A. Research Design

The researcher applied quasi-experiment design, exactly Non equivalent Control Group Design that involved two groups of classes. Charles, C.M. in Latief stated that, it was not possible to select the sample randomly out of all the population students. In this design, the researcher selects one of the classes into experimental group and the other one into the control group. There would be the treatment to the experimental group and control treatment to the control group. The researcher showed the significant effectiveness by comparing the pre test and post test result. The research design would be presented as follow:<sup>13</sup>

**Table 3.1**

Group	Pre-test	Treatment	Post-test
E	0 <sub>1</sub>	X	0 <sub>2</sub>
C	0 <sub>1</sub>	-	0 <sub>2</sub>

Where :

E = Experimental Group

0<sub>2</sub> = Post-test

C = Control Group

X = Treatment

---

<sup>13</sup> Sugiyono, *PD. Metode Penelitian Manajemen. Bandung. Alfabeta. CV. 2013*)

01= Pre-test

## **B. Setting of The Research**

The research will be conducted at SMP ATOYYIBAH Semurup, school is located in Air Panas Baru village, Air Hangat Barat subdistric, kerinci regency.

## **C. Research Procedure**

There are some research procedure in this research, as follows :

### **1. Preparation**

Greetings, Praying, Tell them what nursery rhyme is about, preferably in English, making heavy use of visuals and gestures so that they can know the rhymes. Play a recording or sing the entire rhymes.

### **2. Teaching Activity**

#### **a. Experiment class**

#### **1) Go through the Words.**

Make sure the students understand the words or, at least, they understand the keywords. It is necessary for singing the rhyme meaningfully and with enjoyment. Place new vocabulary in context and illustrate the meaning with gestures and visuals.

#### **2) Speak the Rhyme Line by Line.**

Say the lyrics of the rhyme one line at a time and have the children repeat the words. If the lyrics are on the board, track the words with a pointer or a ruler.

#### **3) Read a Line at a Time.**

Read the rhyme to the children one line at a time and have them sing it back. Practice each line several times until the children can



sing it independently and then practice it two lines at a time. Finally, put the entire rhymes together.

#### 4) Add Rhythmic Accompaniments

Begin to add rhythmic accompaniment such as clapping, finger snapping, foot stamping or hand shuffling. In this research, the researcher adapted the teaching procedures proposed by Rubio and Conesa as mentioned above.

#### 5) Checking Students' Understanding

To check the students' understanding, the teacher asked the meaning of the difficult words that had been discussed to the students randomly. After that, the teacher gave assignment related to the vocabulary used in the nursery rhyme that had been sung. Then, the teacher asked the students to conclude the lesson

#### **b. Control class**

- 1) Each student has a reading passage in front of him/her.
- 2) The students are called on one by one and they read the text loudly.
- 3) After the students finish reading the passage, they are asked in the target language if they have questions.
- 4) The teacher answers the students' question in the target language.
- 5) The teacher works with the students on the pronunciation
- 6) The teacher gives question to the students and the questions and statements are about the students in the classroom.
- 7) The student make up their own questions and statements and direct them to other students in the classroom.

- 8) The teacher instructs the students to turn to an exercise in the lesson which asks them to fill in the blanks.
- 9) The students read a sentence out loud and supply the missing word as they are reading.
- 10) The teacher asks the students to take out their notebooks and he/she gives them a dictation; the passage is about the topic that has been discussed

#### **D. Population and sample**

##### **1. Population**

Arikunto stated that, population was the total member of research respondents, while sample was a part or representation of population that was researched<sup>14</sup>. The population of this research would be taken from the seven grade students at SMP ATOYYIBAH in academic year 2020/2021. The total numbers of populations were 149 students,

**Table 3.2 :**

**The population of seven grade at SMP ATOYYIBAH**

<b>No</b>	<b>CLASS</b>	<b>Male</b>	<b>Female</b>	<b>Number of students</b>
<b>1.</b>	VII A	12	18	30
<b>2.</b>	VII B	8	22	30
<b>3.</b>	VII C	7	18	25
<b>4.</b>	VII D	10	23	33
<b>5.</b>	VII E	8	20	28
<b>Population</b>				149

<sup>14</sup> Arikunto, Suharsimi. *Prosedur Suatu Penelitian. Pendekatan Praktek*. Edisi Revisi Kelima. Penerbit Rineka Cipta. Jakarta. 2002.

## 2. Sample

Arikunto defines that —sample is the portion or agent of population.

The researcher used a cluster sampling technique to get the sample.

The technique sampling used in this research was cluster sampling..

The researcher would take two classes as the sample to get representative data and divided it into two groups; experimental class and control class.

The researcher would take VII A consist of 30 students as experiment class and VII C consist of 25 students as the control class, consisted of 2 classes.

For detail, the students divided into classes in the following table.

As for the sampling steps taken are as follows :

- 1) Collected the value of the English test class VII even semester, then calculated the average and standard deviation as a condition to determine homogeneity.
- 2) Normality test. It used to know were the sample on the population have normal distribution or not. The researcher used Saphiro Wilk at the SPSS to calculated the data. **(See Appendix for more detail).**
- 3) Test the population homogeneity. Homogeneity test was done to test wether the population has the same variance or not. The researcher used Barlett test at the SPSS to calculated data.**(See Appendix for more detail).**
- 4) Similarity test on average
- 5) After the normal population was found to be the same, then randomly taking two classes as a sample using *cluster random sampling* technique.

**Table 3.3:**

**The sample of seven grade at SMP ATOYYIBAH**

No	CLASS	Male	Female	Number of students
1.	VII A	12	18	30
2.	VII C	10	20	30
<b>Population</b>				60

**E. Technique of Data Collection**

There were two kinds of data collection in this research, namely test, and documentation. The vocabulary test administered in this research was a teacher-made-test in the form of multiple choices. The documentation was also done to support the data in this research. The data of documentation needed were the curriculum used and the students' names (initials) of both the experimental and the control groups.

**1. Test**

The researcher administered vocabulary test to collect the data on students' vocabulary achievement. According to Hughes, test is directly related to language courses, their purpose is to establish how successful individual students, group of students, or the courses themselves have been in achieving the objectives. He also divides test into four types, namely: proficiency test, achievement test, diagnostic test, and placement test. An achievement test was administered in this research, since the researcher wanted to know the students'

vocabulary achievement. The test items constructed focused on testing students' vocabulary achievement.<sup>15</sup>

Test is a set of assignments that give to the students or set problems given to the students see their ability in doing the assignment. The instrument for collecting the data are by answering the question base on the evaluation of the components of vocabulary test.

## **2. Pre-test**

This test give in order to know how far the students' ability in vocabulary mastery before being give treatment. It determine the readiness for instructional program, and to diagnose individuals specific strengths and weaknesses in vocabulary.

## **3. Post-test**

After conducting the teaching using Nursery Rhymes toward students' vocabulary mastery of the VII grade students' of SMP ATHAYYIBAH in the academic years 2020/2021 as the method of teaching, the researcher administered a post test to the students'. It will be done in order to know the students' development in vocabulary mastery after having been the treatment.

## **F. Instrument of Research**

The instrument that will be used to collect data of this research is achievement test. The achievement test which are consisted of 20 numbers of multi-choices.<sup>16</sup>

---

<sup>15</sup> Hughes, A. 2003. *Testing for Language Teachers*. 2nd edition. New York. Cambridge University Press

## 1. Test

Test is a set of assignments that give to the students or set problems given to the students see their ability in doing the assignment. The instrument for collected the data are by answered the question base on the evaluation of the components of vocabulary test.

Multiple-choice test completion is called complete a multiple-choice test. This test is best used to asses mastery of vocabulary for student who can read English. Test of this type are prepared by removing a word out of a sentence. The total item were 20 items. The students score concluded , the correct answer = 1 item X 5. The highest score were 100.

The researcher used the criteria from the standard of evaluation for the student's score. They are simplefied into five classifications of students' score as see in the following table.<sup>17</sup>

**Table 3.4:**  
**The classifications of students' score of vocabulary mastery**

No	Interval	Criteria
1.	86-100	Excellent
2.	66-85	Good
3.	45-65	Enough
4.	26-45	Poor
5.	Under 25	Failed

---

<sup>16</sup> <https://carleton.ca/edc/wp-content/uploads/TT-Short-Answer-Questions.pdf>.28.09.2019.

T.21:40

<sup>17</sup> Depdikbud,2004:10

**Table 3.5 : instrument of the research**

Variabels	Indicator	Sub Indicator	Item	Total Item
Vocabulary	Meaning Relationship	Synonym	1, 3, 5, 7 and 9	5
		Antonym	2, 4, 6, 8, and 10	5
		Translate	11, 13, 15, 17, and 19	5
		Spelling	12, 14, 16, 18 and 20	5

## G. Validity and reliability of instrument

### 1. Validity

Arikunto states that validity is a measure that shows the level of validity of an instrument.<sup>20</sup> Content validity was assured by checking all items that was analyzed correspond to the instructional objectives of the course. Then, the researcher used SPSS to calculate the data.

Then, item will be analyzed by counting difficulty index and discrimination power index, the interpretation criteria of the correlation can be seen below:

**Table 3.6 :**

Correlation value	Interpretation
-------------------	----------------

0,80 until 1,00	very high
0,60 until 0,79	High
0,40 until 0,59	Enough
0,20 until 0,39	Low
0.00 until 0,19	very low

## 2. Difficulty index of item

In analyzing every item, the researcher utilizes index in every item calculated by SPSS. Concerning how to give interpretation on numeral of difficulty index, the researcher used the following scale.

**Table 3.7 :**

<b>Correlation value</b>	<b>Interpretation</b>
IK = 0,00	Very Difficult
$0,00 < IK \leq 0,30$	Difficult
$0,30 < IK \leq 0,70$	Average
$0,70 < IK \leq 1,00$	Easy
IK 1.00	Very Easy

## 3. Reliability

Reliability defines the consistency of the results delivered in a test, ensuring that the various items measuring the different construct deliver consistent scores. Alpha coefficient ranges in value from to 1 and may be used to describe the reliability of factors extracted from



dichotomous. Some professionals insist on reliability score of 0,7 or higher in order to use a psychometric instrument<sup>18</sup>

Concerning how to give interpretation on numeral of difficulty index, the researcher uses the following scale.

**Table 3.8 :**

Correlation value	Interpretation
IK = 0,00	very difficult
$0,00 < IK \leq 0,30$	Difficult
$0,30 < IK \leq 0,70$	Average
$0,70 < IK \leq 1,00$	Easy
IK 1,00	Very easy

Based on the results of the calculation of the difficulty power index, the reseacher only used 20 items to use as a pre-test where twenty items were not too difficult was not easy. And the remaining five other items the researcher discard because the items of the test were too easy and difficult. According to Amalia and Widiyanti item suitability index number 0.00 to 1.00. more and more large index number of grain difficulty the question is getting easier. If all examinees incorrectly anwer the item then the question is very difficulty of 0.00 and if the difficulty number is 1.00 then the question is very easy because it is answered correctly by all test takers.<sup>19</sup>

---

<sup>18</sup> Martyn Shuttleworth, *Internal Consistency Reliability*, Accessed from: <http://www.experiment-resources.com/cronbachs-alpha.html/>, on Wednesday, January 17, 2018

<sup>19</sup> Ata Nayla Amalia dan Ani Widiyanti, *Jurnal Pendidikan Akuntansi Indonesia*, Vol. X, No.1, Tahun 2012 halaman 1-26

#### 4. Discrimination Power Index

After the researcher get the difficulty index, the researcher looks for discriminating power. The discriminating power of test items was to differentials between students who achieve poorly of the lower group. The Researcher used SPSS to calculated data Concerning how interpreted discriminating power. The researcher was used the following scale<sup>20</sup>:

**Table 3.9:**

<b>Correlation value</b>	<b>Interpretation</b>
DP = 0,00	very bad
$0,00 < DP \leq 0,20$	Bad
$0,20 < DP \leq 0,40$	Enough
$0,40 < DP \leq 0,70$	Good
$0,70 < DP \leq 1,00$	Very good

##### a. Technique of Data Analysis

Before testing the hypothesis, the data would be analyzed by pre-requisite analysis that is test of normality and homogeneity.

##### 1. The Test of Normality

Normality test was used to test sampling data that source from the normal distribution population. The researcher has conducted the normality test with Shapiro-Wilk statistic strategy because the samples has been less than 100. Minimum standard of normality test was 0,05. Moreover, the researcher used SPSS to calculated the data.

---

<sup>20</sup> Sundayana, R. Statitika Penelitian Pendidikan. (Bandung: Alfabeta, 2016), p. 233

## 2. The Test of Homogeneity

Homogeneity test was obtained group of sample data with sources which has the same population variant. In this homogeneity test, the standard of minimum was 0,05. Furthermore, the researcher used SPSS to calculated data.

## 3. Hypotesis Testing

This following formula was used to find out the students' scores in multiple choices

*Table 3.10 : Calculated the Score of the Students*

Number of Items	Question Weight
1-20	5
Maximum Score	100

$$N = \frac{\text{Acquisition score}}{\text{Maximum score}} \times 100$$

The interpretation of vocabulary mastery based on the mean to measure the students vocabulary. The table below would showed the category of the students' reading comprehension:

*Table 3.11 : The Criterias of Students Score*

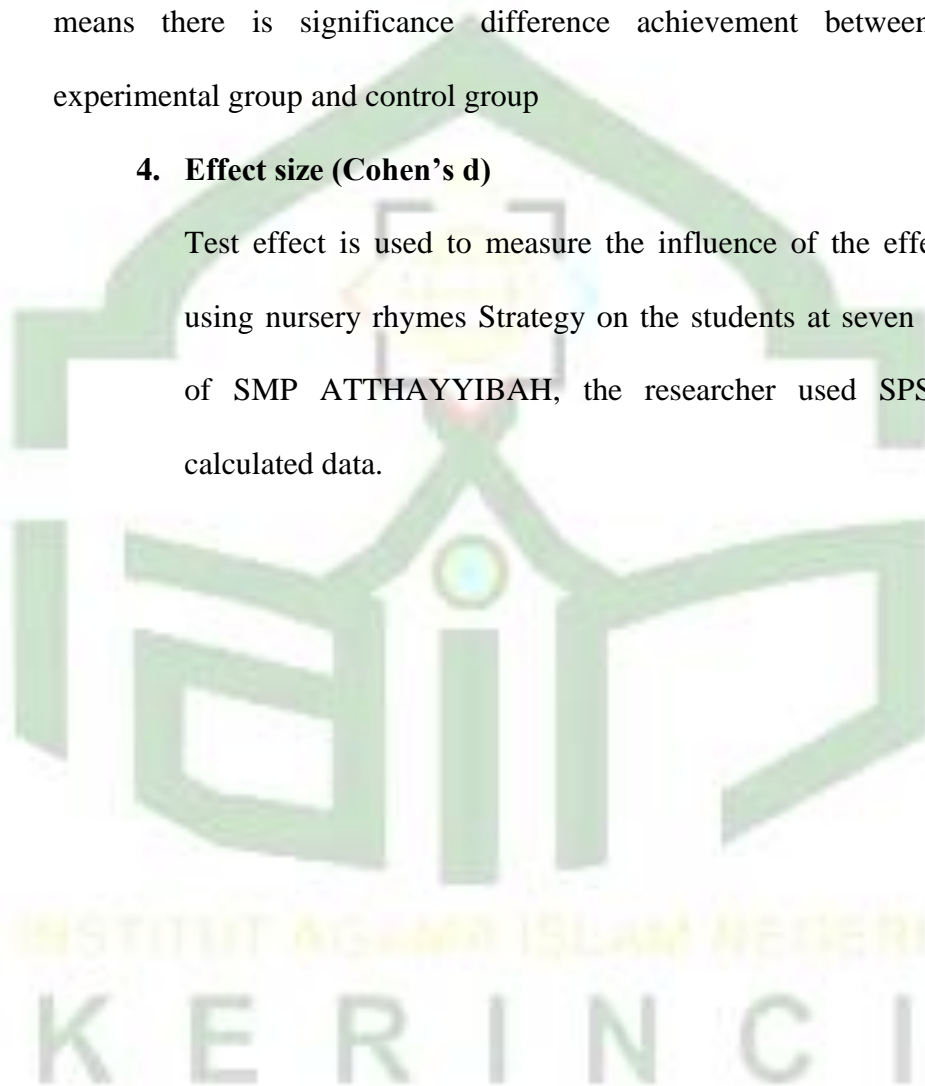
Range	Category	Criteria
90-100	A	Excellent
80-89	B	Verry Good
65-79	C	Good
55-64	D	Sufficient
<54	E	insufficient

The researcher was used SPSS to calculate the data to find whether or not significant effect of Course Review nursery rhymes strategy toward students' vocabulary mastery at SMP Attayyibah.

Then the result of calculation of the t-test value consulted to t-value table. If the obtained value is bigger than t-table of 0.05 level, it means there is significant difference achievement between the experimental group and control group

#### **4. Effect size (Cohen's d)**

Test effect is used to measure the influence of the effect of using nursery rhymes Strategy on the students at seven grade of SMP ATTHAYYIBAH, the researcher used SPSS to calculate data.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter generally was present the findings of the research which were presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings. In this chapter, the researcher analyzed the data consisting of the result of post-test and pre-test not only in experimental class but also control class.

#### A. Research Findings

##### 1. The Classification of The Students' Pre-test and Post-tes in The Experimental Class and The Control Class

The following table shows the distribution of final score of the students' vocabulary at the first grade students at SMP ATTAYYIBAH , in the pre-test and post-test in experimental and the control class.

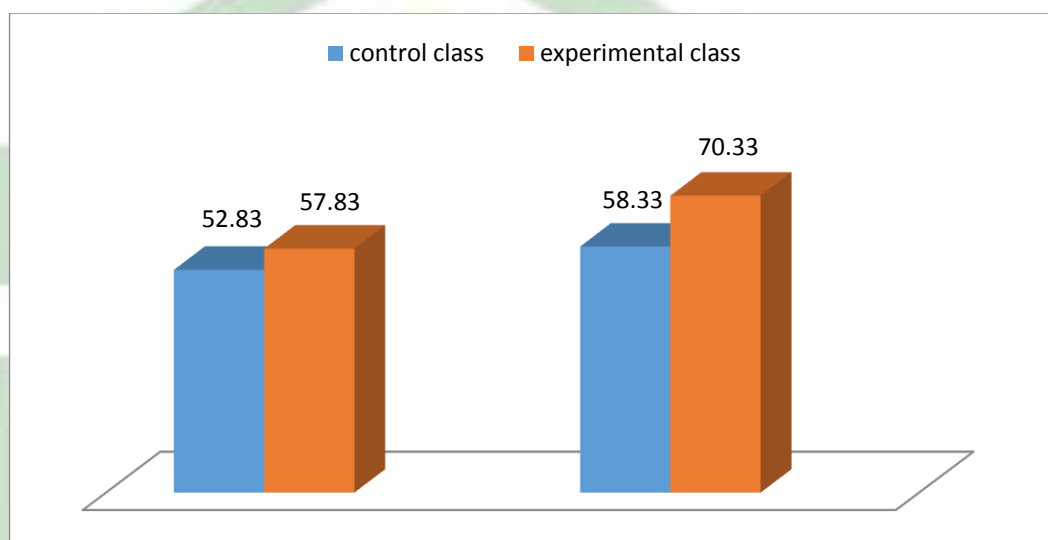
**Table 4.1**  
**Distribution of**  
**Experimental Class Score in The Pre-test and post-test**

No.	Classification	Score	Post test	Pre - test
1.	Excellent	90 – 100	2	-
2.	Very Good	80-89	7	-
3.	Good	69 – 79	15	7
4.	Fairly good	55 – 64	6	18
5.	Poor	<54	-	5
<b>Total</b>			<b>30</b>	<b>30</b>

Table 4.1 above shows the rate frequency and percentage of score of the experimental class in the pre-test from 30 students.

From the table above, it can be seen that there was 4 student obtained fair score in post-test and 5 students' obtained fair score in pre-test, others were under of it. On the other hand, most of the students got very poor score, which indicates that the students were lack about vocabulary.

### The Graphic Result Of Students Control And Experimental Class

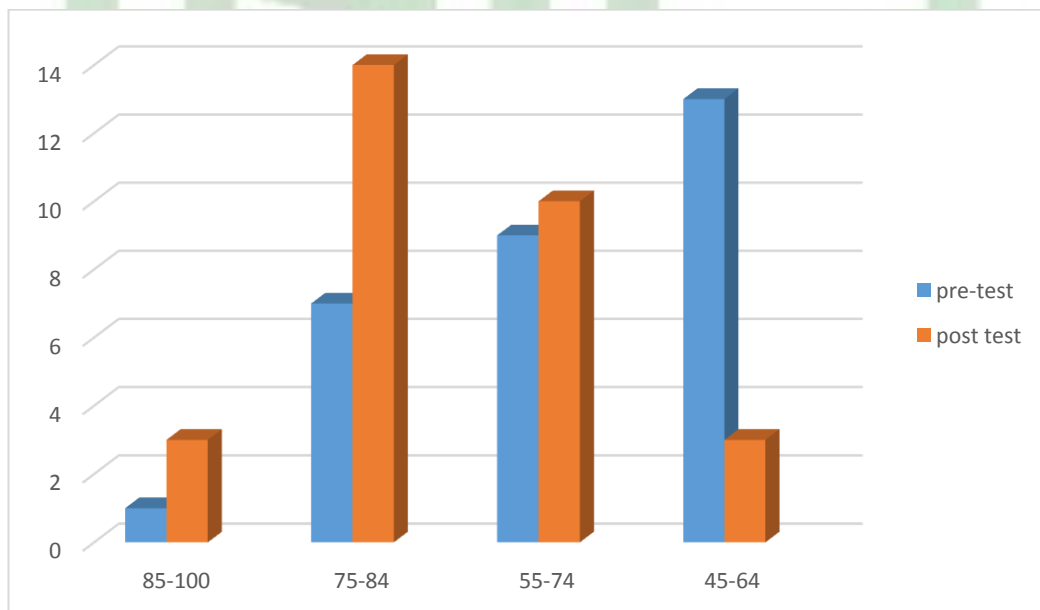


Based on the graphic above, after building pre-test on the experimental class and control class at the obtained result were the average value of the experimental class 57,83 and while average value control class was 52,83. After holding post-test on experimental class and control class at obtained result were the average value of the experimental class was 70,33 while average value of the control class 58,33. It means that, Nursery rhymes strategy was better than the Conventional strategy in teaching Vocabulary mastery

**Table 4.2**  
**The Distribution**  
**Of The Control Class Score in The post test and Pre-test**

No.	Classification	Score	post-test	pre-test
1.	Excellent	90 – 100	-	-
2.	Very Good	80 – 89	1	1
3.	Good	65– 79	7	5
4.	Fairly good	55– 64	11	19
5.	Poor	<54	10	5
	<b>Total</b>		<b>30</b>	<b>30</b>

Table 4.2 shows that, the rate of score of the control class in the pre-test and post-test from 30 students. From the table above, it can be seen that there were 9 students got fairly good score in pos-test and 14 students' in pre-test but most of the students obtained poor score. It indicates that they were still lack about vocabulary.



## 2. The Mean Score and Standard Deviation of The Experimental Class and The Control Class

After calculating the result of the students score, the mean score and standard deviation of both classes could be presented in the following table.

**Table 4.3**  
**The Mean Score and Standard Deviation of The Experimental Class and The Control Class in The Post-test**

<b>Class</b>	<b>Mean Score</b>	<b>Standard Deviation</b>
Experimental	62.75	11.92
Control	38.94	10.47

The table above shows that, the mean score of the experimental class in the post-test was (62.75) and the standard deviation of experimental class was (11.92), while the mean score of control class in post-test was (38.94) and its standard deviation was (10,47). It means that, the mean score of control class was lower than mean score of experimental class. The significant score between the experimental and the control class could be known by using t-test. The result of t-test can be seen in table 13 as follows

**Table 4.4**  
**Distribution the Value of T-test and T-table in The Post-test**

<b>Variable</b>	<b>T-test Value</b>	<b>T-table Value</b>
Post-test	8.04	2.042



The table above shows that, t-test value was higher than t-table. The result of the t-test shows that there was a significant difference between the t-test and the ttable (8.04 2.042). the researcher concluded that the t-test value was higher than ttable. The result of the t-test statistical analysis shows that there was a significant different between the experimental class and control class. The statement was proved by the t-test value (8,04) which higher than t-table value (2,042), at the level of significant 0,05 and the degree of freedom  $(+ ) - 2 = (30+30) - 2 = 58$ .

### **3. Data Description**

This research activity was carried out at SMP Attayyibah starting on 24 marc – 24 mai 2021. The population in this research were all class VII academic year 2021/2022 consisting of 2 classes, namely VII A andVII C with a total of 139 students. The sample in this research was taken by cluster random sampling ( choosing a random sample ). Two classes were obtained as a research sample, the determination of the control class and experiment class was 60

determined randomly. As for the class used as a sample is class VIIA as a control class and class VIIC as an experimental class. Samples used before were tested for normality and homogeneity, which were taken from mid-semester grades in English subject.

This research was included in quantitative research that uses experimental methods. The type of experimental method used is a quasi-experimental with pretest-posttest control group design by looking at the differences between the pretest and posttest of experimental and control class.

a. **Pre-test**

Pre-test was conducted for both experimental class and control class. Pre-test was carried out before teaching process by Course Review Horey strategy. The lower score in experimental class was 45 and control class was 45 and the higher score in experimental class was 80 and in the control class was 75.

From the result of pre-test on the experimental class and control class, the mean score of experimental class was 64,5 and the control class was 62,25.

b. **Post-Test**

After doing treatment to experimental class by using Course Review Horey strategy, it was gained the score of both classes in reading comprehension of news item text. Post-test was carried out after teaching and learning process by using 47

Nursery rhymes strategy in experimental class. The lower score in experimental class was 70 and control class was 50. The higher score of experimental class was 95 and control class was 75.

The result of post-test after doing treatment by using Nursery Rhymes strategy for experimental class and without using Nursery Rhymes strategy for control class. The mean score for experimental class was 83 and control class was 64. Furthermore, it could be concluded that mean score of control class was lower than experimental class. **The Graphic Result of Students Control and Experimental Class.**

*Graphic 3 : Improvement of Control and Experiment Clas*



Based on the graphic above, we could see the significant difference between experimental class and control class about reading comprehension of news item text. It means that, there was a significant effect of using Nursery Rhymes strategy in teaching Vocabulary Mastery

### 3. Hypothesis

Before testing hypothesis by used t-test formula, the researcher had to test normality and homogeneity to check the data normal or not and homogenous or not.

#### a. Normality Testing

*Table 4.5 : Normality of the Data*

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control	,181	30	,014	,907	30	,013
experiment	,249	30	,000	,915	30	,0,1

The table show the score of control class was 0,13, it means that was higher than alpa (0,05). And the score of experiment class was 0,1 that was higher than alpa (0,05). It means that, the data was distributed normally.

#### b. Homogeneity Testing

*Table 4.6 : Homogeneity of the Data*

Test of Homogeneity of Variance						
		Levene Statistic	df1	df2	Sig.	
Result	Based on Mean	,523	1	58	,472	
	Based on Median	,478	1	58	,492	
	Based on Median and with adjusted df	,478	1	57,165	,492	
	Based on trimmed mean	,454	1	58	,503	

Based on the table above, the result of homogeneity testing show that the homogeneity was 0,472, that was higher than alpa (0,05). It means that, the data variance was homogeny.

### c. Hypotesis Testing

Based on the result of post-test, the researcher found the average of the experimental class was higher than control class.(See Appendix for more detail).

**Table 4.7 : T-Test Result**

**Group Statistics**

Kelas		N	Mean	Std. Deviation	Std. Error Mean
Tes_akhir	PosTestEksperiment	30	81,67	7,112	1,298
	PosTestKontrol	30	72,67	8,172	1,492

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Tes_akhir	Equal variances assumed	,523	,472	4,550	58	,000	9,000	1,978	5,041	12,959
	Equal variances not assumed			4,550	56,915	,000	9,000	1,978	5,039	12,961

Based and the table above, Tcount was higher than Ttable . Based on the analysis result of the hypothesis testing, the researcher got the difference of two classses. So, Null hypothesis was rejected and Alternative hypothesis was accepted. Furthermore, there was positive effect gained by the students before and after applying Nursery Rhymes at SMP Attayyibah

## **B. Discussion**

The result of this study shows that the students' scores were much higher after the treatment using nursery rhymes in experimental class. Most of them were in excellent and very good score. The use of nursery rhymes was surely useful to improve students' vocabulary. Bayless and Ramsey (1991) said that folk songs, country music, and commercials all appeal to the young child and they could develop and extend vocabulary. Since it is intended for young children, it follows a regular repeated verse for with rhyme and has a series of other discourse features, which make them easy to follow. So once a nursery rhyme has been learned, it stays in minds of the students for the rest of their lives with all the rhythms, grammatical features and vocabulary.

The analysis of the mean score gap between the experimental class and control class in the post test ensured if the technique was effective. The mean score of the experimental class was 81,67 and 72,67 for control class. It means that the gap of the students' score of the experimental and control class was 23,81. The explanation of the gap between two classes showed that

the experimental class showed better improvement than the control class. The alternative hypothesis of this research would be accepted if the t-test is higher than the t-table. While, if the t-test is smaller than the t-table, it means that the alternative hypothesis would be rejected. The result of the data analysis was the t-test (7,112) was higher than the t-table value (1,298). Based on the result, the was accepted. In other words, the use of Nursery Rhymes was effective to improve the students' vocabulary.

According to the result of this research, the effectiveness of the application of nursery rhymes toward vocabulary mastery can be explained that nursery rhymes can improve the students' active participation and their vocabulary achievement. It was relevant with statement of Ariani (2006:155) in her experimental research, it was seen that the use of nursery rhymes gave significant effect to the students' early communicative competence in English. It can be concluded that the teaching of vocabulary by using nursery rhymes was good and helpful for the students to improve their vocabulary achievement and made students more active in the class. In summary, the researcher asserted that using Nursery Rhymes to enhance students' vocabulary comprehension in first grade of SMP ATTAYIBAH was effective. There are several theories that support this method, Tze Lui said in his Journal that rhymes make the students motivated and feel excited to learn English because the song has facilitated by vocabulary retention. There is needed much control of the teacher about the usage of the method. Because rhymes usually make the students forget the main purpose of the method and focus in singing.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presented the conclusion as well as few suggestion of this study. Suggestion and conclusion were taken based on findings in this research

#### A. Conclusion

Based on the result data analysis, research finding, and discussion in the previous chapter, the researcher concluded that: Teaching vocabulary by using Nursery Rhymes to The First Grade Students at SMP ATTAYYIBAH was effective. The data shows that students' competence in the experimental class is higher than in the control class. The use of nursery rhymes in teaching and improving students' vocabulary is more affective than the conventional technique. From the two groups, the measurement showed that the increasing line of the vocabulary achievement of the experimental group was higher than the control group. The t-test for both classes in post-test is 8.04 compared to the t-table with 2.042 for  $\alpha$  0.05 with degree of freedom (df) = 58 since the score of t-test is higher than the score of t-table, alternative hypothesis (H1) was accepted and null hypothesis (H0) was rejected. Although the result has shown a significant difference between the control class and the experimental class. The post-test in the experimental class indicates high score after the application of *nursery rhymes*, but there are many things that must be prepared for teacher such as projector, electricity, and students' mood.



## **B. Suggestions**

Referring the conclusion above, the researcher would like to propose some suggestion. They are as follows:

### **1. Suggestion for Teachers**

- a. Since the nursery rhymes can be used as the effective method to improve the students' vocabulary, English teacher are suggested to apply song as one alternative technique to increase students' vocabulary, because the students could easily comprehend the song.
- b. The media helps the teacher establish an interesting way for language learning.
- c. The teacher should create the class be interesting and enjoyable. Here, by using nursery rhymes will help the students in understanding English well in order to make them interested and spirit in improving their vocabulary well.
- d. The media provides ideas for the teacher to create an interesting activity for the students in teaching and learning process.

### **2. Suggestion for Next Researcher**

Using Nursery Rhymes was proven effective in teaching vocabulary, so it is suggested for further researcher to find out the significant of Nursery Rhymes and levels. Hopefully, it can be used as a source of information for the future researchers who want to conduct further research that deals with the improvement of other skill by using nursery rhymes as a media or materials. Finally, the researcher hopes her thesis can be a meaningful

contribution for the teacher of English as well as students and further researcher.



## BIBLIOGRAFY

Alqahtani, Mofareh.2015. *The Importance of Vocabulary in Language Learning and How to Be Taught*, *International Journal of Teaching and Education* 3, no. 3.

Arikunto, Suharsimi. 2002.*Prosedur Suatu Penelitian. Pendekatan Praktek*. Edisi Revisi Kelima. Penerbit Rineka Cipta. Jakarta.

Harmer, J. 1991. *The Practice of English Language Teaching*. London.Longman

Ur, P. 1996. *A Course in Language Teaching*. Great Britain.Cambridge University Press.

<https://www.ldoceonline.com/dictionary/nursery-rhyme> . 2019 august

<https://carleton.ca/edc/wp-content/uploads/TT-Short-Answer>

[Questions.pdf.28.09.2019. T.21:40](#)

H.Douglas Brown. 2003.*Language Assessment Principle and Classroom Practice*, Sanfransisco State University.

Hughes, A. 2003. *Testing for Language Teachers*. 2nd edition. New York.Cambridge University Press

Hornby. Garry.1995.*Working with Parents of Children with Special Needs*. Cassell.

Longman. *Longman Dictionary of Contemporary English*. Retrieved from

Martyn Shuttleworth, *Internal Consistency Reliability*, Accessed from: <http://www.experiment-resources.com/cronbachs-alpha.html/>, on Wednesday, January 17, 2018

Mudawi, G. 2015. *Using Rhymes and Songs for Teaching Core Vocabulary to Elementary School Students*. *International Journal for Teachers of English*.

Oktiviani, Henny.2006. "*The Use of Nursery Rhymes to Improve Students 'vocabulary (the Case of the 5th Graders of Sd Negeri Gunungpati 03 in Academic Year 2005/2006)*." Universitas Negeri Semarang.

SARI, Yety Laila. 2008. Improving Students' pronunciation Using Nursery Rhymes for the Fifth Grade Students of Sdn 03 Krajankulon Kaliwungu Kendal. *An Action Research*. Universitas Muhammadiyah Surakarta.

Schmitt, Norbert, and Michael McCarthy. 1997. *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge University Press.

Suharsimi Arikunto. 2005. *Dasar-dasar Evaluasi Pendidikan (edisi revisi)*, (Jakarta: PT. Bumi Aksara).

Sugiyono, PD. 2013. *Metode Penelitian Manajemen*. Bandung. Alfabeta. CV.

Takač, Višnja Pavičić. 2008. *Vocabulary Learning Strategies and Foreign Language Acquisition*. *Multilingual Matters*.



**Appendix 1 : List of the student attendance VII A**

No	Code of students	Name
1	A-1	NIHAYATUL ULIYAN
2	A-2	SEGA YULFIANTO
3	A-3	AMALLIA DWI
4	A-4	APRILLIA
5	A-5	ADITYA SAPUTRA
6	A-6	ALIFAH NUR AIDA
7	A-7	AHYAR WAHYU
8	A-8	BACHTIAR U
9	A-9	BRIAN RAHMANDANI
10	A-10	EIGY S
11	A-11	DYAH HANDAYANI
12	A-12	DIAN AZIZAH RU
13	A-13	DWI REZA YUNIAR
14	A-14	DIAN SHOFIA RENY
15	A-15	DEMAS MARTANTIA
16	A-16	DHEA ANDARASHANTI
17	A-17	DIMAS PUTRA DEWA
18	A-18	DIAH ARTA WIJAYANTI
19	A-19	FREDI CAN
20	A-20	GRADKA PRADANA
21	A-21	ILHAM NATA
22	A-22	INGGIT BENING
23	A-23	JIHAN HANIFAH PUTRI
24	A-24	KIKI ANIA
25	A-25	NOVAL ARVAN YURI
26	A-26	MOHAMAD RIFAI
27	A-27	MARTINA YANTI
28	A-28	M. RIZQULLAH RATIB
29	A-29	M. ZULFIKARI
30	A-30	NANDIA AYU PUSPITA

K E R I N C I

## Appendix 2 : List of the student attendance VII C

No	Code Of Student	Name
1.	A1	Alga wiranata
2.	A2	Afiza efriyanti
3.	A3	Aqila nurrahmadani
4.	A4	Alifa dea
5.	A5	Andika efendi
6.	A6	Aldzaki nur akhlak
7.	A7	Aisya johana
8.	A8	Azizul rahmat
9.	A9	Adlin giana
10.	A10	Ahmad finza
11.	A11	Bunga rizal
12.	A12	Bunga zatra
13.	A13	Crisia putri
14.	A14	Dea putri andini
15.	A15	Fajral alpan
16.	A16	Felisa olivia
17.	A17	Kholik dian
18.	A18	Husni mubaraq
19.	A19	Muhammad imam
20.	A20	Muhammad syawal
21.	A21	Naila ramadani

- 22. A22 Olga septa
- 23. A23 Pagil aulian
- 24. A24 Rizky ratu
- 25. A25 Rahmat alaziz
- 26. A26 Sakti ahmad
- 27. A27 Wahyu ezar
- 28. A28 Zahara dwi
- 29. A29 Zakiya minhatul
- 30. A30 Zaki arazak

**Appendix 3 : Descriptive Test**

**Pre-test and post tes Class VII SMP Attayyibah**

**Descriptives**

		Statistic	Std. Error	
Pretest	Mean	63,33	1,363	
	95% Confidence Interval for Mean	Lower Bound	60,55	
		Upper Bound	66,12	
	5% Trimmed Mean	63,43		
	Median	65,00		
	Variance	55,747		
	Std. Deviation	7,466		
	Minimum	50		
	Maximum	75		
	Range	25		
	Interquartile Range	10		
	Skewness	-,446	,427	
	Kurtosis	-,719	,833	
	Posttest	Mean	82,50	1,193
95% Confidence Interval for Mean		Lower Bound	80,06	
		Upper Bound	84,94	

5% Trimmed Mean	82,50	
Median	85,00	
Variance	42,672	
Std. Deviation	6,532	
Minimum	70	
Maximum	95	
Range	25	
Interquartile Range	10	
Skewness	-,149	,427
Kurtosis	-,384	,833

#### Appendix 4 : Normality tes

##### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,181	30	,014	,907	30	,013
Posttest	,249	30	,000	,915	30	,019

#### Appendix 5 :homogeneity of the data

##### Case Processing Summary

Kelas		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil Belajar Siswa	PreTestEksperiment	30	100,0%	0	,0%	30	100,0%
	PreTestKontrol	30	100,0%	0	,0%	30	100,0%

##### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	,533	1	58	,468
	Based on Median	1,003	1	58	,321



Based on Median and with adjusted df	1,003	1	57,590	,321
Based on trimmed mean	,597	1	58	,443

Based on the table above, the result of homogeneity testing show that the homogeneity was 0,468, that was higher than alpa (0,05). It means that, the data variance was homogeny.

#### **Apendix 6 : RENCANA PELAKSANAAN PEMBELAJARAN ( RPP ) KELAS KONTROL**

##### **LESSON PLAN**

##### **“Control Class”**

Sekolah : SMP ATHAYYIBAH  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VII/2  
Materi : Vocabulary  
Sub Materi : Twinkel Twinkel Little Star  
Pertemuan : 1  
Alokasi Waktu : 2 X 40 menit

#### **A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan proedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk nyanyian	3.6.1 Menjelaskan fungsi sosial yang terkandung dalam nyanyian 3.6.2 Memahami struktur kalimat dalam lirik lagu
4.6 Teks dan lirik lagu 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk lirik lagu 4.6.2 Menyusun teks lirik lagu dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.6.1.1 Menyanyikan lagu secara individu 4.6.2.1 Membuat/menuliskan lirik lagu

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari Translation dengan struktur teks yang benar sesuai dengan strategy yang akan di terapkan.
  - a. Siswa dapat merespon kata dalam teks dan lirik lagu
  - b. Siswa mampu mengungkapkan kata dalam teks dan lirik lagu
2. Dominasi guru dalam proses pembelajaran berkurang.

3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.

### C. Materi Pembelajaran

#### TWINKLE TWINKLE LITTLET STAR

Bersinar, berkelap-kelip, bintang kecil  
Twinkle, twinkle, little star

Betapa aku bertanya-tanya siapa dirimu  
How I wonder what you are

Jauh di atas dunia yang begitu tinggi  
Up above the world so high

Seperti sebuah berlian di langit  
Like a diamond in the sky

Bersinar, berkelap-kelip, bintang kecil  
Twinkle, twinkle, little star

Betapa aku bertanya-tanya siapa dirimu  
How I wonder what you are

Saat terik matahari hilang  
When the blazing sun is gone

Saat dia tidak menyinari apa pun  
When he nothing shines upon

Lalu kau tunjukkan cahaya kecilmu  
Then you show your little light

Berkelap-kelip, berkelap-kelip, sepanjang malam  
Twinkle, twinkle, all the night

Bersinar, berkelap-kelip, bintang kecil  
Twinkle, twinkle, little star

Betapa aku bertanya-tanya siapa dirimu  
How I wonder what you are

Selamat malam sayang  
Good night, baby

Sumber: [Musixmatch](#)

Penulis lagu: Fredrika Stahl / Wolfgang Mozart / Jane Taylor

Siswa mencari makna kosakata sinonim, antonim, dan sebagainya dalam text lirik lagu

#### D. Metode pembelajaran

- Nursery Rhymes
- Tanya Jawab

#### E. Media dan Sumber Pembelajaran

1. Media :
  - a. Papan Tulis, laptop, Sepidol, lembar penilaian, media pembelajaran lain yang relavan.
2. Sumber Pembelajaran
  - a. Bahasa Inggris Mata Pelajaran Wajib untuk SMP Kelas VIII Semester 2
  - b. Buku English Practice and Progress (Vocabulary activities)
  - c. Buku lain yang relevan
  - d. Sumber belajar yang relavan (media cetak dan elektronik, serta alam sekitar)

#### F. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"><li>➤ Salam dan tegur sapa.</li><li>➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran.</li><li>➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya.</li></ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"><li>➤ Guru menanyakan pemahaman siswa dalam pelajaran pertama</li><li>➤ Setiap siswa memiliki bacaan di</li></ul>	70 menit

depannya.

- Para siswa dipanggil satu per satu dan mereka menyanyikan lagu dengan irama
  - Setelah siswa selesai menyanyikan bagian itu, mereka ditanya dalam bahasa target jika mereka memiliki pertanyaan.
  - Guru menjawab pertanyaan siswa dalam bahasa target.
  - Guru bekerja dengan siswa pada pelafalan
  - Guru memberi pertanyaan kepada siswa dan serta pernyataannya adalah tentang siswa di kelas.
  - Siswa membuat pertanyaan dan pernyataan mereka sendiri dan mengarahkannya ke siswa lain di kelas.
  - Guru menginstruksikan siswa untuk beralih ke latihan dalam pelajaran yang meminta mereka untuk mengisi bagian yang kosong.
  - Para siswa membacakan sebuah kalimat dengan keras dan memberikan kata yang hilang saat mereka membaca.
  - Guru meminta siswa untuk mengambil buku catatan mereka dan dia memberi mereka dikte; bagian ini adalah tentang topik yang telah dibahas
-

Kegiatan	➤ Menanyakan manfaat pembelajaran yang baru diselesaikan.	
Penutup	➤ Menanyakan kesulitan dalam melakukan aktivitas belajar	10 menit
	➤ Menyimpulkan hasil pembelajaran.	
	➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	

## G. Penilaian

### 1. Kinerja/praktik

- Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary.
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

### 2. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- Mengidentifikasi kosakata
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

## H. Rubric Penilaian

- Teknik : Tes tertulis
- Bentuk containing : Pilihan ganda
- Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- Mengidentifikasi berbagai kosakata dan meaning dari teks lagu
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.

- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

**Keterangan :**

1. Nilai Maksimal 100
2. Nilai Siswa =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 =$

Semurup, Maret 2021

**Guru Bahasa Inggris**

**Peneliti**

**Mira Afrianis, S.Pd**

**Sentia Julianti**

**NIP.**

**NIM. 1610203037**

**Mengetahui**  
**Kepala SMP Athoyyibah**

**Itoni Hefriyanto, S.Pd**

**NUPTK. 0059 74764920 0023**

## LESSON PLAN

### “Control Class”

Sekolah	: SMP ATHOYYIBAH
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII/2
Materi	: Vocabulary
Sub Materi	: Peter Peter Pumpkin Eater
Pertemuan	: 2
Alokasi Waktu	: 2 X 40 menit

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan proedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.



KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk nyanyian	3.6.1 Menjelaskan fungsi sosial yang terkandung dalam nyanyian 3.6.2 Memahami struktur kalimat dalam lirik lagu 3.6.3 Memahami unsur kebahasaan dari
4.6 Teks dan lirik lagu 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk lirik lagu 4.6.2 Menyusun teks lirik lagu dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.6.1.1 Menyanyikan lagu secara individu 4.6.2.1 Membuat/menuliskan lirik lagu

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari Translation dengan struktur teks yang benar sesuai dengan strategy yang akan di terapkan.
  - a. Siswa dapat merespon kata dalam teks dan lirik lagu
  - b. Siswa mampu mengungkapkan kata dalam teks dan lirik lagu
2. Dominasi guru dalam proses pembelajaran berkurang.

3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.

### C. Materi Pembelajaran

<p>“Nursery Rhymes”</p> <p>“Peter Peter Pumkin Eater”</p> <p>Peter, Peter pumpkin eater, Had a wife but couldn't keep her; He put her in a pumpkin shell And there he kept her still.</p> <p>Peter, Peter pumpkin eater, Had another and didn't love her; Peter learned to read and spell, And then he loved her very well</p>	<p><i>Peter peter pumkin eater</i></p> <p>Peter, Peter pemakan labu, Punya seorang istri tetapi tidak bisa menjaganya; Dia memasukkannya ke dalam kulit labu Dan di sana dia menjaganya dengan sangat baik.</p>
--	---

- Siswa mencari makna kosakata sinonim, antonim, dan sebagainya dalam text lirik lagu

### D. Metode pembelajaran

- Nursery Rhymes
- Tanya Jawab

### E. Media dan Sunber Pembelajaran

1. Media :

- a. Papan Tulis, laptop, Sepidol, lembar penilaian, media pembelajaran lain yang relevan.
2. Sumber Pembelajaran
    - a. Bahasa Inggris Mata Pelajaran Wajib untuk SMP Kelas VIII Semester 2
    - b. Buku English Practice and Progress (Vocabulary activities)
    - c. Buku lain yang relevan
    - d. Sumber belajar yang relevan (media cetak dan elektronik, serta alam sekitar)

#### F. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➤ Salam dan tegur sapa.</li> <li>➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran.</li> <li>➤ Guru mengecek penguasaan kompetensi yang sudah di pelajari sebelumnya kepada beberapa siswa.</li> <li>➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya.</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya.</li> <li>➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya.</li> <li>➤ Setiap siswa memiliki bacaan di depannya.</li> </ul>	70 menit

- Para siswa dipanggil satu per satu dan mereka menyanyikan lagu dengan irama
  - Setelah siswa selesai menyanyikan bagian itu, mereka ditanya dalam bahasa target jika mereka memiliki pertanyaan.
  - Guru menjawab pertanyaan siswa dalam bahasa target.
  - Guru bekerja dengan siswa pada pelafalan
  - Guru memberi pertanyaan kepada siswa dan serta pernyataannya adalah tentang siswa di kelas.
  - Siswa membuat pertanyaan dan pernyataan mereka sendiri dan mengarahkannya ke siswa lain di kelas.
  - Guru menginstruksikan siswa untuk beralih ke latihan dalam pelajaran yang meminta mereka untuk mengisi bagian yang kosong.
  - Para siswa membacakan sebuah kalimat dengan keras dan memberikan kata yang hilang saat mereka membaca.
  - Guru meminta siswa untuk mengambil buku catatan mereka dan dia memberi mereka dikte; bagian ini adalah tentang topik yang telah dibahas
-

Kegiatan	➤ Menanyakan manfaat pembelajaran yang baru diselesaikan.	
Penutup	➤ Menanyakan kesulitan dalam melakukan aktivitas belajar	10 menit
	➤ Menyimpulkan hasil pembelajaran.	
	➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	

## G. Penilaian

### 1. Kinerja/praktik

- a. Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary.
- b. Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

### 2. Observasi

Tujuan penilaian adalah untuk memeberikan feedback. Target penilaian:

- Mengidentifikasi kosakata
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

## H. Rubric Penilaian

1. Teknik : Tes tertulis
2. Bentuk containing : Pilihan ganda
3. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- a. Mengidentifikasi berbagai kosakata dan meaning dari teks lagu
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.

- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

**Keterangan :**

1. Nilai Maksimal 100
2. Nilai Siswa =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 =$

**Semurup, Maret 2021**

**Guru Bahasa Inggris**

**Peneliti**

**Mira Afrianis, S.Pd**

**Sentia Julianti**

**NIP.**

**NIM. 1610203037**

**Mengetahui**  
**Kepala SMP Athoyyibah**

**Itoni Hefriyanto, S.Pd**

**NIP.**



**LESSON PLAN**

**“Control Class”**

Sekolah	: SMP ATHOYYIBAH
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII/2
Materi	: Vocabulary
Sub Materi	: Wynken Blynken and Nod
Pertemuan	: 3
Alokasi Waktu	: 2 X 40 menit

## A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan proedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk nyanyian	3.6.1 Menjelaskan fungsi sosial yang terkandung dalam nyanyian 3.6.2 Memahami struktur kalimat dalam lirik lagu 3.6.3 Memahami unsur kebahasaan dari
4.6 Teks dan lirik lagu 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk lirik lagu 4.6.2 Menyusun teks lirik lagu dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.6.1.1 Menyanyikan lagu secara individu 4.6.2.1 Membuat/menuliskan lirik lagu



1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari Translation dengan struktur teks yang benar sesuai dengan strategy yang akan di terapkan.
  - a. Siswa dapat merespon kata dalam teks dan lirik lagu
  - b. Siswa mampu mengungkapkan kata dalam teks dan lirik lagu
2. Dominasi guru dalam proses pembelajaran berkurang.
3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.

### C. Materi Pembelajaran

#### Nursery rhymes

“If you happy and you know it”

Jika Anda senang dan Anda mengetahuinya, tepuk tangan Anda  
If you're happy and you know it clap your hands

Jika Anda senang dan Anda mengetahuinya, tepuk tangan Anda  
If you're happy and you know it clap your hands

Jika Anda bahagia dan Anda mengetahuinya dan Anda benar-benar ingin menunjukkannya  
If you're happy and you know it and you really want to show it

Jika Anda senang dan Anda mengetahuinya, tepuk tangan Anda  
If you're happy and you know it clap your hands

Jika kamu senang dan kamu mengetahuinya, injaklah kakimu  
If you're happy and you know it stomp your feet

Jika kamu senang dan kamu mengetahuinya, injaklah kakimu  
If you're happy and you know it stomp your feet

Jika Anda bahagia dan Anda mengetahuinya dan Anda benar-benar ingin menunjukkannya  
If you're happy and you know it and you really want to show it

Jika kamu senang dan kamu mengetahuinya, injaklah kakimu  
If you're happy and you know it stomp your feet

Jika kamu senang dan kamu mengetahuinya, teriaklah hore (hore)  
If you're happy and you know it shout hurray (hurray)

Jika kamu senang dan kamu mengetahuinya, teriaklah hore (hore)  
If you're happy and you know it shout hurray (hurray)

Jika Anda bahagia dan Anda mengetahuinya dan Anda benar-benar ingin menunjukkannya  
If you're happy and you know it and you really want to show it

Jika kamu senang dan kamu mengetahuinya, teriaklah hore (hore)  
If you're happy and you know it shout hurray (hurray)

Jika Anda senang dan Anda mengetahuinya, lakukan ketiganya  
If you're happy and you know it do all three

(Hore)  
(Hurray)

Jika Anda senang dan Anda mengetahuinya, lakukan ketiganya  
If you're happy and you know it do all three

(Hore)  
(Hurray)

Jika Anda bahagia dan Anda mengetahuinya dan Anda benar-benar ingin menunjukkannya  
If you're happy and you know it and you really wants to show it

Jika Anda senang dan Anda mengetahuinya, lakukan ketiganya  
If you're happy and you know it do all three

(Hore)  
(Hurray)

- Siswa mencari makna kosakata sinonim, antonim, dan sebagainya dalam text lirik lagu

#### **D. Metode pembelajaran**

Nursery Rhymes

Tanya Jawab

#### **E. Media dan Sumber Pembelajaran**

1. Media :

- a. Papan Tulis, laptop, Sepidol, lembar penilaian, media pembelajaran lain yang relevan.

## 2. Sumber Pembelajaran

- a. Bahasa Inggris Mata Pelajaran Wajib untuk SMP Kelas VIII Semester 2
- b. Buku English Practice and Progress (Vocabulary activities)
- c. Buku lain yang relevan
- d. Sumber belajar yang relevan (media cetak dan elektronik, serta alam sekitar)

## F. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"><li>➤ Salam dan tegur sapa.</li><li>➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran.</li><li>➤ Guru mengecek penguasaan kompetensi yang sudah di pelajari sebelumnya kepada beberapa siswa.</li><li>➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya.</li></ul>	10'
Kegiatan Inti	<ul style="list-style-type: none"><li>➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya.</li><li>➤ Setiap siswa memiliki bacaan di depannya.</li><li>➤ Para siswa dipanggil satu per satu dan mereka menyanyikan lagu dengan irama</li><li>➤ Setelah siswa selesai menyanyikan bagian itu, mereka ditanya dalam bahasa target jika mereka memiliki pertanyaan.</li><li>➤ Guru menjawab pertanyaan siswa</li></ul>	70'

dalam bahasa target.

- Guru bekerja dengan siswa pada pelafalan
- Guru memberi pertanyaan kepada siswa dan serta pernyataannya adalah tentang siswa di kelas.
- Siswa membuat pertanyaan dan pernyataan mereka sendiri dan mengarahkannya ke siswa lain di kelas.
- Guru menginstruksikan siswa untuk beralih ke latihan dalam pelajaran yang meminta mereka untuk mengisi bagian yang kosong.
- Para siswa membacakan sebuah kalimat dengan keras dan memberikan kata yang hilang saat mereka membaca.
- Guru meminta siswa untuk mengambil buku catatan mereka dan dia memberi mereka dikte; bagian ini adalah tentang topik yang telah dibahas

Kegiatan  
Penutup

- 
- Menanyakan manfaat pembelajaran yang baru diselesaikan.
  - Menanyakan kesulitan dalam melakukan aktivitas belajar
  - Menyimpulkan hasil pembelajaran.
  - Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

## G. Penilaian

### 1. Kinerja/praktik

- c. Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary.
- d. Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

### 2. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- Mengidentifikasi kosakata
- Murid serius dalam kegiatan belajar di setiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

## H. Rubric Penilaian

1. Teknik : Tes tertulis
2. Bentuk containing : Pilihan ganda
3. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- a. Mengidentifikasi berbagai kosakata dan meaning dari teks lagu
- b. Murid serius dalam kegiatan belajar di setiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

**Keterangan :**

1. Nilai Maksimal 100

2. Nilai Siswa =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 =$

Semurup, Maret 2021

Guru Bahasa Inggris

Peneliti

Mira Afrianis, S.Pd

Sentia Julianti

NIP.

NIM. 1610203037

Mengetahui  
Kepala SMP Athoyyibah

Itoni Hefriyanto, S.Pd

NIP.



## LESSON PLAN

### “Control Class”

Sekolah	: SMP ATHOYYIBAH
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII/2
Materi	: Vocabulary
Sub Materi	: If You're Happy And You Know It, Clap Your Hands
Pertemuan	: 4
Alokasi Waktu	: 2 X 40 menit

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan proedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk nyanyian	3.6.1 Menjelaskan fungsi sosial yang terkandung dalam nyanyian 3.6.2 Memahami struktur kalimat dalam lirik lagu 3.6.3 Memahami unsur kebahasaan dari
4.6 Teks dan lirik lagu 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk lirik lagu 4.6.2 Menyusun teks lirik lagu dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.6.1.1 Menyanyikan lagu secara individu 4.6.2.1 Membuat/menuliskan lirik lagu



1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari Translation dengan struktur teks yang benar sesuai dengan strategy yang akan di terapkan.
  - a. Siswa dapat merespon kata dalam teks dan lirik lagu
  - b. Siswa mampu mengungkapkan kata dalam teks dan lirik lagu
2. Dominasi guru dalam proses pembelajaran berkurang.
3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.

### C. Materi Pembelajaran

#### Nursery Rhymes

*“ If You’re Happy, Claps Your Hand”*

If you’re happy and you know it, clap your hands

If you’re happy and you know it clap your hands

If you’re happy and you know it, then your face will surely show it

If you’re happy and you know it, clap your hands

If you’re happy and you know it, stomp your feet

If you’re happy and you know it stomp your feet

If you’re happy and you know it, then your face will surely show it

If you’re happy and you know it, stomp your feet

If you’re happy and you know it, shout hurray (hurray!)

If you're happy and you know it shout hurray (hurray!)

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, shout hurray (hurray!)

If you're happy and you know it, do all three

If you're happy and you know it do all three

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, do all three

- Siswa mencari makna kosakata sinonim, antonim, dan sebagainya dalam text lirik lagu

#### **D. Metode pembelajaran**

- Nursery Rhymes
- Tanya Jawab

#### **E. Media dan Sumber Pembelajaran**

1. Media :
  - a. Papan Tulis, laptop, Sepidol, lembar penilaian, media pembelajaran lain yang relavan.
2. Sumber Pembelajaran
  - a. Bahasa Inggris Mata Pelajaran Wajib untuk SMP Kelas VIII Semester 2
  - b. Buku English Practice and Progress (Vocabulary activities)
  - c. Buku lain yang relevan
  - d. Sumber belajar yang relavan (media cetak dan elektronik, serta alam sekitar)

#### **F. Langkah-langkah Pembelajaran**

<b>Langkah Pembelajaran</b>	<b>Deskripsi</b>	<b>Alokasi Waktu</b>
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➤ Salam dan tegur sapa.</li> <li>➤ Cek kehadiran, berdo'a, mengajak</li> </ul>	10 menit

perkenalan dan meminta siswa menyiapkan buku pelajaran.

- Guru mengecek penguasaan kompetensi yang sudah di pelajari sebelumnya kepada beberapa siswa.
- Guru mengulas sekilas tentang pembelajaran yang sebelumnya.

Kegiatan Inti

- Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya.
- Setiap siswa memiliki bacaan di depannya.
- Para siswa dipanggil satu per satu dan mereka menyanyikan lagu dengan irama
- Setelah siswa selesai menyanyikan bagian itu, mereka ditanya dalam bahasa target jika mereka memiliki pertanyaan.
- Guru menjawab pertanyaan siswa dalam bahasa target. 70 menit
- Guru bekerja dengan siswa pada pelafalan
- Guru memberi pertanyaan kepada siswa dan serta pernyataannya adalah tentang siswa di kelas.
- Siswa membuat pertanyaan dan pernyataan mereka sendiri dan mengarahkannya ke siswa lain di kelas.
- Guru menginstruksikan siswa untuk beralih ke latihan dalam pelajaran yang meminta mereka untuk

mengisi bagian yang kosong.

- Para siswa membacakan sebuah kalimat dengan keras dan memberikan kata yang hilang saat mereka membaca.
- Guru meminta siswa untuk mengambil buku catatan mereka dan dia memberi mereka dikte; bagian ini adalah tentang topik yang telah dibahas

Kegiatan  
Penutup

- 
- Menanyakan manfaat pembelajaran yang baru diselesaikan.
  - Menanyakan kesulitan dalam melakukan aktivitas belajar
  - Menyimpulkan hasil pembelajaran.
  - Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

10 menit

## G. Penilaian

### 1. Kinerja/praktik

- e. Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary.
- f. Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

### 2. Observasi

Tujuan penilaian adalah untuk memeberikan feedback. Target penilaian:

- Mengidentifikasi kosakata
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.

- Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

#### H. Rubric Penilaian

1. Teknik : Tes tertulis
2. Bentuk containing : Pilihan ganda
3. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- a. Mengidentifikasi berbagai kosakata dan meaning dari teks lagu
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

#### Keterangan :

1. Nilai Maksimal 100
2. Nilai Siswa =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 =$

**Guru Bahasa Inggris**

**Mira Afrianis, S.Pd**

**NIP.**

**Semurup, Maret 2021**

**Peneliti**

**Sentia Julianti**

**NIM. 1610203037**

**Mengetahui**  
**Kepala SMP Athoyyibah**

**Itoni Hefriyanto, S.Pd**

**NIP.**

**Appendix 7 : RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )  
KELAS EKSPERIMEN**

**LESSON PLAN**

**“Experimental Class”**

Sekolah	: SMP ATHOYYIBAH
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII/2
Materi	: Vocabulary
Sub Materi	: Twinkel Twinkel Little Star
Pertemuan	: 1
Alokasi Waktu	: 2 X 40 menit

## A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan proedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk nyanyian	3.6.1 Menjelaskan fungsi sosial yang terkandung dalam nyanyian 3.6.2 Memahami struktur kalimat dalam lirik lagu 3.6.3 Memahami unsur kebahasaan dari
4.6 Teks dan lirik lagu	4.6.1.1 Menyanyikan lagu secara individu
4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk lirik lagu	4.6.2.1 Membuat/menuliskan lirik lagu
4.6.2 Menyusun teks lirik lagu dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	



6. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari Translation dengan struktur teks yang benar sesuai dengan strategy yang akan di terapkan.
  - c. Siswa dapat merespon kata dalam teks dan lirik lagu
  - d. Siswa mampu mengungkapkan kata dalam teks dan lirik lagu
7. Dominasi guru dalam proses pembelajaran berkurang.
8. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).
9. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
10. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.

### C. Materi Pembelajaran

“Nursery Rhymes”

*“Twinkel Twinkel Litle Star”*

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

When this blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, through the night.

Then the traveller in the dark  
Thanks you for your tiny spark;  
He could not see where to go,  
If you did not twinkle so.

In the dark blue sky you keep,  
And often through my curtains peep,  
For you never shut your eye  
Till the sun is in the sky.

As your bright and tiny spark  
Lights the traveller in the dark,  
Though I know not what you are,  
Twinkle, twinkle, little star.

- Siswa mencari makna kosakata sinonim, antonim, dan sebagainya dalam text lirik lagu

#### **D. Metode pembelajaran**

- Nursery Rhymes
- Tanya Jawab

#### **E. Media dan Sumber Pembelajaran**

##### 3. Media :

- b. Papan Tulis, laptop, Sepidol, lembar penilaian, media pembelajaran lain yang relevan.

##### 4. Sumber Pembelajaran

- e. Bahasa Inggris Mata Pelajaran Wajib untuk SMP Kelas VII Semester 2
- f. Buku English Practice and Progress (Vocabulary activities)
- g. Buku lain yang relevan
- h. Sumber belajar yang relevan (media cetak dan elektronik, serta alam sekitar)

#### **F. Langkah-langkah Pembelajaran**

<b>Langkah Pembelajaran</b>	<b>Deskripsi</b>	<b>Alokasi Waktu</b>
Kegiatan	➤ Salam dan tegur sapa.	
Pendahuluan	➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. ➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya.	10 menit

- Kegiatan Inti
- Guru menanyakan pemahaman pada pelajaran pertama
  - Mengulang kata-kata yang telah di pelajari sebelumnya.
  - Membaca kalimat per kalimat pada teks lagu
  - Menyanyikan lagu pada waktu yang telah ditentukan
  - Menyanyikan lagu yang telah ditentukan/ ditulis sebelumnya
  - Mengecek pemahaman siswa pada kosa kata yang telah di pelajari
- 70 menit

- Kegiatan Penutup
- 
- Menanyakan manfaat pembelajaran yang baru diselesaikan.
  - Menanyakan kesulitan dalam melakukan aktivitas belajar
  - Menyimpulkan hasil pembelajaran.
  - Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 10 menit
- 

## G. Penilaian

### 3. Kinerja/praktik

- c. Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary.

- d. Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

4. Observasi

Tujuan penilaian adalah untuk memeberikan feedback. Target penilaian:

- Mengidentifikasi kosakata
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

**H. Rubric Penilaian**

- 4. Teknik : Tes tertulis
- 5. Bentuk containing : Pilihan ganda
- 6. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- d. Mengidentifikasi berbagai kosakata dan meaning dari teks lagu
- e. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- f. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

**Keterangan :**

3. Nilai Maksimal 100

4. Nilai Siswa =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 =$



Semurup, Maret 2021

**Guru Bahasa Inggris**

**Peneliti**

**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

**Mira Afrianis, S.Pd**

**Sentia Julianti**

**NIP.**

**NIM. 1610203037**

**Mengetahui**

**Kepala SMP Athoyyibah**

**Itoni Hefriyanto, S.Pd**

**NIP.**



**LESSON PLAN**

**“Experimental Class”**

Sekolah : SMP ATHOYYIBAH  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VII/2  
Materi : Vocabulary  
Sub Materi : Peter Peter Pumpkin Eater  
Pertemuan : 2  
Alokasi Waktu : 2 X 40 menit

## A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan proedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk nyanyian	3.6.1 Menjelaskan fungsi sosial yang terkandung dalam nyanyian 3.6.2 Memahami struktur kalimat dalam lirik lagu 3.6.3 Memahami unsur kebahasaan dari
4.6 Teks dan lirik lagu	4.6.1.1 Menyanyikan lagu secara individu
4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk lirik lagu	4.6.2.1 Membuat/menuliskan lirik lagu
4.6.2 Menyusun teks lirik lagu dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari Translation dengan struktur teks yang benar sesuai dengan strategy yang akan di terapkan.
  - a. Siswa dapat merespon kata dalam teks dan lirik lagu
  - b. Siswa mampu mengungkapkan kata dalam teks dan lirik lagu
2. Dominasi guru dalam proses pembelajaran berkurang.
3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.

### C. Materi Pembelajaran

“Nursery Rhymes”

*“Peter Peter Pumkin Eater”*

Peter, Peter pumpkin eater,  
Had a wife but couldn't keep her;  
He put her in a pumpkin shell  
And there he kept her still.

Peter, Peter pumpkin eater,  
Had another and didn't love her;  
Peter learned to read and spell,  
And then he loved her very well

- Siswa mencari makna kosakata sinonim, antonim, dan sebagainya dalam text lirik lagu

### D. Metode pembelajaran

- Nursery Rhymes
- Tanya Jawab



## E. Media dan Sumber Pembelajaran

### 1. Media :

a. Papan Tulis, laptop, Sepidol, lembar penilaian, media pembelajaran lain yang relevan.

### 2. Sumber Pembelajaran

a. Bahasa Inggris Mata Pelajaran Wajib untuk SMP Kelas VII Semester 2

b. Buku English Practice and Progress (Vocabulary activities)

c. Buku lain yang relevan

d. Sumber belajar yang relevan (media cetak dan elektronik, serta alam sekitar)

## F. Langkah-langkah Pembelajaran

<b>Langkah Pembelajaran</b>	<b>Deskripsi</b>	<b>Alokasi Waktu</b>
Kegiatan	➤ Salam dan tegur sapa.	
Pendahuluan	➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. ➤ Guru mengecek penguasaan kompetensi yang sudah di pelajari sebelumnya kepada beberapa siswa. ➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya.	10 menit
Kegiatan Inti	➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya. ➤ Mengulang kata-kata yang telah di pelajari sebelumnya. ➤ Membaca kalimat per kalimat pada teks lagu	70 menit

- Menyanyikan lagu pada waktu yang telah ditentukan
- Menyanyikan lagu yang telah ditentukan/ ditulis sebelumnya
- Mengecek pemahaman siswa pada kosa kata yang telah di pelajari

Kegiatan	➤ Menanyakan manfaat pembelajaran yang baru diselesaikan.	
Penutup	<ul style="list-style-type: none"> <li>➤ Menanyakan kesulitan dalam melakukan aktivitas belajar</li> <li>➤ Menyimpulkan hasil pembelajaran.</li> <li>➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> </ul>	10 menit

## G. Penilaian

### 1. Kinerja/praktik

- a. Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary.
- b. Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

### 2. Observasi

Tujuan penilaian adalah untuk memeberikan feedback. Target penilaian:

- a. Mengidentifikasi kosakata
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

## H. Rubric Penilaian

1. Teknik : Tes tertulis

2. Bentuk containing : Pilihan ganda
3. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- a. Mengidentifikasi berbagai kosakata dan meaning dari teks lagu
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

**Keterangan :**

1. Nilai Maksimal 100
2. Nilai Siswa =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 =$

**Semurup, Maret 2021**

**Guru Bahasa Inggris**

**Peneliti**

**Mira Afrianis, S.Pd**

**Sentia Julianti**

**NIP.**

**NIM. 1610203037**

**Mengetahui**  
**Kepala SMP Athoyyibah**

**Itoni Hefriyanto, S.Pd**

**NIP.**



**LESSON PLAN**

**“Experimental Class”**

Sekolah : SMP ATHOYYIBAH  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VII/2  
Materi : Vocabulary  
Sub Materi : Wynken Blynken and Nod  
Pertemuan : 3  
Alokasi Waktu : 2 X 40 menit

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan proedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk nyanyian	3.6.1 Menjelaskan fungsi sosial yang terkandung dalam nyanyian 3.6.2 Memahami struktur kalimat dalam lirik lagu 3.6.3 Memahami unsur kebahasaan
4.6 Teks dan lirik lagu 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk lirik lagu 4.6.2 Menyusun teks lirik lagu dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar	4.6.1.1 Menyanyikan lagu secara individu 4.6.2.1 Membuat/menuliskan lirik lagu

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari Translation dengan struktur teks yang benar sesuai dengan strategy yang akan di terapkan.

- a. Siswa dapat merespon kata dalam teks dan lirik lagu
  - b. Siswa mampu mengungkapkan kata dalam teks dan lirik lagu
2. Dominasi guru dalam proses pembelajaran berkurang.
  3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).
  4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
  5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.

### C. Materi Pembelajaran

“Nursery Rhymes”

*“Wynken, Blynken and Nod”*

wynken and blynken and nod one night

sailed off on a wooden shoe

sailed down a river of crystal light

into a sea of dew

now where are you going and what do you wish?

the old moon asked the three

well, we're going out fishing for herring fish

that live in the beautiful sea

and some silver and gold have we

said, wynken and blynken and nod

the old moon laughed and sang a song

as they rocked in their wooden shoe  
and the wind that sped them all night long  
ruffled the waves of dew  
while the little stars were the herring fish  
that lived in the beautiful sea  
now cast your nets wherever you wish  
never a feared are we  
so sang the stars to the fishermen three  
wynken and blynken and nod  
all night long their nets they threw  
to the stars in the twinkling foam  
then down from the skies came the wooden shoe  
bringing the fishermen home  
t'was all so pretty a sight it seemed  
as if it could not be  
and some folks thought t'was a dream  
they dreamed of sailing the beautiful sea  
but i shall name you the fishermen three  
wynken and blynken and nod  
now wynken and blynken are two little eyes

and nod is a little head  
and the wooden shoe that sailed the skies  
is a wee one's trundle bed  
so close your eyes while mother sings  
of the beautiful sights that be  
and you will see the wonderful things  
as you rock in your misty sea  
where the old moon rocked the fishermen three  
wynken and blynten and nod

- carly simon

- Siswa mencari makna kosakata sinonim, antonim, dan sebagainya dalam text lirik lagu

#### **D. Metode pembelajaran**

- Nursery Rhymes
- Tanya Jawab

#### **E. Media dan Sumber Pembelajaran**

1. Media :
  - a. Papan Tulis, laptop, Sepidol, lembar penilaian, media pembelajaran lain yang relevan.
2. Sumber Pembelajaran
  - a. Bahasa Inggris Mata Pelajaran Wajib untuk SMP Kelas VII Semester 2
  - b. Buku English Practice and Progress (Vocabulary activities)
  - c. Buku lain yang relevan



- d. Sumber belajar yang relevan (media cetak dan elektronik, serta alam sekitar)

## F. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➤ Salam dan tegur sapa.</li> <li>➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran.</li> <li>➤ Guru mengecek penguasaan kompetensi yang sudah di pelajari sebelumnya kepada beberapa siswa.</li> <li>➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya.</li> </ul>	10 menit
Kegiatan Inti	<hr/> <ul style="list-style-type: none"> <li>➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya.</li> <li>➤ Mengulang kata-kata yang telah di pelajari sebelumnya.</li> <li>➤ Membaca kalimat per kalimat pada teks lagu</li> <li>➤ Menyanyikan lagu pada waktu yang telah ditentukan</li> <li>➤ Menyanyikan lagu yang telah ditentukan/ ditulis sebelumnya</li> <li>➤ Mengecek pemahaman siswa pada kosa kata yang telah di pelajari</li> </ul>	
Kegiatan Penutup	<hr/> <ul style="list-style-type: none"> <li>➤ Menanyakan manfaat pembelajaran yang baru diselesaikan.</li> </ul>	10 menit

- 
- Menanyakan kesulitan dalam melakukan aktivitas belajar
  - Menyimpulkan hasil pembelajaran.
  - Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

## **G. Penilaian**

### 1. Kinerja/praktik

- a. Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary.
- b. Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

### 2. Observasi

Tujuan penilaian adalah untuk memeberikan feedback. Target penilaian:

- a. Mengidentifikasi kosakata
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

## **H. Rubric Penilaian**

1. Teknik : Tes tertulis
2. Bentuk containing : Pilihan ganda
3. Observasi

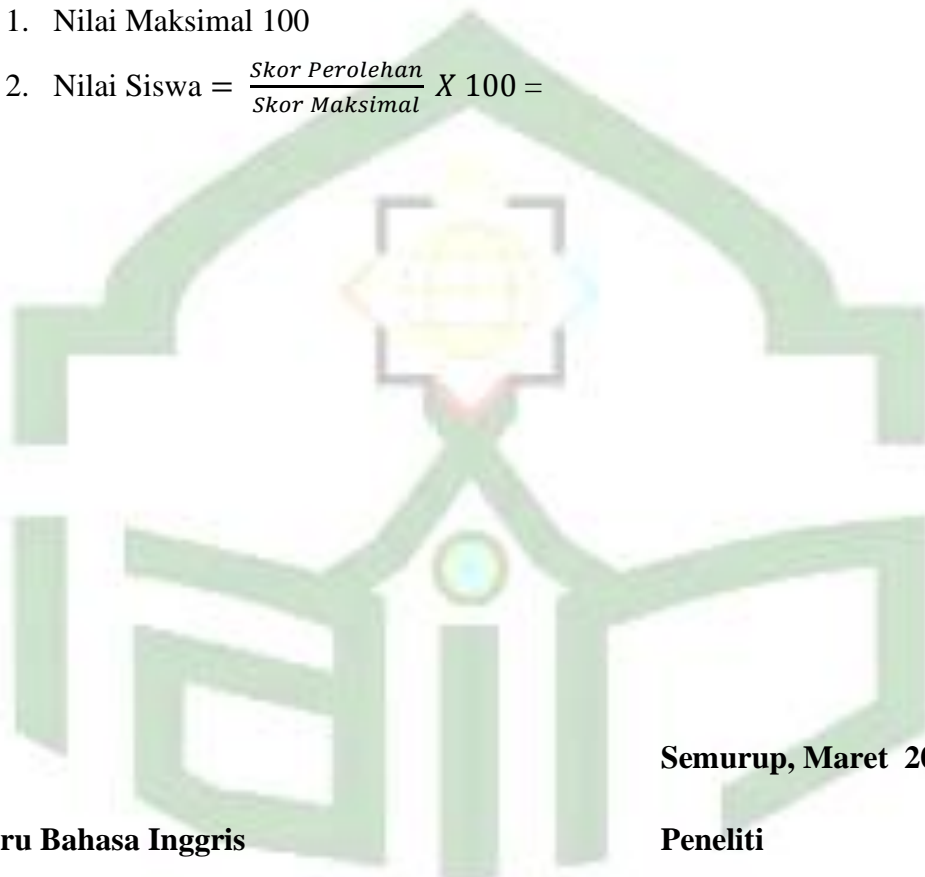
Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- a. Mengidentifikasi berbagai kosakata dan meaning dari teks lagu
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

**Keterangan :**

1. Nilai Maksimal 100
2. Nilai Siswa =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 =$



Semurup, Maret 2021

**Guru Bahasa Inggris**

**Peneliti**

**Mira Afrianis, S.Pd**

**Sentia Julianti**

**NIP.**

**NIM. 1610203037**

**Mengetahui**  
**Kepala SMP Athoyyibah**

**Itoni Hefriyanto, S.Pd**

**NIP.**



**LESSON PLAN**

**“Experimental Class”**

Sekolah : SMP ATHOYYIBAH  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VII/2  
Materi : Vocabulary  
Sub Materi : If You're Happy And You Know It, Clap Your Hands  
Pertemuan : 4  
Alokasi Waktu : 2 X 40 menit

## A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan proedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk nyanyian	3.6.1 Menjelaskan fungsi sosial yang terkandung dalam nyanyian 3.6.2 Memahami struktur kalimat dalam lirik lagu 3.6.3 Memahami unsur kebahasaan dari

<p>4.6 Teks dan lirik lagu</p> <p>4.6.1 Menangkap makna secara kontekstual ter- kait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk lirik lagu</p> <p>4.6.2 Menyusun teks lirik lagu dengan memperhatikan struktur teks, dan unsur kebahasaan, secara benar</p>	<p>4.6.1.1 Menyanyikan lagu secara individu</p> <p>4.6.2.1 Membuat/menuliskan lirik lagu</p>
--	--

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan, mengingat vocabulary dari Translation dengan struktur teks yang benar sesuai dengan strategy yang akan di terapkan.
  - a. Siswa dapat merespon kata dalam teks dan lirik lagu
  - b. Siswa mampu mengungkapkan kata dalam teks dan lirik lagu
2. Dominasi guru dalam proses pembelajaran berkurang.
3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (resonsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.

### C. Materi Pembelajaran

#### Nursery Rhymes

*“ If You’re Happy, Claps Your Hand”*

If you’re happy and you know it, clap your hands

If you’re happy and you know it clap your hands

If you’re happy and you know it, then your face will surely show it

If you're happy and you know it, clap your hands

If you're happy and you know it, stomp your feet

If you're happy and you know it stomp your feet

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, stomp your feet

If you're happy and you know it, shout hurray (hurray!)

If you're happy and you know it shout hurray (hurray!)

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, shout hurray (hurray!)

If you're happy and you know it, do all three

If you're happy and you know it do all three

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, do all three

- Siswa mencari makna kosakata sinonim, antonim, dan sebagainya dalam text lirik lagu

#### **D. Metode pembelajaran**

- Nursery Rhymes
- Tanya Jawab

#### **E. Media dan Sumber Pembelajaran**

1. Media :
  - a. Papan Tulis,laptop, Sepidol, lembar penilaian, media pembelajaran lain yang relavan.
2. Sumber Pembelajaran

- a. Bahasa Inggris Mata Pelajaran Wajib untuk SMP Kelas VII Semester 2
- b. Buku English Practice and Progress (Vocabulary activities)
- c. Buku lain yang relevan
- d. Sumber belajar yang relevan (media cetak dan elektronik, serta alam sekitar)

#### F. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➤ Salam dan tegur sapa.</li> <li>➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran.</li> <li>➤ Guru mengecek penguasaan kompetensi yang sudah di pelajari sebelumnya kepada beberapa siswa.</li> <li>➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya.</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya.</li> <li>➤ Mengulang kata-kata yang telah di pelajari sebelumnya.</li> <li>➤ Membaca kalimat per kalimat pada teks lagu</li> <li>➤ Menyanyikan lagu pada waktu yang telah ditentukan</li> <li>➤ Menyanyikan lagu yang telah ditentukan/ ditulis sebelumnya</li> </ul>	70 menit



- Mengecek pemahaman siswa pada kosa kata yang telah di pelajari

Kegiatan	➤ Menanyakan manfaat pembelajaran yang baru diselesaikan.	
Penutup	<ul style="list-style-type: none"> <li>➤ Menanyakan kesulitan dalam melakukan aktivitas belajar</li> <li>➤ Menyimpulkan hasil pembelajaran.</li> <li>➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> </ul>	10 menit

### G. Penilaian

#### 1. Kinerja/praktik

- a. Bertanya dan menyebutkan macam-macam kosakata yang disusun dalam bentuk vocabulary.
- b. Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

#### 2. Observasi

Tujuan penilaian adalah untuk memeberikan feedback. Target penilaian:

- a. Mengidentifikasi kosakata
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

### H. Rubric Penilaian

1. Teknik : Tes tertulis
2. Bentuk containing : Pilihan ganda
3. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- a. Mengidentifikasi berbagai kosakata dan meaning dari teks lagu
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

**Keterangan :**

1. Nilai Maksimal 100
2. Nilai Siswa =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 =$



Semurup, Maret 2021

**Guru Bahasa Inggris**

**Peneliti**

**Mira Afrianis, S.Pd**

**Sentia Julianti**

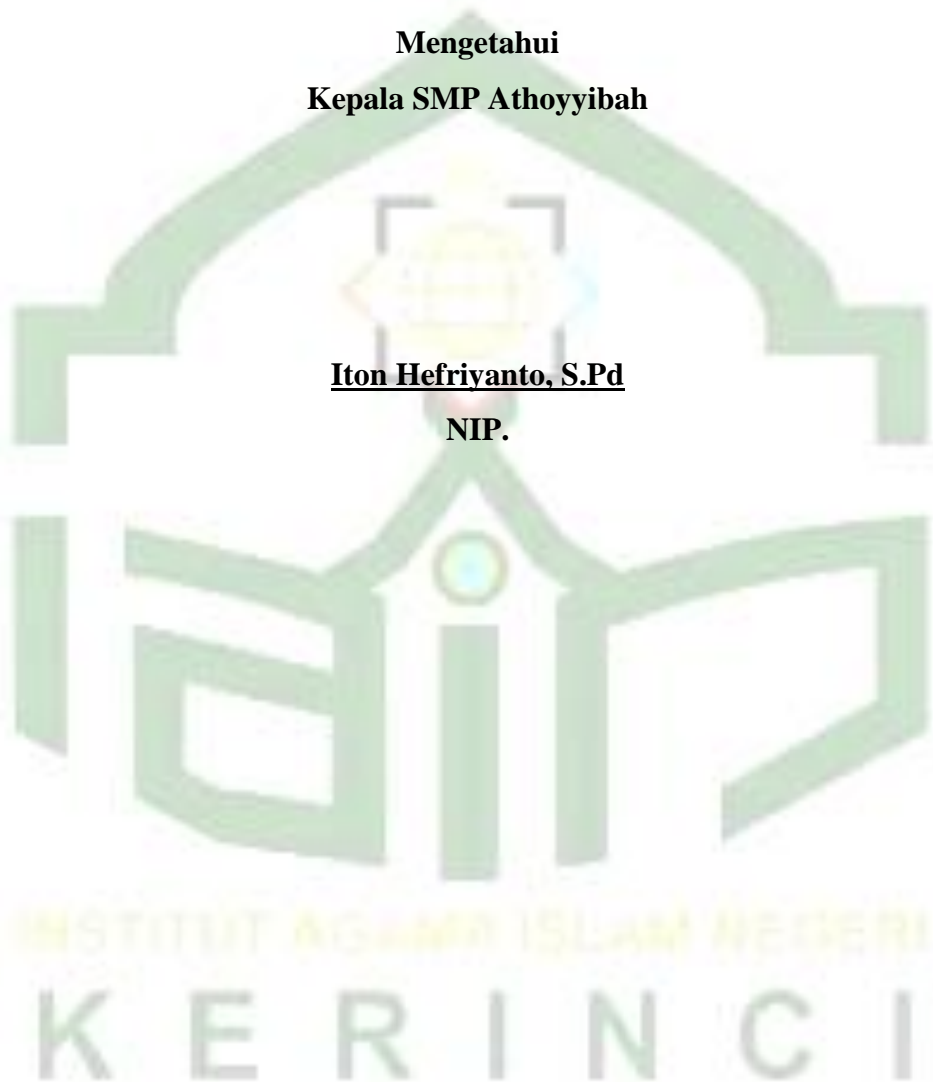
**NIP.**

**NIM. 1610203037**

**Mengetahui**  
**Kepala SMP Athoyyibah**

**Iton Hefriyanto, S.Pd**

**NIP.**



**Appendix 8 :**

## Pre-test

Name :

Number :

Class :

Choose the correct answer a,b,c or d

- .....,Sailed off in a wooden *shoe* , the italic word refer to
  - boot
  - tshirt
  - book
  - But
- ...of the beautiful sights that be..., the antonym of beautiful is ...
  - smell
  - good
  - Ugly
  - easy
- ...two little eyes, the underline word is ...
  - Fruits
  - Body
  - hyponim
  - flowers
- How to spell the *Fishermen* ?
  - Ef-ai-es-eitc-i-a:-em-e-en
  - F-I-S-H-E-R-M-E-N
  - Ef-i-es-ha-e-er-em-e-en
  - F-ai-s-ha-e-er-em-e-en
- ...all night *long*... What the synonym of the italic word
  - Short
  - Higt
  - tall
  - Length
- The antonym of night ...
  - Sun
  - Day
  - Moon
  - Star
- What the hyponim of part of body

- a. Body part                      c. Fish  
b. Up body                         d. head
8. How to spell the Crystal....  
a. Ci-er-ye-te-a-el     c. Ci-a:-wai-es-ti-ei-el  
b. Ce-r-y-te-a-el        d. Ci-a:-ye-es-ti-ei-el
9. ...and nod is a little head... the underline word refer to...  
a. Small                      c. large  
b. Big                         d. huge
10. What the antonym of dew.....  
a. Cloud                      c. Water  
b. Wind                        d. Fire
11. He is a fast runner  
a. Quick                      c. Energetic  
b. Slow                        d. Calm
12. I am terrible at Mathematics  
a. Good                        c. Awful  
b. Great                        d. Fantastic
13. Have you looked at the Invoice?  
a. Pen                         c. Sheet  
b. Bill                         d. Paper
14. Do you think I am stupid?  
a. Dumb                      c. Brilliant  
b. Intelligent     d. Fast
15. He never comes on time, what the synonym the underline word  
a. Sees                        c. Goes  
b. Does                        d. Arrives

16. “...., an incredible thing happened. The underlined word means.....
- a. Untouchable      c. Unbelievable  
b. Common          d. Usual
17. “.... In new world ambience”. The underlined word means...
- a. Atmosphere      c. Mood  
b. Space            d. Place
18. It is also a way to track the patients ....”. The underlined word has the same meaning with .....
- a. To follow          c. To pursue  
b. To capture        d. To apprehend
19. “.... This will support you to write more articles.” The underlined word is closest in meaning with ....
- a. Make            c. Disturb  
b. Suggest        d. Motivate
20. “....and will unveil those once they have been set. The underlined word means....
- a. Introduce        c. Inform  
b. Cover            d. Open

**KEY ANSWERS OF THE TEST**      2. B  
**ITEMS**                                    3. B  
1. A    4. A

5. C  
6. B  
7. D  
8. C  
9. A  
10. A  
11. A  
12. C

13. B  
14. A  
15. D  
16. C  
17. C  
18. C  
19. D  
20. D

**Appendix 9 : VALIDITY OF THE INSTRUMENT ( PRE-TEST )**

Student	Tes item																				Y	Y <sup>2</sup>
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
S1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	16	256
S2	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	17	289
S3	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	16	256
S4	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	17	289
S5	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	14	196
S6	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	17	289
S7	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	17	289
S8	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	15	225
S9	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	289
S10	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	15	225
S11	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	17	289
S12	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	15	225
S13	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	361
S14	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18	324
S15	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	16	256
S16	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	17	289
S17	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	18	324
S18	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	16	256
S19	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	17	289
S20	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	17	289
S21	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	14	196
S22	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	17	289
S23	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	17	289
S24	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	15	225
S25	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	289

S26	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	15	225	
S27	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	17	289	
S28	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	15	225
S29	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	361
S30	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	289
x	14	17	16	15	19	28	25	21	27	23	24	18	20	19	16	17	17	19	19	20	394	8182

NUMBER OF ITEM	r table	r value	Criteria
1	0,444	.495	valid
2	0,444	,762	valid
3	0,444	-,235	<b>Invalid</b>
4	0,444	,866	valid
5	0,444	-,235	<b>Invalid</b>
6	0,444	,693	valid
7	0,444	.592	valid
8	0,444	-,216	<b>Invalid</b>
9	0,444	,839	valid
10	0,444	839	valid
11	0,444	,065	<b>Invalid</b>
12	0,444	,229	valid
13	0,444	.458	valid
14	0,444	-,216	<b>Invalid</b>
15	0,444	-,125	<b>Invalid</b>
16	0,444	,559	valid
17	0,444	.583	valid
18	0,444	,559	valid
19	0,444	-,235	<b>Invalid</b>
20	0,444	-,235	<b>Invalid</b>

Where :

If  $r_{table} < r_{value} = \text{Valid}$

If  $r_{table} > r_{value} = \text{Invalid}$



## Appendix 10 :

### Reliability of the Instrument

#### Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Excluded <sup>a</sup>	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

#### Descriptive Statistics

	Mean	Std. Deviation	N
soal1	,67	,479	30
soal2	,80	,407	30
soal3	,73	,450	30
soal4	,77	,430	30
soal5	,87	,346	30
soal6	,93	,254	30
soal7	,83	,379	30
soal8	,70	,466	30
soal9	,93	,254	30
soal10	,77	,430	30
soal11	,80	,407	30
soal12	,87	,346	30
soal13	,87	,346	30
soal14	,90	,305	30
soal15	,80	,407	30
soal16	,73	,450	30
soal17	,77	,430	30
soal18	,93	,254	30
soal19	,93	,254	30
soal20	,90	,305	30
Total	16,5000	1,30648	30

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
soal1	15,83	1,316	,146	.	-1.045 <sup>a</sup>
soal2	15,70	2,010	-,406	.	-.354 <sup>a</sup>

soal3	15,77	2,185	-,512	.	-.223 <sup>a</sup>
soal4	15,73	1,582	-,055	.	-.723 <sup>a</sup>
soal5	15,63	1,895	-,324	.	-.465 <sup>a</sup>
soal6	15,57	1,840	-,287	.	-.542 <sup>a</sup>
soal7	15,67	1,264	,351	.	-1.203 <sup>a</sup>
soal8	15,80	1,821	-,263	.	-.470 <sup>a</sup>
soal9	15,57	1,771	-,191	.	-.604 <sup>a</sup>
soal10	15,73	1,375	,146	.	-.990 <sup>a</sup>
soal11	15,70	1,803	-,240	.	-.515 <sup>a</sup>
soal12	15,63	1,620	-,037	.	-.724 <sup>a</sup>
soal13	15,63	1,413	,213	.	-.984 <sup>a</sup>
soal14	15,60	1,972	-,418	.	-.420 <sup>a</sup>
soal15	15,70	1,803	-,240	.	-.515 <sup>a</sup>
soal16	15,77	1,426	,073	.	-.903 <sup>a</sup>
soal17	15,73	1,237	,298	.	-1.218 <sup>a</sup>
soal18	15,57	1,564	,123	.	-.824 <sup>a</sup>
soal19	15,57	1,771	-,191	.	-.604 <sup>a</sup>
soal20	15,60	1,903	-,344	.	-.473 <sup>a</sup>

#### Reliability Statistics

Cronbach's Alpha <sup>a</sup>	Cronbach's Alpha Based on Standardized Items <sup>a</sup>	N of Items
,705	,913	20

Based on the calculating above obtained  $r_{II} = 0,896$  means the reliability of learning outcomes tests that are used as research instrument has a high test reliability.

#### Appendix 11 :

#### Post-Test

**Name** :

**Number** :

**Class** :

1. What the hyponim of part of body, each other .....  
c. Body part                      c. Fish  
d. Up body                          d. Head
  
2. How to spell the Crystal....  
c. Ci-er-ye-te-a-el      c. Ci-a:-wai-es-ti-ei-el  
d. Ce-r-y-te-a-el      d. Ci-a:-ye-es-ti-ei-el
  
3. ...all night *long*... What the synonym of the italic word  
c. Short                      c. tall  
d. Higt                      d. Length
  
4. What the antonym of dew.....  
c. Cloud                      c. Water  
d. Wind                      d. Fire
  
5. ...of the beautiful sights that be..., the antonym of beautiful is ...  
c. smell                      c. Ugly  
d. good                      d. Easy
  
6. How to spell the *Fishermen* ?  
c. Ef-ai-es-eitc-i-a:-em-e-en                      c. Ef-i-es-ha-e-er-em-e-en  
d. F-I-S-H-E-R-M-E-N                              d. F-ai-s-ha-e-er-em-e-en
  
7. ....,Sailed off in a wooden *shoe* , the italic word reffer to  
c. boot                      c.book  
d. tshirt                      d. But

8. The antonym of night ...
- c. Sun      c. Moon  
d. Day      d. Star
9. What the antonym of dew.....
- e. Cloud      c. Water  
f. Wind      d. Fire
10. "...no more lumps." The underlined word has similar meaning to ...
- a. Circles      c. Chunks  
b. Flours      d. Cubes
11. "...Had another and didn't love her;.." The underlined word is closest in meaning with ....
- a. Hate      c. Like  
b. Interest      d. Proud
12. "...Had a wife but couldn't keep her; ...." The antonym of the underlined word is ...
- a. Husband      c. Son  
b. Aunt      d. Uncle
13. How to spelling "Pumpkin".....
- a. P-U-M-K-I-N      C. P-U-M-P-K-I-N  
b. PI-YU-EM-KEY-AI-EN      d. P-A-M-K-I-N
14. "...Peter learned to read and spell,.." The underlined word has similar meaning to ...
- a. Recited      c. Write  
b. Spell      d. Speak
15. What the hyponim of Astronomy, between as ...
- a. Blanket      c. Floor

- b. Mirror      d. Star

16. How to spell the word “ Little” ....

- a. EL-AI-TI-TI-EL-I      c. EL-I-TE-TE-EL-E  
b. L-I-T-T-L-E      d. EL-I-T-T-L-E

17. “...If you’re happy and you know it ...” The synonym of the underlined word is

- a. Sad      c. Cry  
b. Fun      d. Sweet

18. “...shout hurray (hurrray!).. “ The underlined word has similar meaning to...

- a. Speak      c. Scream  
b. Reading      d. Swimming

19. How to spelling the word “ Feet” ....

- a. F-e-e-t      c. Ef-e-e-te  
b. Ef-i-i-ti      d. F-i-i-t

20. “...then your face will surely show it ...” The antonym of the underlined word is.....

- a. Disprove      c. support  
b. Present      d. Confirm

## KEY ANSWERS OF THE TEST ITEMS

1. A

2. B

3. B

4. A

5. C

6. B

7. D

8. C

9. A

10. A

11. A

12. C

13. B

14. A

15. D

16. C

17. C

18. C

19. D

20. D



APPENDIX 12 :

VALIDITY OF THE INSTRUMENT  
( POST-TEST )

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	y	Y <sup>2</sup>	
S1	1	1	0	0	1	1	0	0	0	0	1	1	0	1	1	0	1	1	1	1	18	144	
S2	0	0	1	0	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	10	100	
S3	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	1	1	1	14	196	
S4	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	12	144	
S5	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	0	12	144	
S6	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	13	169	
S7	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	13	169	
S8	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	0	12	144	
S9	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	14	196	
S10	0	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	14	196	
S11	1	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	12	144	
S12	1	1	1	1	0	0	1	1	0	0	0	1	1	0	0	1	1	1	0	0	11	121	
S13	0	0	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	14	196	
S14	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	1	1	0	13	169	
S15	1	1	0	1	0	1	0	1	1	1	1	0	0	0	0	1	1	0	0	1	11	121	
S16	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	10	100	
S17	1	1	1	0	0	0	1	1	1	1	1	0	0	0	1	1	1	1	0	0	13	169	
S18	1	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	14	196	
S19	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	15	225	
S20	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	14	196	
S21	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	10	100	
S22	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	13	169	
S23	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	14	196	
S24	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	15	225	
S25	1	1	0	0	1	0	0	0	1	1	1	0	0	0	1	1	1	1	1	1	14	196	
S26	0	0	1	0	0	1	0	1	0	1	1	0	0	1	0	1	0	0	0	0	10	100	
S27	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	1	1	1	14	196	
S28	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	12	144	
S29	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	0	12	144	
S30	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	13	169	
x	18	9	7	7	5	4	2	2	1	4	10	25	19	17	13	16	23	25	28	9	15	386	4878

NUMBER OF ITEM	r table	r value	CRITERIA
1	0,444	,594	VALID
2	0,444	,488	VALID
3	0,444	,168	INVALID
4	0,444	.489	VALID
5	0,444	,594	VALID
6	0,444	,544	VALID
7	0,444	-,086	INVALID
8	0,444	.446	VALID
9	0,444	,167	INVALID
10	0,444	,623	VALID
11	0,444	,599	VALID
12	0,444	,654	VALID
13	0,444	,031	INVALID
14	0,444	,476	VALID
15	0,444	,453	VALID
16	0,444	,567	VALID
17	0,444	,142	INVALID
18	0,444	,654	VALID
19	0,444	,722	VALID
20	0,444	,699	VALID

Where :

If  $r_{table} < r_{value} = \text{Valid}$

If  $r_{table} > r_{value} = \text{Invalid}$

**INSTITUT AGAMA ISLAM NEGERI  
KERINCI**

## APPENDIX 13

### Reliability of The Instrument

#### Case Processing Summary

		N	%
Cases	Valid	30	100,0



Excluded <sup>a</sup>	0	,0
Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

### Descriptive Statistics

	Mean	Std. Deviation	N
soal1	,60	,498	30
soal2	,63	,490	30
soal3	,57	,504	30
soal4	,57	,504	30
soal5	,50	,509	30
soal6	,80	,407	30
soal7	,73	,450	30
soal8	,70	,466	30
soal9	,47	,507	30
soal10	,43	,504	30
soal11	,83	,379	30
soal12	,63	,490	30
soal13	,57	,504	30
soal14	,43	,504	30
soal15	,83	,507	30
soal16	,77	,430	30
soal17	,83	,379	30
soal18	,93	,254	30
soal19	,63	,490	30
soal20	,80	,509	30
total	12,6667	1,49328	30

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
soal1	12,07	1,995	,010	1.137
soal2	12,03	1,895	,070	1.257
soal3	12,10	2,231	,169	.903
soal4	12,10	1,748	,171	1.443
soal5	12,17	2,282	,202	.857
soal6	11,87	2,189	,103	.983
soal7	11,93	2,547	,362	.681
soal8	11,97	3,068	,646	.381
soal9	12,20	2,234	,173	.898
soal10	12,23	2,599	,383	.626

soal11	11,83	2,282	,171	.910
soal12	12,03	2,585	,378	.640
soal13	12,10	2,438	,294	.737
soal14	12,23	2,737	,456	.541
soal15	12,13	1,913	,043	1.227
soal16	11,90	2,093	,039	1.067
soal17	11,83	2,213	,112	.972
soal18	11,73	2,133	,043	1.086
soal19	12,03	1,413	,495	2.048
soal20	12,17	1,937	,024	1.198

**Reliability Statistics**

Cronbach's Alpha <sup>a</sup>	Cronbach's Alpha Based on Standardized Items <sup>a</sup>	N of Items
1,021	,972	20

Based on the calculating above obtained  $\alpha = 0,1.021$  means the reliability of learning outcomes tests that are used as research instrument has a high test reliability

**APPENDIX 14**

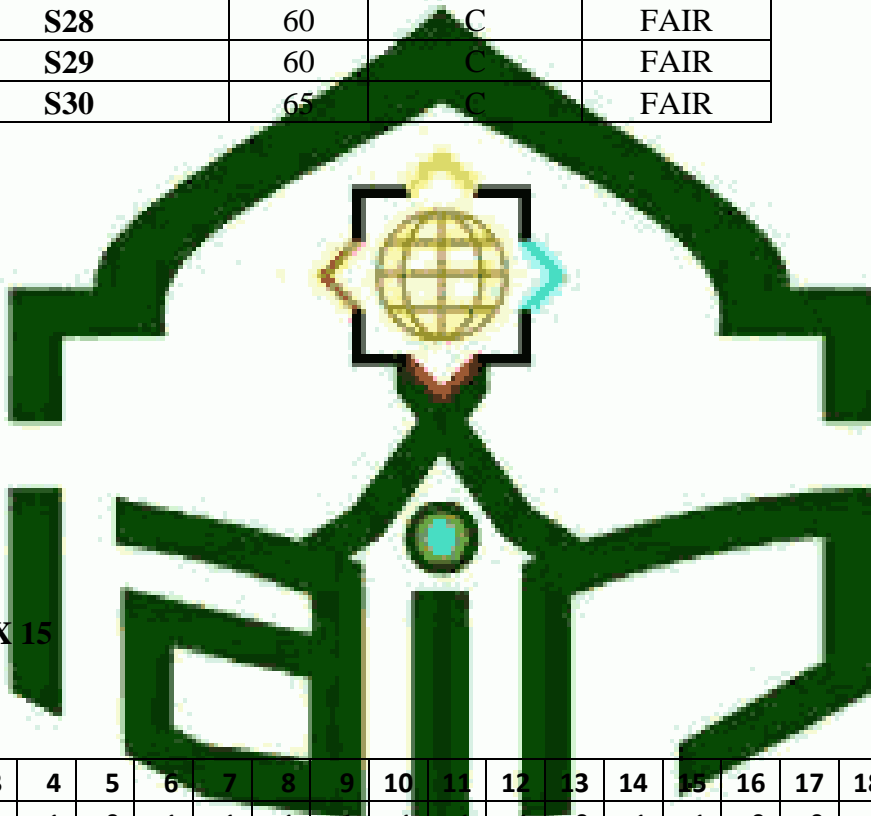
**Result of Control Class of Pre-Test**

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Score	
1	1	1	0	0	1	1	0	0	0	0	1	1	0	1	1	0	1	1	1	1	18	60
2	0	0	1	0	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	10	50
3	1	1	1	1	1	1	0	1	0	0	1	1	0	0	0	0	1	1	1	1	14	70
4	0	0	0	1	1	1	0	1	0	1	0	0	1	1	0	0	1	1	1	1	12	60
5	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	0	12	60
6	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	13	65
7	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	13	65
8	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	0	12	60
9	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	14	70
10	0	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	14	70
11	1	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	12	60
12	1	1	1	1	0	0	1	1	0	0	0	1	1	0	0	1	1	1	0	0	11	55
13	0	0	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	14	70
14	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	1	1	0	13	65

1	1	0	1	0	1	0	1	1	1	1	1	0	0	0	0	1	1	0	0	1	11	55
0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	10	50
1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	13	65	
1	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	14	70	
1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	15	75	
1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	14	70	
0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	10	50	
1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	13	65	
1	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	14	70	
1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	15	75	
1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	14	70	
0	0	1	0	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	10	50	
1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	1	1	1	14	70	
0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	12	60	
1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	0	12	60	
0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	13	65	
18	19	17	17	15	24	22	21	14	10	25	19	17	13	16	23	25	28	19	15	386		

NO	Students in Control Class	SCORE (X)	CATEGORY	CRITERIA
1	S1	60	C	FAIR
2	S2	50	D	LOW
3	S3	70	B	GOOD
4	S4	60	C	FAIR
5	S5	60	C	FAIR
6	S6	65	C	FAIR
7	S7	65	C	FAIR
8	S8	60	C	FAIR
9	S9	70	B	GOOD
10	S10	70	B	GOOD
11	S11	60	C	FAIR
12	S12	55	D	LOW
13	S13	70	B	GOOD
14	S14	65	C	FAIR
15	S15	55	D	LOW
16	S16	50	D	LOW
17	S17	65	C	FAIR

18	S18	70	B	GOOD
19	S19	75	B	GOOD
20	S20	70	B	GOOD
21	S21	50	D	LOW
22	S22	65	C	FAIR
23	S23	70	B	GOOD
24	S24	75	B	GOOD
25	S25	70	B	GOOD
26	S26	50	D	LOW
27	S27	70	B	GOOD
28	S28	60	C	FAIR
29	S29	60	C	FAIR
30	S30	65	C	FAIR



APPENDIX 15

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	y	score
S1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	15	75
S2	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	14	70
S3	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	15	75
S4	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	12	60
S5	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	14	70
S6	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	12	60
S7	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	10	50
S8	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	14	70
S9	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	13	65
S10	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	11	55
S11	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	12	60
S12	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	14	70
S13	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	80
S14	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14	70
S15	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	15	75

S16	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	15	75	
S17	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	12	60
S18	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	13	65	
S19	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	15	75	
S20	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	16	80	
S21	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	14	70	
S22	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	15	75	
S23	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	11	55	
S24	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	10	50	
S25	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	10	50
S26	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	13	65	
S27	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	13	65	
S28	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	14	70	
S29	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	60	
S30	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	14	70	
x	14	17	16	15	19	28	25	21	27	23	24	18	20	19	16	17	17	19	19	20	394	

Result of Experiment Class of Pre-Test

NO	Students in Experiment Class	score	CATEGORY	CRITERIA
1	S1	75	B	GOOD
2	S2	70	B	GOOD
3	S3	75	B	GOOD
4	S4	60	C	FAIR
5	S5	70	B	GOOD
6	S6	60	C	FAIR
7	S7	50	D	LOW
8	S8	70	B	GOOD
9	S9	65	C	FAIR
10	S10	55	D	LOW
11	S11	60	C	FAIR
12	S12	70	B	GOOD
13	S13	80	A	VERY GOOD
14	S14	70	B	GOOD
15	S15	75	B	GOOD
16	S16	75	B	GOOD
17	S17	60	C	FAIR
18	S18	65	C	FAIR
19	S19	75	B	GOOD
20	S20	80	A	VERY GOOD
21	S21	70	B	GOOD
22	S22	75	B	GOOD

23	S23	55	D	LOW
24	S24	50	D	LOW
25	S25	50	D	LOW
26	S26	65	C	FAIR
27	S27	65	C	FAIR
28	S28	70	B	GOOD
29	S29	60	C	FAIR
30	S30	70	B	GOOD

Appendix 16



Result of Control Class of Post-Test

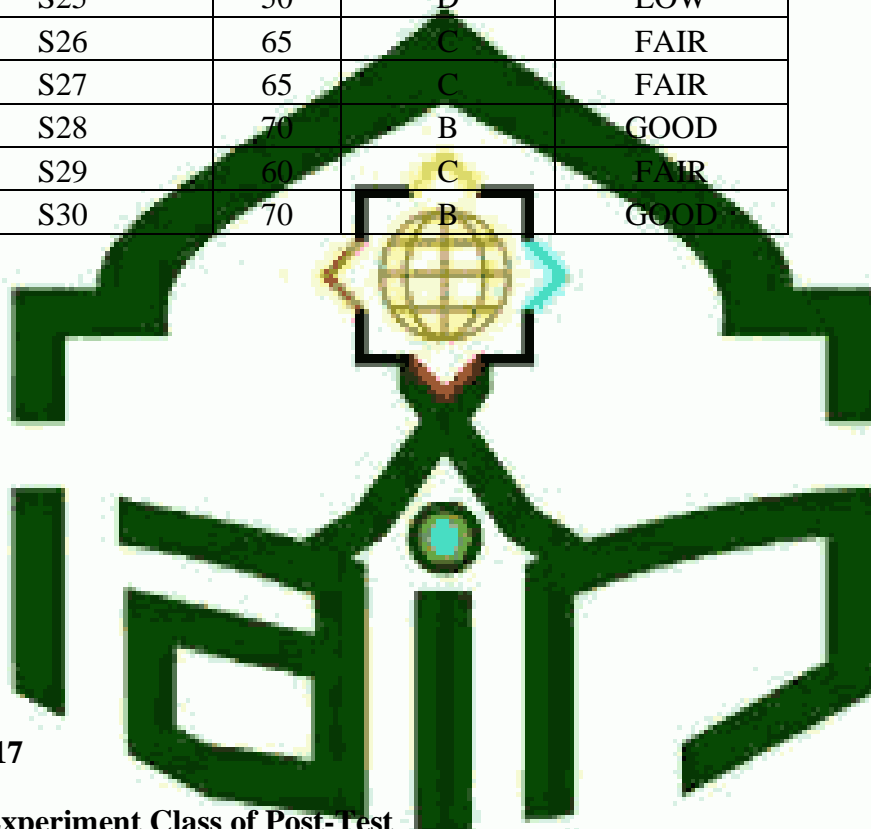
INSTITUT AGAMA ISLAM NEGERI

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	y	score
S1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	15	75
S2	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	14	70
S3	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	15	75
S4	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	12	60
S5	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	14	70
S6	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	12	60
S7	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	10	50
S8	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	14	70
S9	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	13	65
S10	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	11	55
S11	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	12	60
S12	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	14	70

S13	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	80	
S14	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	14	70
S15	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	15	75	
S16	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	15	75	
S17	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	12	60
S18	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	13	65
S19	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	15	75
S20	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	16	80
S21	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	1	14	70
S22	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	15	75
S23	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	11	55
S24	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	10	50
S25	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	10	50
S26	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	13	65
S27	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	13	65
S28	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	14	70
S29	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	60
S30	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	14	70
x	14	17	16	15	19	28	25	21	27	23	24	18	20	19	16	17	17	19	19	20		394	

NO	Students in Experiment Class	score	CATEGORY	CRITERIA
1	S1	75	B	GOOD
2	S2	70	B	GOOD
3	S3	75	B	GOOD
4	S4	60	C	FAIR
5	S5	70	B	GOOD
6	S6	60	C	FAIR
7	S7	50	D	LOW
8	S8	70	B	GOOD
9	S9	65	C	FAIR
10	S10	55	D	LOW
11	S11	60	C	FAIR
12	S12	70	B	GOOD
13	S13	80	A	VERY GOOD
14	S14	70	B	GOOD
15	S15	75	B	GOOD

16	S16	75	B	GOOD
17	S17	60	C	FAIR
18	S18	65	C	FAIR
19	S19	75	B	GOOD
20	S20	80	A	VERY GOOD
21	S21	70	B	GOOD
22	S22	75	B	GOOD
23	S23	55	D	LOW
24	S24	50	D	LOW
25	S25	50	D	LOW
26	S26	65	C	FAIR
27	S27	65	C	FAIR
28	S28	70	B	GOOD
29	S29	60	C	FAIR
30	S30	70	B	GOOD



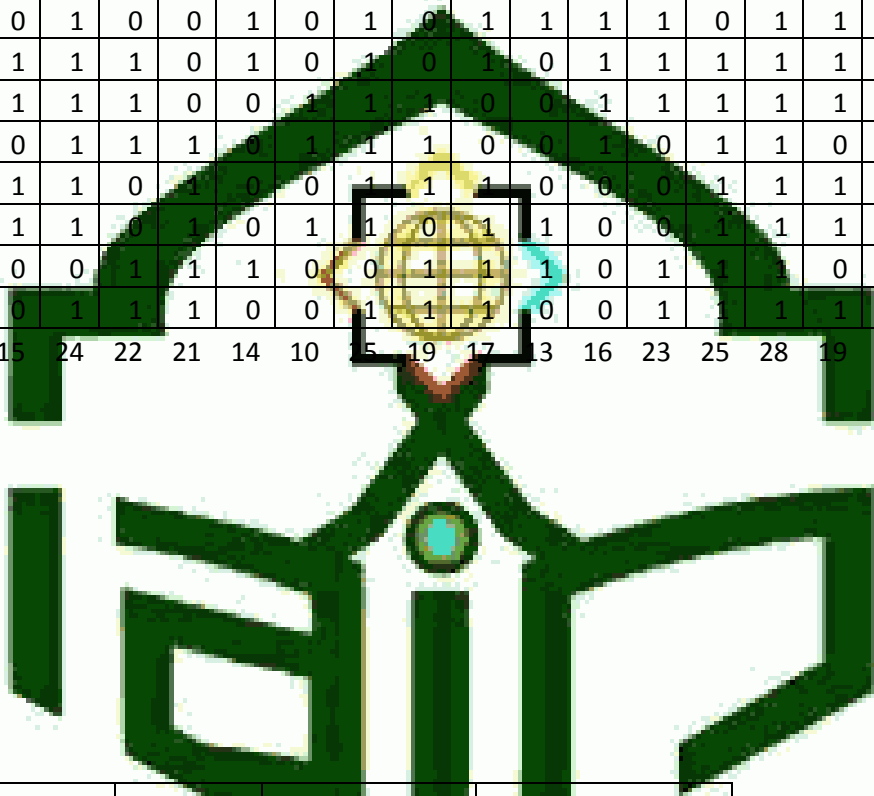
**Appendix 17**

**Result of Experiment Class of Post-Test**

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	y	SCORE
1	1	1	0	0	1	1	0	0	0	0	1	1	0	1	1	0	1	1	1	1	18	90
2	0	0	1	0	0	1	1	0	1	1	1	1	0	0	1	0	1	1	0	0	17	85
3	1	1	1	1	1	1	0	1	0	0	1	1	0	0	0	1	1	1	1	1	16	80
4	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	18	90
5	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	0	15	75
6	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	16	80
7	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	17	85
8	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	0	18	90
9	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	18	90
10	0	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	17	85
11	1	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	15	75
12	1	1	1	1	0	0	1	1	0	0	0	1	1	0	0	1	1	1	0	0	17	85

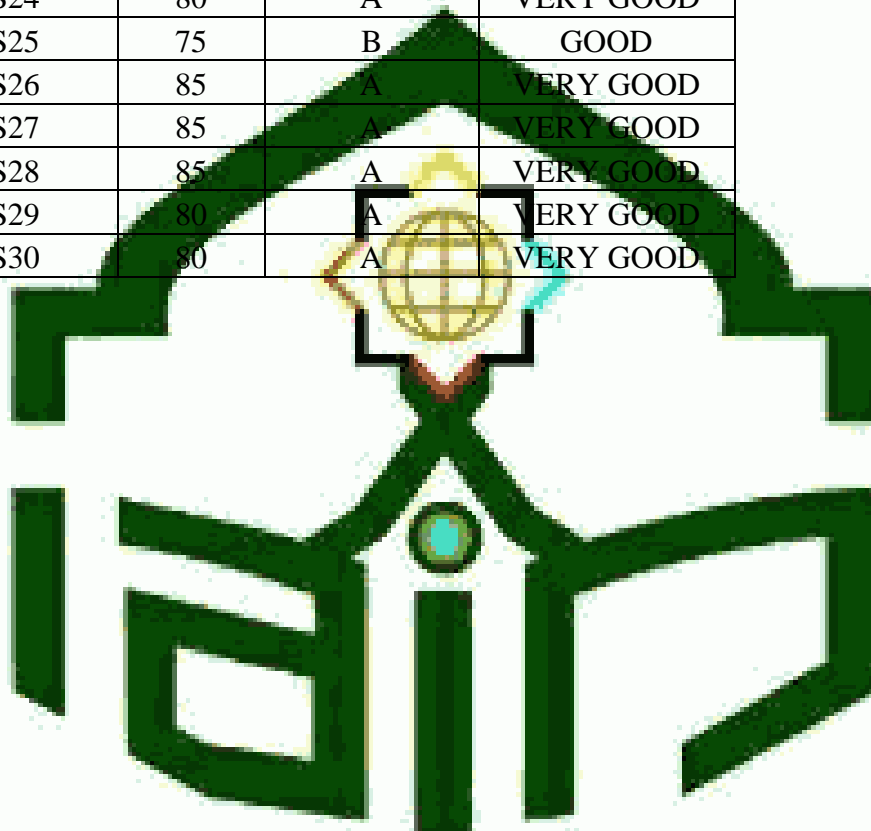


13	0	0	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	16	80
14	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	1	1	0	16	80
15	1	1	0	1	0	1	0	1	1	1	1	0	0	0	0	1	1	0	0	1	16	80
16	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	17	85
17	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	17	85
18	1	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	16	80
19	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	18	90
20	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	19	95
21	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	16	80
22	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	18	90
23	1	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	18	90
24	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	16	80
25	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	15	75
26	0	0	1	0	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	17	85
27	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	1	1	1	17	85
28	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	17	85
29	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	0	16	80
30	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	16	80
18	19	17	17	15	24	22	21	14	10	15	19	17	13	16	23	25	28	19	15	503		



NO	Student	SCORE	CATEGORY	CRITERIA
1	S1	90	A	VERY GOOD
2	S2	85	A	VERY GOOD
3	S3	80	A	VERY GOOD
4	S4	90	A	VERY GOOD
5	S5	75	B	GOOD
6	S6	80	A	VERY GOOD
7	S7	85	A	VERY GOOD
8	S8	90	A	VERY GOOD
9	S9	90	A	VERY GOOD
10	S10	85	A	VERY GOOD
11	S11	75	B	GOOD
12	S12	85	A	VERY GOOD
13	S13	80	A	VERY GOOD
14	S14	80	A	VERY GOOD

15	S15	80	A	VERY GOOD
16	S16	85	A	VERY GOOD
17	S17	85	A	VERY GOOD
18	S18	80	A	VERY GOOD
19	S19	90	A	VERY GOOD
20	S20	95	A	VERY GOOD
21	S21	80	A	VERY GOOD
22	S22	90	A	VERY GOOD
23	S23	90	A	VERY GOOD
24	S24	80	A	VERY GOOD
25	S25	75	B	GOOD
26	S26	85	A	VERY GOOD
27	S27	85	A	VERY GOOD
28	S28	85	A	VERY GOOD
29	S29	80	A	VERY GOOD
30	S30	80	A	VERY GOOD



**APPENDIX 18**

**INSTITUT AGAMA ISLAM NEGERI**

**MEAN SCORE OF PRE-TEST IN CONTROL AND EXPERIMENTAL CLASS**

**K E R I N C I**

NO	Studen in experiment class	score (X)	NO	Student in control class	SCORE (X)
1	S1	75	1	S1	60
2	S2	70	2	S2	50
3	S3	75	3	S3	70
4	S4	60	4	S4	60
5	S5	70	5	S5	60
6	S6	60	6	S6	65
7	S7	50	7	S7	65
8	S8	70	8	S8	60
9	S9	65	9	S9	70

10	S10	55	10	S10	70
11	S11	60	11	S11	60
12	S12	70	12	S12	55
13	S13	80	13	S13	70
14	S14	70	14	S14	65
15	S15	75	15	S15	55
16	S16	75	16	S16	50
17	S17	60	17	S17	65
18	S18	65	18	S18	70
19	S19	75	19	S19	75
20	S20	80	20	S20	70
21	S21	70	21	S21	50
22	S22	75	22	S22	65
23	S23	55	23	S23	70
24	S24	50	24	S24	75
25	S25	50	25	S25	70
26	S26	65	26	S26	50
27	S27	65	27	S27	70
28	S28	70	28	S28	60
29	S29	60	29	S29	60
30	S30	70	30	S30	65
<b>EXPERIMENT CLASS</b>		<b>ΣX = 1990</b>	<b>CONTROL CLASS</b>		<b>ΣX = 1900</b>

Mean Score in Control Class :

$$\bar{x} = \frac{\sum X_1}{N}$$

$$\bar{x} = \frac{\sum 1900}{30}$$

$$\bar{x} = 63,33$$

Mean Score in Experiment Class :

$$\bar{x} = \frac{\sum X_2}{N}$$

$$\bar{x} = \frac{\sum 1990}{30}$$

$$\bar{x} = 66,33$$

## APPENDIX 19

# INSTITUT AGAMA ISLAM NEGERI KERINCI

## Normality of the Data

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,181	30	,014	,907	30	,013
Posttest	,249	30	,000	,915	30	,019

### Descriptives

	Statistic	Std. Error

Pretest	Mean		63,33	1,363
	95% Confidence Interval for Mean	Lower Bound	60,55	
		Upper Bound	66,12	
	5% Trimmed Mean		63,43	
	Median		65,00	
	Variance		55,747	
	Std. Deviation		7,466	
	Minimum		50	
	Maximum		75	
	Range		25	
	Interquartile Range		10	
	Skewness		,446	,427
	Kurtosis		-,719	,833
	Posttest	Mean		82,50
95% Confidence Interval for Mean		Lower Bound	80,06	
		Upper Bound	84,94	
5% Trimmed Mean			82,50	
Median			85,00	
Variance			42,672	
Std. Deviation			6,532	
Minimum			70	
Maximum			95	
Range			25	
Interquartile Range			10	
Skewness			-,149	,427
Kurtosis			-,384	,833

## Homogeneity of the Data

### Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Hasil Based on Mean	,523	1	58	,472
Based on Median	,478	1	58	,492
Based on Median and with adjusted df	,478	1	57,165	,492

Based on trimmed mean	,454	1	58	,503
-----------------------	------	---	----	------

## APPENDIX 20

### HYPOTESIS TESTING

#### Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Tes_akhir	PosTestEksperiment	30	81,67	7,112	1,298
	PosTestKontrol	30	72,67	8,172	1,492

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Tes_akhir	Equal variances assumed	,523	,472	4,550	58	,000	9,000	1,978	5,041	12,959
	Equal variances not assumed			4,550	56,915	,000	9,000	1,978	5,039	12,961

INSTITUT AGAMA ISLAM NEGERI

DOCUMENTATION

Control Class

*Explain the material of the day*

**K E R I N C I**



*Giving Opportunity to the students to ask the material of the day and then give them assignment*



### **Experimental Class**

*Giving explanation about the material of the day*



*Applying The nursery rhyme strategy*



*Guided and monitors the students work*





## CUCICULUM VITAE



### A. PERSONAL DATA

NAME : SENTIA JULIANTI, S.Pd  
PLACE AND DATE OF BIRTH : AIR PANAS BARU, 13 JULI 1997  
GENDER : FEMALE  
ADRESS : AIR PANAS, SEMURUP  
PHONE NUMBER : 082280283961  
E-MAIL : sentiajulianti496@gmail.com  
MAJOR FACULTY : TADRIS BAHASA INGGRIS

### B. EDUCATION BAGROUND

2005-2011 : SD NEGERI 59/III Ma. Semerah  
2011-2013 : SMP NEGERI 1 KERINCI  
2013-2016 : SMK NEGERI 1 SUNGAI PENUH  
2016-2021 : IAIN ( Institute Agama Islam Negeri) KERINCI

**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**



INSTITUT AGAMA ISLAM NEGERI  
KERINCI