USING ENGLISH SONG TO ENHANCE
THE EIGHTH GRADE STUDENTS' VOCABULARY
AT SMPN 2 JOMBANG IN 2022/2023 ACADEMIC YEAR

UNDERGRADUATE THESIS

Presented to
State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the Requirements
for Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

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MOTTO

وَمِنْ ءَايَٰتِهِۦ خَلْقُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ إِنَّ فِي ذَٰلِكَ لَءَايَٰتٍ لِّلْعَٰلِمِينَ ۝

"And among His sign is the creation of the heavens and the earth, and the difference of your languages and colours. Verily, in that are indeed signs for men sound knowledge." (Q.S Ar-Rum verse 22)[1]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[1]Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur'an: The English Translation of the Meanings and Commentary* (KSA King Komplex, 2007), 542.

DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, my mother Sa'adah Nurhayati and my father Sudarman who always love me, pray for me and support me.

2. All my family especially my beloved grandfather Sahro and my uncle Moch. Munawir who always supports me.

3. My beloved brother Yale Eka Hidayat who always loves and supports me.

4. All of my friends especially who always supports me to finish this undergraduate thesis.

5. My beloved person who has always loves me and supports me.

6. Thank you for me who never give up.
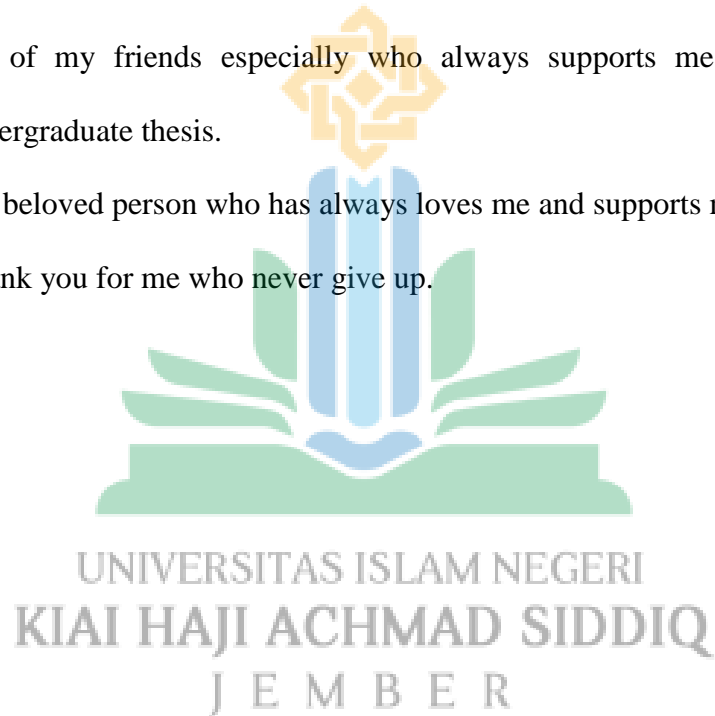
ACKNOWLEDGEMENT

Alhamdulillahi Rabbil 'Alamin. Thanks to Allah SWT, because of His generosity the author was able to complete this thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis entitled "Using English Song to Enhance the Eighth Grade Students' Vocabulary at SMPN 2 Jombang in 2022/2023 Academic Year" compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember.

The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore,the researcher would like to thank:

1. Prof. Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.

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7. Mohammad Ali Wafan, M. Pd, the English teacher who has helped in conducting my research at school and the students VIII C who have gave their times to participate in this research.

I really realize that this thesis is far from being perfect. Therefore, i welcome all the criticism and suggestions. The research hopes this thesis will useful for readers and other researchers who need it.

Jember, May 2023
The researcher,

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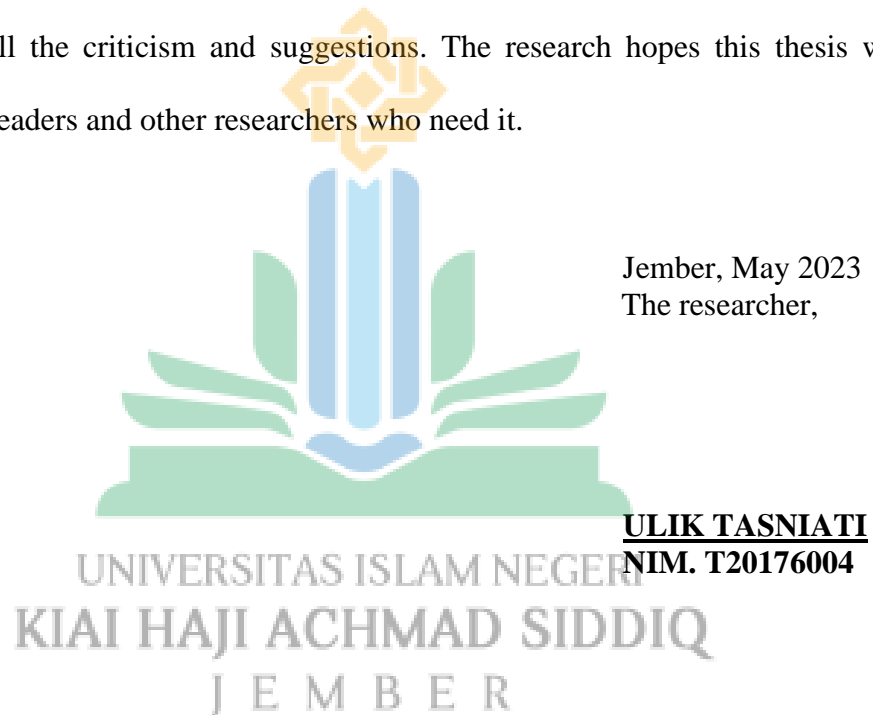
ABSTRACT

Ulik Tasniati, 2023. *Using English Song to Enhance The Eighth Grade Students' Vocabulary at SMPN 2 JOMBANG in 2022/2023 Academic Year*

Keyword: *English Songs, Vocabulary*

English is an international language and an important role as a language of communication**.** Everyone needs to understand and be proficient in English in order to acquire broader knowledge, information and skills.However, learning a language is not an easy thing and sometimes also boring, especially in learning this vocabulary. English song is a good combination of music and language to help the process of learning vocabulary and phrases, because it provides them with a relaxed atmosphere.

The research question in this research is how can teacher enhance trough English songs the eight-grade students' vocabulary at SMPN 2 Jombang? This study aim to investigate how using English songs is able to enhance the eight-grade students' vocabulary at SMPN 2 Jombang in 2022/2023 academic year.

The design of this research was classroom action research. This research applied classroom action research of Kemmis and Mc. Taggart (1991) consists of four stages, including planning, acting, observing, and reflecting. The subject of this research were 31 students of VIII C. The data collection technique of this research were vocabulary test, interview, obsevation, and documentation. After the data collected, the researcher analyzed the data collection by qualitative data and quantitative data.

The post-test results in cycle 2 showed that increase from 62 in the test in cycle 1 to 75 in the test in cycle 2, while the precentage in cycle 1 was 48% and 80% in the cycle two. From the result, the researcher concluded that using English songs was succesful to enhance the eight-grade students' vocabulary at SMPN 2 Jombang in 2022/2023 academic year.

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is an international language and an important role as a language of communication.[2]Most people use spoken English to communicate and share with each other. Therefore, everyone needs to understand and be proficient in English in order to acquire broader knowledge, information and skills. Learning and developing English in Indonesia is very important. Officially, English was taught in elementary schools and they are used to English from an early age, so I hope they can learn English more naturally as they learn their native language.

Vocabulary is a basic language. Hatch and Brown (1995:1) stated that "vocabulary is the foundation to build language, which plays a fundamental role in communication".[3] It means that vocabulary is considered as the most important for students in learning English as a foreign language. To use English well, of course we need to learn and understand vocabulary effectively because this is a widely used vocabulary. In addition, language is also an identity for a person or a nation. As the word of Allah SWT in the Qur'an letter Ar-Rum verse 22, as follows:

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[2]Taslim, Andi Asrifan, Yan Chen, and Nurdania," *Correlation Between Student's Vocabulary Mastery And Speaking Skill,"* Journal Of Advanced English Studies, Vol. 2, No.2, August 2019, Page 65-76

[3] Agustin, F.,"*Improving Students'vocabulary Mastery Through Total Physical Response (Classroom Action Research At The Second Grade Students Of Ma Al-MaunahKepuh)*". (Doctoral dissertation, IAIN SyehkNurjati Cirebon, 2014).

1

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The meaning: " And among His sign is the creation of the heavens and the earth, and the difference of your languages and colours. Verily, in that are indeed signs for men sound knowledge."[4]

There is a phrase in the verse that means "and different languages" meaning that there are various languages in the world. Therefore, this is where the evidence that language is one of the identities of a nation, and nowadays language is the main capital to be able to interact with the outside world or foreign countries.

Vocabulary is one of the important things to teach students. This is a key aspect of language acquisition and understanding. McCarthy explained that vocabulary is the biggest component of any language development.[5]So that is why vocabulary is an important aspect of language learning that must be learned, especially in learning a second or foreign language (English).

Vocabulary is one of the important elements in learning the language. Especially in learning English, impossible for someone to masters English without learning the vocabulary of the language English. However, learning a language is not an easy thing and sometimes also boring, especially in learning this vocabulary. Sometimes we are only presented with a large list of vocabulary and asked to remember all the vocabulary that has been presented.

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[4]Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur'an: The English Translation of the Meanings and Commentary* (KSA King Komplex, 2007), 542.

[5]McCarthy, Michael, *Language Teaching: A Scheme for Teacher Education, Vocabulary*. Oxford: Oxford University Press, 1990. 76

Temporary in the learning process, of course, we can remember vocabulary, but if the learning is over, then the vocabulary that we learned earlier will eventually disappear. This makesthe students feel frustrated because they have to recall the vocabulary, besides the vocabulary presented is certainly very foreign to students and different from the condition of the mother tongue.

This research focused on the eighth grade of junior high school. They are the eighth grade of SMPN 2 Jombang. Based on the findings of a preliminary study conducted by researchers in class VIII of SMPN 2 Jombang.[6] The results showed that there were 79% of students scored below the minimum success criteria, this indicates that only 6 out of 31 students obtained the minimum success criteria, which is 70. The researcher also make an observations when teachers teach in class and interviews with teachers, the problems faced by students in English in class are; they have poor vocabulary mastery, it caused them to be unable to understand the readings, the questions in their manual. Besides that, their obstacle in learning English is that they feel bored so they cannot receive knowledge properly. While in the learning there is memorization of vocabulary and memorization is an activity that can be considered a boring thing.So, this makes them less like English because of the lack of mastery of the vocabulary.In addition, the difficulty of students in learning English is the lack of vocabulary mastered and also difficult to pronounce because they do not know the correct pronunciation. According to them, English vocabulary also has similarities when spoken so that it makes

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[6] Appendix 10

them confused with English vocabulary.Based on the explanation above, learning English is less than optimal so it affects learning. And there are also students who are less interested in English because their perception believes that English is a difficult and boring subject.Teachers have tried many learning models to solve these problems, until; finally, the teacher has found a learning model that can solve the above problems, namely "English song".

Music plays an important role in every step of human life.[7]The song is one of the teaching media that can be used to teach any material and create relaxation when learning a foreign language. English songs can be used to teach vocabulary because there are many vocabularies in the lyrics of the song. The sound of new words is easily remembered through the melody of the song. The students will hear several new vocabularies many times while listening to the song. English song is a good combination of music and language to help the process of learning vocabulary and phrases. Because it makes easy the students learn vocabulary better by using the music which provides them with a relaxed atmosphere. The students can listen to the native pronunciation by listening to English songs, so it helps students to use good pronunciation like a native speaker.

The following are some previous studies conducted by several researchers related to increasing students' vocabulary using English songs. The first research was conducted by Prames Ayuningtyasfound that the results of this study indicate that the use of songs can improve students' vocabulary

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[7]Phisutthangkoon, Kittiya, and Metas Panich. "*Effectiveness of English song activities on vocabulary learning and retention."* The European Conference on Language Learning, 2016.

mastery.[8] Second research was conducted by Dita FitriAgasty Sofiana found that there was significance to the effectiveness of English songs in the students' vocabulary achievement and it was found that using song, the vocabulary of the students can be increased.[9]

So, based on these explanations above, the researcher choosed the research entitled "Using English Song to Enhance the Eighth Grade Students' Vocabulary at SMPN 2 Jombang".

B. Research Question

Based on the previous explanation, the focuses of the research are as follows:

How can teacher enhance trough English songs enhance the eighth-grade students' vocabulary at SMPN 2 Jombang?

C. Research Objective

The research focused on investigating the use of English song to enhance the eighth-grade students' vocabulary. The subject of this research was the eighth-grade students' of SMPN 2 Jombang.

D. Research Significance

It is expected that the result of the research will provide a useful contribution for:

1. Theoretical Significance

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[8]PramesAyuningtyas, "*Improving Vocabulary Mastery Through Listening To Songs For The Students Of SMK N 2 Depok Sleman Yogyakarta*" (Thesis, Sanata Dharma University, 2008). 50.

[9]Dita FitriAgastySofiana, *"The Effectiveness of English Song to the Students' Vocabulary Achievements the Eighth Grade In SMPN 2 Kepung"* (Thesis, University of Nusantara PGRI Kediri, 2015). 65s

This research expected to inspire other researchers to conduct further research.

2. Practical Significance

The practical significance includes the following:

a. For the Teachers

The result of this research expected to help the teacher make alternative learning methods. The teachers can improve their ability to make innovations, strategies and scenarios of teaching vocabulary.And it also enriches teachers' methods when teaching vocabulary, so it helps the student understand unfamiliar words easily.

b. For Students

This research expected to show that students learn happily and enjoy learning English vocabulary.

c. For Other Researchers

The results of this study can be used as a reference for further research on related issues.

E. **Hypotesis**

In classroom action research, the hypothesis is formulated to illustrate the relationship between the actions to be taken and the changes that will occur. the action hypothesis shows more of the researcher's belief that if an action is taken in learning activities, it will produce changes in the process or learning outcomes of students. the hypothesis in this study is "Using English

Song to Enhance the Eighth Grade Students' Vocabulary at SMPN 2 Jombang".

F. Definition of key terms

There are some terms in this research that should be defined as clearly as possible in order to avoid misunderstanding. The terms are:

1. English Song

English Song is a great language pack that combines culture, vocabulary, listening, grammar and many other language skills in just a few rhymes.This is one of the teaching media that can be used to create more relaxing of learning foreign language.

2. Vocabulary

Vocabulary is a set of familiar words and also an important language component. And also basic for learners' performance in other language skills include speaking, listening, writing, and reading.

CHAPTER II

THEORITICAL FRAMEWORK

A. Previous Research

The previous research served as a comparison and additional information on the research to be carried out. The previous research in research to be carried out by the author is as follows:

1. Ika Devi (2009), entitled "The Use of Songs to Increase English Vocabulary to the First Grade Students of SDN TuguJebres No.120 Surakarta"[10]. The results of this study indicate that learning English using songs makes students motivated and enjoyable to learn the language. The increasing value of English indicates this after teaching English using songs. This study used songs that are in accordance with the topic so that the songs and the material are related to each other.

The difference between these researches is the research method where the previous author used qualitative as the method of his research, while the current researcher used classroom action research. The similarities between the two are that this study used English songs as a strategy.

2. Ummi Kalsum Batu Bara (2019), entitled "Improving the Students' Vocabulary Mastery by Using English Song at Eight Grade of MTs

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[10]Ika Devi, *"The Use Of Songs To Increase English Vocabulary To The First Grade Students Of SDN TuguJebres No. 120 Surakarta"*, (Thesis, SebelasMaret University, 2009). 1

Islamic Zending Medan"[11]. There are two circles in this study, where the first circle shows the mean of pre-test was 63.95 and in the second circle the average result of students is 72.23. In the first circle, the researcher teaches without using English songs while the second is using an English song. This shows that the student's vocabulary mastery was improved.

This research used the classroom action research method. The aim of this research is to improve students' vocabulary mastery by using English songs. In addition, this research was conducted with eighth-grade students which the author will do in this study.

3. Prames Ayuningtyas(2008), entitled "Improving Vocabulary Mastery through Listening to Songs for the Students of SMKN 2 Depok Sleman Yogyakarta".[12] The results of this study indicated that the use of songs can improve students' vocabulary mastery. The purpose of this study is to describe the extent to which the application of songs in improving vocabulary mastery in the listening class.

The difference with the research above was that the researcher adapted descriptive qualitative research. In selecting the sample, the writer uses the Purposive Participant Selection Method and interviews are conducted to obtain information and then the results of the research are

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[11]Ummi Kalsum. "*Improving The Student' Vocabulary Mastery By Using English Songs At Eight Grade Of MTs Zending Medan"*, (Diss. Universitas Islam Negeri Sumatera Utara, 2019). 1

[12]Prames Ayuningtyas, "*Improving Vocabulary Mastery Through Listening To Songs For The Students Of SMK N 2 Depok Sleman Yogyakarta*" (Thesis, Sanata Dharma University, 2008.) 1

developed and analyzed. The similarities between these two studies are both use English songs as a strategy.

4. Dita Fitri Agasty Sofiana (2015), entitled "The Effectiveness of English Song to the Students' Vocabulary Achievements the Eighth Grade in SMPN 2 Kepung".[13]   The aim of this research is to measure the effectiveness of English songsin the student's vocabulary achievement and the result of this research is that there was significance to the effectiveness of English songsin the students' vocabulary achievement and it was found that using song, the vocabulary of the students can be increased.

In this study, the researchers used experimental research, namely pre-experimental designs. The researcher here used the type of pre-experimental research that used as a one-group pretest-posttest design.

5. Ninda Yuliantantri (2013), entitled "Pengaruh Penerapan Metode Bernyanyi Terhadap Penguasaan Kosakata Bahasa Inggris Anak Kelompok A di TK Ketintang Jaya Surabaya".[14]Based on the calculation results of the Wilcoxon matched pairs test table, it was obtained that Tcount<Ttable (0<164.5) with a significant level of 1% and N = 18 with a value of 2.552. With this calculation, the research hypothesis which reads "there is a positive and significant influence on the mastery of English

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[13] Dita Fitri Agasty Sofiana, *"The Effectiveness of English Song to the Students' Vocabulary Achievements the Eighth Grade In SMPN 2 Kepung"* (Thesis, University of Nusantara PGRI Kediri, 2015). 1

[14]NindaYuliantantri, *"PengaruhPenerapanMetodeBernyanyiTerhadapPenguasaanKosakata Bahasa Inggris Anak Kelompok A di TK Ketintang Jaya Surabaya",* (Thesis, University of Negeri Surabaya, 2013). 1

vocabulary in children when using the singing method at TK Ketintang

Jaya Surabaya" can be accepted.

The difference between the two studies lies in the research method.

She used quantitative methods with experimental research types and one-

group-pretest-posttest as the research design. The similarities between the

two studies, both of them used songs to increase students' vocabulary as a

strategy.

Below is a table of similarities and differences between previous

research and current research as follows:

Table 2.1
Similarities and Differences between Previous
Research and Current Research

1	2	3	4
N	Name and title of the research	Similarities	Differences
1	Ika Devi with the title The Use of Songs to Increase English Vocabulary to the First Grade Students of SDN Tugu Jebres No.120 Surakarta	Both of the researcher used songs to increase English vocabulary	The previous research used qualitative as the method of her research while this research uses Classroom Action Research as the method.
2	Ummi Kalsum Batu Bara with the title Improving the Students' Vocabulary Mastery by Using English Song at Eight Grade of MTs Islamic Zending Medan	Both of the researcher used Class Action Research (CAR) for the research methodology and use English songs as the strategy.	The previous research was conducted at MTs Islamic Zending Medan while this research is conducted at SMPN 2 Jombang.
3	Prames Ayuningtyas with the title Improving Vocabulary Mastery through Listening to Songs for the Students	Both of the researcher used a song as the strategy.	The previous research used descriptive qualitative research as the method of her research while this

	of SMKN 2 Depok Sleman Yogyakarta		research uses Class Action Research (CAR) for the research methodology.
4	Dita Fitri Agasty Sofiana with the title The Effectiveness of English Song to the Students' Vocabulary Achievements the Eighth Grade in SMPN 2 Kepung,	Both of the researcher used English songs as the strategy.	The previous research used experimental research as the method of her research experimental research while this research uses Class Action Research (CAR) for the research methodology.
5.	Ninda Yuliantantri with the title Pengaruh Penerapan Metode Bernyanyi Terhadap Penguasaan Kosakata Bahasa Inggris Anak Kelompok A di TK Ketintang Jaya Surabaya	Both the researchers used a song as a strategy.	The previous research used quantitative methods with experimental research types and one-group-pretest-posttest as the research design while this research uses Class Action Research (CAR) for the research methodology.

B. **The Teoritical Review**

1. **Teaching and learning Media**

   a. **The definition of Teaching and Learning Media**

   Media is a means of communication and a source of information.[15] Media can simplify the learning process because the use of media can influence students' attention, behavior, and thoughts.[16] Media is also referred to as an intermediary and media is only one of

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[15]Suparwoto Sapto Wahono & Ulfa Khodijatul Qodriah (2019); Improving Students Writing Skill Using English Movie With Subtitle; International Journal of Scientific and Research Publications(IJSRP) 9(12) (ISSN: 2250-3153), DOI: http://dx.doi.org/10.29322/IJSRP.9.12.2019.p9674

[16]Islami, F. T. Using Song as a Media In Teaching Vocabulary To Young Learners Based on Total Physical Response (Tpr) Method. (Thesis, Universitas Pendidikan Indonesia, 2019). 1-10

four components that must be present. These components are: the source of the message, the learning media, the learning method, and the recipient of the message. If one of the four components is not present, then learning communication is not optimal. It means that media is a component of learning resources that contain instructional material in the student environment, which can stimulate students to learn. And also, media are not only tools or materials, but other things that allow students to gain knowledge. It could be assumed that in the teaching and learning process, media is very helpful because the function of teaching media is as a complement used by teachers to communicate with students and as a tool to increase learning motivation in young students.

So, it could be concluded that media is part of the learning component, the benefits and functions of media in learning have an important role for educators and students. The success of the media in improving the quality of student learning is determined by the teacher's ability to choose the media to be used.

a. **Kinds of Media**

Media and learning resources in broad outline consist of two types, namely:

1) Media or learning resources that are designed (by design), namely media and learning resources that are specifically designed or developed as components of an instructional system

to provide learning facilities that are directed and normal.

2) Media or learning resources that are utilized (by utilization) are media or learning resources that are not specifically designed for learning purposes and whose existence can be found, applied and utilized for learning purposes. [17]

There are several types of media that can be used in the process learning. Media is divided into three types based on the type:[18]

1) Visual Media

Visual media is media that only relies on the senses vision. There is a visual media that displays images still, such as film strips, slides, photographs, drawings or paintings, prints. There is also a visual media that display images or symbols that move like a movie mute, cartoon.

2) Audio Media

Audio media is media that only relies on sound capabilities, such as radios, cassette recorders. This media is not suitable for people who are deaf or have hearing impairments.

3) Audio Visual Media

Audio Visual Media is media that has sound elements and image elements. This type of media has the ability to better, because it covers the first two types of media and the second.

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[17]Hamdani, Strategi BelajarMengajar (Bandung: Pustaka Setia, 2011), 256-257
[18]SyaifulBahriDjamarah dan Aswan Zain, Strategi BelajarMengajar (Jakarta: RinekaCipta, 2002), 140

From the description above it can be concluded that, in general, there are three groups of learning media, namely: First, visual media is media that can only be seen using the sense of sight such as, still images, graphic media. Second, audio media in the form of sound using hearing devices such as music, songs, tape recorders and so on. Third, audio-visual media is a tool that uses the senses of sight and hearing such as videos and movies.

Student achievement was influenced by several kinds of media learning. It used must be appropriate with the material or teaching materials to be delivered by the teacher. Most young learners like using songs in the learning process, because it relates to sound, visuals, and movement. The songs are flexible for language teaching materials , contextualization , authentic teaching materials , easily available , it offers opportunities for integrated language use , it can develop a progressi on of skills , understandings and language items.[19]Based on the various learning media above, the researchers used audio media, namely songs as learning media.Songs are very suitable for use in learning and young learners can be more fun and the learning process will not be boring.

b. **English Song**

The song is a collection of words beautifully arranged and sung to musical accompaniment. The song is created based on musical

composition and has a rhythm and tempo so that listeners can feel the meaning of the song. Based on what was expressed by Jean Marie Bretagne (via Smith and Fauchon, 2001) "La chanson estunelittérature très particulière, car son tempo interdittouteprofondeur. Les paroles des chansons sontdoucesparcequ'elless'envolent,parcequ'ellesglissent, légères et naïves". The song is very special literature because the tempo of the song shows every depth of meaning. The lyrics of the song are sweet, so they can make people feel flying, slipping, light and naive.[20] From the definition above, it can be concluded that a song is a form of expression of a person's feelings through writing or poems and is delivered accompanied by tone, and rhythm, so as to form a beautiful song.

There are types of songs such as pop, rock, jazz, reggae, hip-hop and many more. And in this study, the researcher uses the type of pop song. The researcher uses pop songs to make it easier for students to learn vocabulary in lyrics. Lems stated that pop songs arewritten to be easily understood and enjoyed.[21] It means that using pop songs could create a good atmosphere in the teaching-learning process. It could help the students to memorize the lyrics.

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[20] Smith Frank and Christophe Fauchon, " *Zigzag Poésie*" (Paris: Les Édition Autrements, 2001). 287 - 289

[21]Lems. K, *"Using Music in the ESL Adult Classroom"* (ERIC Digest National Clearinghouse for ESL Literacy Education Washington DC, 2001).

c. **Advantages of English Song**

According to Millington stated that songs play an important role in the development of children learning a second language. As songs can help young learners improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns. Songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning.

Song has many advantages in teaching English to young learners, including songs as Pedagogical tools. One benefit of the usage of songs inside the young learner's study room is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be taken into consideration as a precious pedagogical tool. So, songs can make a hobbyin the study room ordinary and doubtlessly enhance pupil motivation. With the English song as a pedagogical, this helps students improve several skills including.

1) Songs Can Also Help to Improve Listening Skills

Listening to narration or dialogue makes students monotonous. In contrast, listening to a song time and again once more doesn't make them monotonous due to the rhythm and melody.

2) Songs Can Also Help to Improve Speaking Skills

Students are often interested in learning how to make new sounds and this can take a great deal of practice. It can be more interesting and enjoyable because practicing the different sounds by singing songs than other activities such as minimal-pair drills.

3) Songs Can Also Help to Improve Vocabulary

Songs give the opportunity for vocabulary practice. They can learn a new vocabulary, pronunciation, intonation, rhythm, and sound of the song. In addition, the selection of lyrics and song lyrics is very necessary both in terms of vocabulary and topics or themes.

4) Songs Can Reflect Culture

In the song there is a reflection of culture, so it provided opportunities for students to understand the culture of the language being studied. Although this is found in old songs, they can also learn about seasonality or historical events in the language learning through the song.

5) Increase Students' Overall Enjoyment of Learning a Second Language

Most children love to use songs because they are fun to sing and usually respond well to using songs in class. But there are more significant benefits of using songs other than just being fun. First, songs can bring variety to their daily classroom routines that

keep them interested and attentive so that they can help maintain motivation to learn. Second, songs can help create a relaxed and informal atmosphere that makes the classroom a non-threatening environment. So that this can reduce anxiety and can help increase student interest as well as motivate them to learn the language. Students often think of songs as entertainment rather than study and therefore learn English through fun and enjoyable songs.[22]

d. **Disadvantages of English Song**

Murphey stated some disadvantages of the use of songs.

1) Loudly playing songs may disturb neighboring classes.

2) Some students get too excited and may forget the discipline.

3) Thirdly, it might take too much time to prepare the media.[23]

e. **The Criteria for Selecting Songs**

The criteria for selecting songs become an important point when we talk about the purpose of teaching, teaching must provide an educational side, not just entertainment so that the goal of creating a quality generation can be realized in a sustainable manner. So, not all English songs are appropriate to be applied in teaching the vocabulary. In this study, the researcher chose the song based on researchers choose songs based on choice of meaning in the lyrics of the song. The criteria for selecting this song are adjusted to the learning materials and the applicable curriculum. Adjust the duration of the song with the

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[22] N. T. Millington, "*Using Song Effectively to Teach English to Young Learners*", (Japan: Ritsumeikan Asia Pacific University, 2011). 134

[23] T. Murphey, "*Music and song*", (Oxford, England: Oxford University Press, 1992)

lesson plan (RPP) that has been made. Song selection is also considered with the level of difficulty.

f. **Procedure of Using English Song**

Songs are an excellent 'tool' to help students learn English, more specifically songs are believed to be able to motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds, and learning a language is nothing but learning various types of meaningful sounds. Songs can also make the class moreinterest and enjoy. When children like the song taught by the teacher, they will be happy and enthusiastic to do it. And that's when, indirectly they are learning somethings.There are some steps of teaching using English song, as follows:

1) The teacher explains the material about nouns, verbs, adjectives along with examples of vocabulary.

2) The teacher provides opportunities for students to ask questions about the material that is still not understood.

3) The teacher guides students to observe examples of the material.

4) The teacher asks students to listen to the song carefully for 3 times and asks students to work individually.

5) The teacher asks students to discuss the answers to the task and asks students to sing together.

2. Vocabulary

a. The definition of Vocabulary

Vocabulary is an important thing in learning a foreignlanguage. Vocabulary is taught in connection with other language activities. Linsestated that the learners' vocabulary development is an important aspect of language development.[24] McCarthy stated about the importance of vocabulary, he states "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in an L2 just cannot happen in any meaningful way".[25] Therefore, vocabulary is the important language component in gaining the success of language learning.

b. Kinds of Vocabulary

Hatch and Brownstated that vocabulary could be divided into two types, major vocabulary and minor vocabulary.[26] Major vocabulary or sometimes called a large vocabulary includes nouns, verbs, adjectives and adverbs. Meanwhile, minor vocabulary or sometimes called small vocabulary includes pronouns, prepositions, conjunctions, and interjections. The following sections are related to

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[24] C. T. Linse, "Practical English Teaching: *Young Learners*", (New York: McGraw-Hill, 2005). 40

[25] Michael McCarthy, *"Language Teaching: A Scheme for Teacher Education, Vocabulary"*, (Oxford: Oxford University Press, 1990).

[26] E. Hatch and C. Brown*,"Vocabulary, Semantics, and Language Edition"* (New York: Cambridge University Press, 1995). 218

the types of vocabulary that will be explained in the following sections:[27]

1) Noun

Nouns make up the largest class of words in most languages, including English. According to Hatch and Brown, a noun is a word used to name or identify any of a class of things, people, or places.[28]

2) The verb

Verb is a word (or group of words) used to describe an action, state, or occurrence and forms the main part of the predicate of a sentence; such as hear, become, or happen.

3) The adjective

Adjective is a word that can change a noun or pronoun and is usually used to describe or make it more specific. Betty (1989) states that adjectives describe nouns. In grammar, we say that adjectives modify means "change a little." Adjectives give a little different meaning to a noun: intelligent student, lazy student, good student. Examples of adjectives: young, old, rich, poor, beautiful, brown, French, modern.[29]

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[27]Dwi Mercy Fajrin, *"Improving the Eighth Grade Students' Vocabulary Achievement by Using English Songs at Junior High School InRogojampi"* English Education Program Language and Arts Department Teacher Training and Education Faculty University of Jember. 3

[28] Ibid, 219

[29] Betty Schrampfer Azar, *"Understanding and Using English Grammar"* (New Jersey: Prentice-Hall Regents, 2010). A-2

4) Adverbs

Thomson and Martinet (1986) classify the types of adverbs into eight types, namely adverb of manner, adverb of place, adverb of time, adverb of frequency, adverb of degree, adverb of stress, adverb of interrogative, and adverb of relative. In this study, researchers will focus on adverbs of politeness, place, and time. Adverb of manners is used to show how something happens, for example: slowly, happily, quickly. While the adverb of place is used to show where something is happening. For example: there, here, down. And adverbs of time are used to show when an action occurs, for example: now, yesterday, tomorrow, later, soon.[30]

5) Pronouns

A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun she is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.

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[30] A. J. Thomson and A. V. Martinet , "*A Practical English Grammar" (*Oxford: Oxford University Press, 1986). 47

6) Prepositions

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore, a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb.

7) Conjunctions

A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well.

8) Interjections

An interjection is a word used to express emotion. It is often followed by an exclamation point.Based on the Curriculum 2013, the learning material for the eighth-grade studentsfound a lot of vocabulary about Verb, Noun and Adjective. So, in this research, the researcher will focus on it. Researchers use these three vocabularies in learning activities to make it easier for students to learn learning material.

Based on the explanation above, researcher used Major vocabulary or a large vocabulary includes nouns, verbs, adjectives and adverbs. however, in this study researchers only used nouns, verbs and adjectives to adjust the material taught in class VIII.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discussed the research design, research location, research subject, data collection technique, technique of data analysis, validity of data, and criteria of success.

A. Research Methodology

In this study, the researcher used classroom action research (CAR).This Classroom Action Research was conducted at SMPN 2 Jombang to enhance the eighth grade students' vocabulary by using English songs.Arikunto (2010: 91) stated"that in conducting the classroom action research, the researcher needs to do it collaboratively with another researcher or team".[31]Classroom action research could be defined as research undertaken by the teacher in order to solve specific problems or to find solutions that are relevant to specific contexts.[32]It could be said that classroom action research is a study in the form of reflective research. The actions taken in this study are based on activities carried out in the classroom which are then given certain treatment so that the expected results will be better than before.

This action research aims to describe the process and improvement of students' abilities or the achievement of the learning process on vocabulary mastery. In this study, researchers collaborated with English teachers. The researcher collaborated with this English teacher and agreed to use English

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[31]S. Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek.* Jakarta: PT Rineka Cipta, 2010.

[32]MichaelJ. Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 2006), 5.

songs as a technique to increase vocabulary. Meanwhile, to solve the problem included determining the problem, strategies, lesson plans, and research time.

This study used the CAR model design created by Kemmis and Mc Taggart, because the design of this research was considered easy in it's stages. CAR has a goal to improve the quality of classroom learning practices and student behavior in class. According to Kemmis and McTaggart, the main concept of action research consisted of four components, planning, acting, observing, and reflecting as follow:

1. Planning

At the planning stage, the researcher prepared an action plan or solution in the form of a class action plan.This research plan is a systematic and structured plan. The researcher and teacher plan actions to be taken before carrying out the action. There would be several activities as follows:

a. The researcher interviewing the English teacher about the problems in the class.

b. The researcher interviewingthe student about the problems in the class.

c. The researcher and teacher discussed to identify problems.

d. The researcher gave an idea to use English song to be applied in increasing students' vocabulary.

e. Teacher and researcher agreed to solve the problem by using an English song.

f. Researcher prepared lesson plans and materials to be used and submit the lesson plans that have been made in accordance with the teacher's approval.

g. Researchers arrange vocabulary test

2. Acting

At this stage, action is the process of doing something. The researcher has applied and implemented the RPP (lesson Plan), Media and so on. The steps are:

a. The researcher explained the material for the students.

b. The teacher provided opportunities for students to ask questions about material that is still not understood.

c. The teacher guided the students to observe the sample material.

d. The teacher asked students to listen to the song carefully 3 times and asks students to work individually.

e. The teacher asked the students to discuss the answers to the assignment and asks the students to sing together.

3. Observation

Observations needed to collect data on the results of the actions taken. At this stage, the researcher made observations starting from observing student activities during the learning process and observing students' understanding of the material being taught which had been adopted in the study.The researcher gave a vocabulary test to the

studentsand also gave vocabulary tests to students and took scores and observation results where this was done to determine the level of success.

4. Reflection

In the last stage was reflection on this activity, the researcher and collaborator record the results of observations, evaluate the results of observations, analyze learning outcomes and note weaknesses in the studyas material for the preparation of the next cycle.

Below is a picture of Kemmis and Mc. Taggart's Classroom Action Research Cycle:
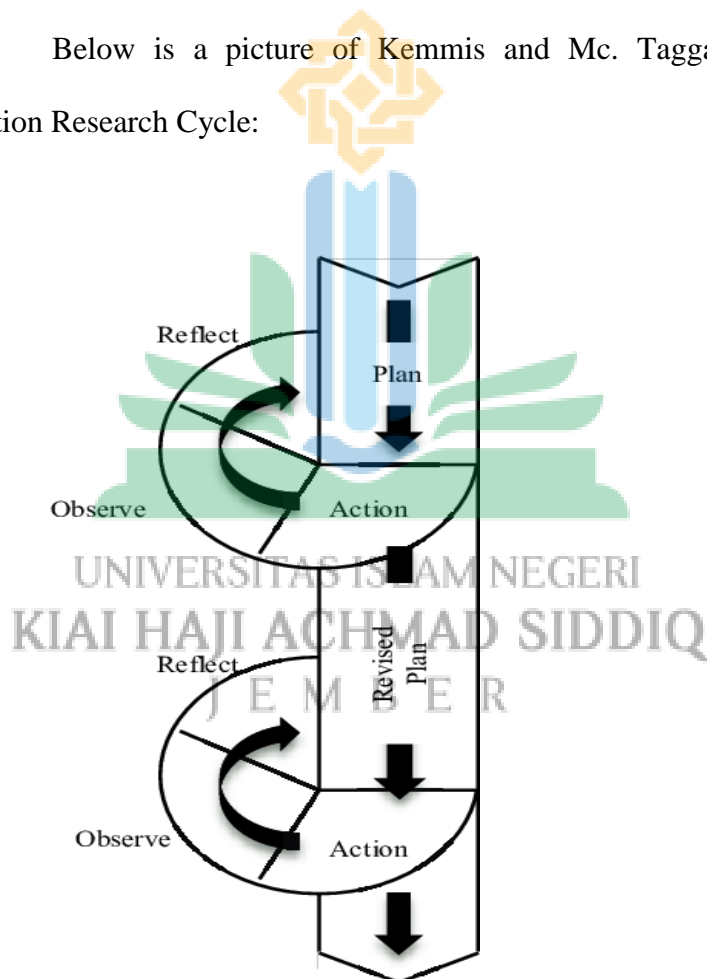
Picture 3.1
Kemmis and Mc. Taggart action research model.

Dealing with the statements above,this research wasclassroom action research withcyclical model. Each Cycle covered four steps; those are planning,acting, observing, and reflecting. And also, the researcherwill be conduct in collaboration with teachersof the eighth grade at SMPN 2 Jombang.

B. Research Setting

1. Research Location

The research was conducted at SMPN 2 Jombang. SMPN 2 Jombang is a State Junior High School (SMP) located in East Java Province, Jember district with the address Jl. H. Agus Salim No. 7.The researcher chooses SMPN 2 Jombang because in that school the students still have many problems enhancing their vocabulary. The researcher used English songs because they had a problem in vocabulary and teaching vocabulary by using English songs had never been applied in this class. Furthermore, the English song strategy is applied in learning vocabulary.

2. Research Subject

The research subject was eighth-grade students of SMPN 2 Jombang in the 2022/2023 academic year.In this study, the subject chosen because students in this classss had problem invocabularyand the most of students in this class had a low score. It can be known based on interview with the English teacher.

C. Data Collection Technique

Data collection by researchers for classroom action research is as follows:

1. Primary Data

a. Vocabulary test

In the primary data the researcher collects the data through vocabulary test. The researcher applied the vocabulary test because wanted to know and measure the students' vocabulary. The researcher used pre-test and post-test.In the implementation of the test in this research, the researcher used multiple choice questions. The pre-test is an initial test before the experiment was carried out on the research sample and to find out the situation before being given treatment. While the post-test used for the final test of the experiment with the aim of getting the sample value after being given treatment. So it can be concluded that this test aims to measure students' ability to English vocabulary. The vocabulary test was constructed by the researcher based on the basic competence of the curriculum 2013.

1) Instrument Testing

Before the test used to collect data, the test must be tested first to get valid and reliable research data. In this research, the validity test subjects were VIII A class students totaling 28 students.

a. Validity Test

This validity related to problems that can measure precisely what will be measured. The following is the validity test formula[33]:

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

Note:

r_{xy} : the correlation coefficient of x and y

n   : total number of subjects

$\sum X$:sum of item scores

$\sum Y$:total number of scores

$\sum XY$:the sum of the product of the item scores and the total score

$\sum X^2$:sum of squares of item scores

$\sum Y^2$: sum of squares of total scores

The criteria for an item is said to be valid If the correlation coefficient is low or r_{hitung} is smaller than r_{tabel} at the 5% significance level, then the items are said to be invalid.Invalid items are removed and valid items can be used for further research.

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[33] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2002), 138

The results of the correlation numbers obtained cannot be used as validity because it is still a rough number of product moment. For this reason, it needs to be corrected with the Part Whole technique with the aim of avoiding overweighting the aitem.The Part Whole Corellation Formula is as follows:

$$r_{pq} = \frac{(rxy)(Sdy)-(SDx)}{\sqrt{(Sdy)2}}$$

Note:

r_{pq} : the total correlation coefficient

r_{xy} : the product moment coefficient

SD_x : standard deviation of the item

Sdy : total standard deviation

b. Reliability Test

A reliable instrument is an instrument that when used several times to measure the same object will produce the same data. Instrument reliability is a requirement for testing the validity of the instrument.The following is the K-R20 formula for learning achievement instrument reliability[34]:

$$r_{11} = \left(\frac{K}{K-1}\right)\left(\frac{Vt-\sum pq}{Vt}\right)$$

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[34]Ibid, 155

Note:

r_{11} : Instrument reliability

K : Number of question items

Vt : Total variance

P : $\dfrac{the\ number\ of\ subjects\ whose\ score\ is\ 1}{N}$

q : $\dfrac{the\ number\ of\ subjects\ whose\ score\ is\ 0}{(q=1-p)}$

2. SecondaryData

   a. Interview

   Interviews in this study carried out in a preliminary study. The purpose of this interview is to obtain information about the learning carried out at SMPN 2 Jombang or information that cannot be obtained through observation. The researcher interviewed the teacher to find out the students' difficulties about vocabulary. In addition to identifying problems faced by students and finding the right way to solve them.

   b. Observation

   Observation is the first step taken by researchers in this research. Observation is aim to measure the students' active participation in teaching learning process. In this research, researcher uses tableas an observation guide in observing active student participation.

Table 3.1
Table of Student's Observation

No.	Indicators/ Aspects Observed	Score			
		1	2	3	4
1.	Students follow and listen to the teacher while learning				
2.	Students ask the teacher during learning				
3.	Students sing the song				
4.	Students do the assignments from the teacher				
	Total				

Assessment criteria:

1 = not good

2 = enough

3 = good

4 = very good

c. Documentation

The documentation used for physical evidence of a study, such as photos of the learning process, as well as learning tools.

D. Technique of Analyzing Data

1. Qualitative Data

In this study, qualitative data analysis will be used to analyze data from interviews, observations and documentation. The researcher applied this research to describe the facts and also aims to determine the achievement of student learning outcomes and to determine the activities

and responses of students in the learning process. So that researcher could identify problems and develop solutions.

2. Quantitative Data

In this study, quantitative data analysis used to analyze vocabulary test data. The researcher uses this analysis to determine the average score of the vocabulary test results in the form of student scores.

E. The Criteria of The Action Success

In this study, the criteria of the success of this action research were determined from two kinds of indicators, namely indicators of process succes and indicators of learning outcomes. This can be shown by the increase in student scores from before the action was taken and after the action was carried out in the class.

1. Process Success Indicators

The quality of learning can be seen in terms of the process and in terms of results. In the terms of process, learning is known to be successful and good quality if all or at least 75% students could pass the minimum score (KKM). Besides that, it shows a high enthusiasm for learning and follows the learning well according to the observation indicators.The score obtained from the observation of student activities has at least good criteria.

2. Learning Outcome Indicator

The indicator of learning outcomes from this research is if 75% of the students have achieved a score of 70 and if it exceeds the minimum value,

the learning outcomes are said to be complete. This is based on a class that is said to be successful achieved completeness if at least 75% of the total number of students got 70. The placement of a score of 70 is based on the results of discussions with teacher and principals as well as based on the level of student intelligence and the KKM minimum Completeness Criteria used in the school.

F. Validity of Data

Validity was a condition when an evaluation instrument can measure exactly what should be measured. In this study, the researcher applied content validity. Content validity is the accuracy of a measuring instrument in terms of the contents of the measuring instrument. Content validity in this case is valid or not the measuring tool seen by its suitability with the curriculum or teaching materials.[35] So, the test must be in accordance with the curriculum regarding the material and also in accordance with the objectives. And the test has to make by people who understand and experts in the test.

G. The Action Plan of Classroom Action Research

In this research, there are steps for planning action to carry out research. The following are the stages in the action plan:

1. Cycle I

   a. Planning

      1) The researcher plan and arrange learning tools for singing in English learning.

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[35] Ismet Basuki and Hariyanto, *Asesmen Pembelajaran,* (Bandung: PT Remaja Rosdakarya Offset, 2014), 121.

2) The researcher plans the strategies for learning and adjusting learning objectives.

3) Develop an assessment instrument to assess students' English skills.

b. Acting

The researcher implements the singing method in learning English according to the lesson plan that has been made.In the first circle, this research would be carried out for 2 days. The following is the lesson plan used in the research:

c. Observation

At the observation stage, the researcher observed learning by using English singing. Observations are carried out such as observing students according to the observation table made by researchers and observing events that take place during the learning process.

d. Reflection

At the reflection stage, the researcher analyzed and reflected on the learning process that will be carried out, if the results of the first cycle are not satisfactory, the research will be conducted in the second cycle.

2. Cycle II

In the second cycle was an improvement from the first cycle. The stages in the second cycle are the same as the first cycle, starting with planning, action, observation and reflection. Reflection in this cycle will

be carried out in both cycles, cycle I and cycle II. In addition, there will be discussions with the teacher to evaluate and conclude the implementation of learning.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focused on research finding and discussion. The findings consisted ofthe result of cycle 1 and cycle 2 of the research. After that, the discussions of what had been elaborated describe in the findings and this chapter.

A. The Profile of SMPN 2 Jombang

SMPN 2 Jombang was located in Jl. H. Agus Salim No. 7, RT: 14 RW: 4 Sariagung, Sarimulyo, Jombang, Jember, East Java. In this school also has the status of "accredited A". The vision of this school is "Realization of outstanding individuals with environmental insight based on faith and piety". There were 3 grade, including class VII, class VIII, and class IX.

B. Research Findings

This Classroom Action Research was conducted at SMPN 2 Jombang to enhance the eighth-grade students' vocabulary by using English songs in 2022/2023academic year. This section included the results of Classroom Action Research obtained from the beginning to the end of the learning process. The research was conducted in two meetings in one cycle, and each took 2 x 40 minutes. The researcher did the pre-test at first to quantify students' vocabulary ability. The implementation of this research consisted of planning, acting, observing, and reflecting.

1. Test

In the implementation of the test in this research, the researcher used multiple choice questions. The result of pre-test, the student's

vocabulary ability had not reached the minimum criterion of success or

KKM. The following are the results of the students' pre-test.

Table 4.1
The Student's Pre-Test Result

No.	Name	Score	Pass/ Fail
1.	AAS	50	Fail
2.	A	55	Fail
3.	AAD	60	Fail
4.	AF	50	Fail
5.	AZF	35	Fail
6.	BFP	20	Fail
7.	DA	65	Fail
s8.	DS	55	Fail
9.	DJS	45	Fail
10.	GNH	65	Pass
11.	HV	20	Fail
12.	ICFP	30	Fail
13.	JT	55	Fail
14.	LNS	70	Pass
15.	MSM	75	Pass
16.	MA	70	Pass
17.	MNA	55	Fail
18.	MFP	75	Pass
19.	MF	65	Pass
20.	MAH	65	Fail
21.	NABR	45	Fail
22.	NR	45	Fail
23.	RA	55	Fail
24.	RAM	20	Fail
25.	RSA	45	Fail
26.	RW	25	Fail
27.	RSR	75	Pass
28.	SMP	65	Fail
29.	SK	50	Fail
30.	UN	60	Fail
31.	YREP	45	Fail

Total	1.610	7

Based on the data above, the researcher computed the mean score with the following formula.

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1610}{31} = 51$$

The researcher applied the formulation below to find out the class percent that exceed the target score minimum criterion of success (KKM).

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{7}{31} \times 100\%$$

$$= 23\%$$

Note:

P = The class precentage

F = Total precentage score

N = Number of student

According to the result of the pre-test, the average score of the pre-test was 51 and there are 7 students or 23% students who passed the minimum criterion of success (KKM).

After analysing the result of the pre-test, the data indicated that mostly students had distress in vocabulary. This is reinforced by interviews with students and teachers that the lack of vocabulary they know and some of them think that English lessons are difficult. The researcher tried to find the solution of this problem to solve the matter. So,

based on the data above, the researcher choosed English Song in the Classroom Action Research to solve the matter and also to enhance students' vocabulary.

2. **Cycle One**

This research was conducted from 17th and 18th of October 2022. There are 2 meetings in this cycle, namely meeting one for treatments and meeting two is a test for students. The researcher implemented a test after treatments for student was done to know students' progress of enhancing vocabulary. The description of the conduct of the research can be described as follows:

a. Planning

In the implementation of the planning, the researcher discussed with teacher to identify the problem and determine student grade level. The researcher and teacher choosed English song to solve the problem.

In this stage, the researcher and teacher prepared teaching and learning processes such as lesson plans, materials, and media. The topic that used in this cycle is We Know What To Do. Sub topic includes Verb, Noun, dan Adjective. Researcher expected that students would improve their vocabulary with english song.

b. Acting

At this stage, after the preparation was done such as the RPP (lesson Plan), Media and so on that had been prepared before with the teacher. The researcher applied it at this stage. Researchers carry out

teaching and learning activities acting like a teacher and explaining the material that has been prepared. At this stage there are three steps in teaching and learning activities, such as pre-teaching activities, while teaching activities and post-teaching activities. The following are the steps for this activity.

1) First Meeting

This meeting was held on Monday, 17th of October 2022. In the Pre teaching activity the researcher starts the teaching and learning activities by greeting then asks the students to pray together before the activity begins. After that, proceed with student attendance. The researcher also provided motivation before the learning activities began and explained the activities and material that would be carried out on that day.

The researcher continued at the while teaching activity stage. At this stage the researcher explains material about verbs, nouns, and adjectives which include definitions and examples of vocabulary. In this moment the students were very enthusiastic and actively asked if they still didn't understand. The researcher also explained about English songs, such as what will be done when learning to use English songs. The researcher were very grateful because they liked learning using English songs. After explaining the material, the researcher distributed worksheets containing song lyrics and played English songs. The researcher repeated the song 3

times. After that ask them to work individually. And after that ask students to discuss the answers to the task and sing together.

The last is post teaching activity, the researcher asks students to collect the results of the worksheets then make agreements for the next lesson and close the lesson with closing greetings.

2) Second Meeting

The researcher was held second meeting on Tuesday, 18thof October 2022. In the Pre teaching activity, the researcher starts the teaching and learning activities by greeting then asks the students to pray together before the activity begins. After that, proceed with student attendance. The researcher also provide motivation before learning activities begin.

In the while teaching activity stage, the researcher gives the students test Then the researcher distributed worksheets and ask the student work individually.The last is post teaching activity, the researcher asks the students to collect the results of the worksheets to make an agreement for the next lesson and close the lesson with closing greetings.

c. Observation

Observation were made by researcher to observe all activities in the class. The following is an observation table to facilitate researchers in observing.

Table 4.2
The table observation (Cycle 1)

No.	Indicators/ Aspects Observed	Score			
		1	2	3	4
1.	Students follow and listen to the teacher while learning			✓	
2.	Students ask the teacher during learning			✓	
3.	Students sing the song			✓	
4.	Students do the assignments from the teacher			✓	
	Total		12		

Assessment criteria:

1 = not good

2 = enough

3 = good

4 = very good

Based on the data above, the observation results show that in learning students still do not follow well and do not listen to researchers when delivering the material. Some students also passively asked the researcher about the material they did not understand. They were also less compact when the researcher invited them to sing together. When the researcher asked them to do the assignment, they also still found it difficult to do.

d. Reflecting

In this stage the researcher gave a post test at the end of the
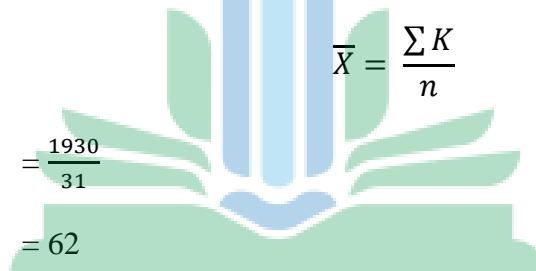
meeting that the researcher has explained before. This post test was carried out by the teacher and researcher to assess and reflect after the treatment activities using the English song. This post test is in the form of multiple choices. The purpose of this post test is to find out the ability before and after being given treatment using the English song.The test results was 1.930. The data could be seen below:

Table 4.3
The Student's Post-Test Result (Cycle 1)

No.	Name	Score	Pass/ Fail
1.	AAS	70	**Pass**
2.	A	70	**Pass**
3.	AAD	65	Fail
4.	AF	60	Fail
5.	AZF	50	Fail
6.	BFP	45	Fail
7.	DA	75	Pass
8.	DS	55	Fail
9.	DJS	50	Fail
10.	GNH	70	Pass
11.	HV	35	Fail
12.	ICFP	40	Fail
13.	JT	60	Fail
14.	LNS	75	Pass
15.	MSM	75	Pass
16.	MA	80	Pass
17.	MNA	60	Pass
18.	MFP	75	Pass
19.	MF	70	Pass
20.	MAH	75	Pass
21.	NABR	60	Fail
22.	NR	50	Fail
23.	RA	65	Fail

24.	RAM	45	Fail
25.	RSA	60	Fail
26.	RW	40	Fail
27.	RSR	75	Pass
28.	SMP	70	Pass
29.	SK	65	Fail
30.	UN	70	Pass
31.	YREP	75	Pass
Total		1930	15

The overall score of the students on the test results was 1.930
with a total of 31 students. Based on the test results, the average value
was 62. The researcher used the following formula to find out the
average value.

$$\overline{X} = \frac{\sum K}{n}$$

$$= \frac{1930}{31}$$

$$= 62$$

Note:

X = Mean

$\sum$X = Score

n = Number of student

In this post test as many as 15 students achieved KKM and as
many as 16 students who did not reach KKM. To find out the
percentage of classes that achieve KKM, researchers use the following
formula:

$P = \frac{F}{N} X \ 100\%$

$$= \frac{15}{31} X \ 100\%$$

$$= 48\%$$

Note:

P = The class precentage

F = Total precentage score

N = Number of student

Based on the table above, it can be analyzed that the average score in cycle one is 62. The percentage score is 48% and as many as 15 students reached the KKM, while 16 students scored below the KKM.

From the analysis above, show that students did not follow the learning according to the procedure so that the results of cycle 1 were not optimal, thus affecting learning outcomes.There were many students who did not know the meaning of vocabulary. It can be concluded that the implement of English song in cycle one was not successful. Based on the results of the first cycle, the researcher and teacher conducted a second cycle to improve the weaknesses in cycle one so that the use of English songs can improve students' vocabulary.

3. **Cycle Two**

   a. Planning

   In this second cycle, the researcher improved the treatment to be better so that students can know the meaning of English vocabulary well. The researcher tried to take action by improving the selection of

songs and managing new lesson plans. The researcher will choose a song where the speed of pronunciation of the lyrics is slower than before so that students can listen to the pronunciation clearly. There are two meetings with the same topic which is about Noun, Verb, and Adjective. The researcher and teacher collaborated in making this plan.

b. Acting

The first meeting was held on 24th and 25th September 2022. The implementation steps in this cycle were the same as the first cycle. The following are the steps in the activity.

1) First Meeting

In the Pre teaching activity, the researcher began teaching and learning activities with greetings then asked students to pray together before the activity began. After that, it was continued by taking students' attendance. The researcher also provided motivation before the learning activities began and explained the activities and materials that would be carried out on that day.

In the while teaching activity stage, the researcher explained the material about verb, noun, and adjective which included the meaning and example sentences. Then the researcher distributed worksheets containing song lyrics and played an English song.The researcher repeated the song 3 times. After that the researcher asked them to work individually. And after that asked students to discuss the answers to the task and sing together.

The last is post teaching activity, the researcher asked the students to collect the worksheet results made an agreement for the next lesson and closed the lesson with a closing greeting.

2) Second meeting

The researcher was held second meeting on Tuesday, 18 October 2022. In the Pre teaching activity, the researcher starts the teaching and learning activities by greeting then asks the students to pray together before the activity begins. After that, proceed with student attendance. The researcher also provide motivation before learning activities begin.

In the while teaching activity stage, the researcher gives the students test. Then the researcher distributed worksheets and ask the student work individually. The last is post teaching activity, the researcher asks the students to collect the results of the worksheets to make an agreement for the next lesson and close the lesson with closing greetings.

c. Observing

Observations were made by researchers to observe all activities in the classroom. The following is an observation table to facilitate researchers in observation.

Table 4.4
The table observation

No.	Indicators/ Aspects Observed	Score			
		1	2	3	4
1.	Students follow and listen to the teacher while learning				✓
2.	Students ask the teacher during learning				✓
3.	Students sing the song				✓
4.	Students do the assignments from the teacher				✓
	Total	16			

Assessment criteria:

1 = not good

2 = enough

3 = good

4 = very good

Based on these results, students have good enthusiasm during learning activities. According to the results that researchers got, students followed well and listened to researcherswhen delivering the material. In this cycle 2 they have good enthusiasm during learning activities.Students also actively asked researcher about material that was not understood and were compact when researchers asked to sing together. They also worked on the worksheet well. According to them, learning English using English songs is very fun and does not make them bored. They also feel happy learn English casually and happily.

So that the learning activities run well and they enjoyed their learning activities happily.

d. Reflecting

At this stage, researcher and teacher analyzed the actions in cycle 2. The tests given about Verb, Noun and Adjective were similar to cycle 1. The test results in cycle 2 showed an increase from 62 in the test in cycle 1 to 75 in the test in cycle 2. The following are the results of student scores:

Table 4.5
The Student's Test Result In Cycle 2

No.	Name	Score	Pass/Fail
1.	AAS	75	Pass
2.	A	60	Fail
3.	AAD	75	Pass
4.	AF	70	Pass
5.	AZF	80	Pass
6.	BFP	80	Pass
7.	DA	80	Pass
8.	DS	85	Pass
9.	DJS	80	Pass
10.	GNH	90	Pass
11.	HV	65	Fail
12.	ICFP	70	Pass
13.	JT	65	Fail
14.	LNS	80	Pass
15.	MSM	85	Pass
16.	MA	60	Fail
17.	MNA	70	Pass
18.	MFP	70	Pass
19.	MF	75	Pass

20.	MAH	70	Pass
21.	NABR	75	Pass
22.	NR	70	Pass
23.	RA	90	Pass
24.	RAM	75	Pass
25.	RSA	80	Pass
26.	RW	75	Pass
27.	RSR	90	Pass
28.	SMP	70	Pass
29.	SK	60	Fail
30.	UN	75	Pass
31.	YREP	65	Fail
Total		2.310	25

$$\overline{X} = \frac{\sum K}{n}$$

$$= \frac{2310}{31}$$

$$= 75$$

Note:

X = Mean

∑X = Score

N = Number of student

The results of the second test showed that the average score was 78, concluding that students had improved. In addition, students have been able to do well. To find out the percentage of classes that reached the KKM, the researcher used the following formula:

$$P = \frac{F}{N} \; X \; 100\%$$

$$= \frac{25}{31} \; X \; 100\%$$

$$= 80\%$$

Based on the table above, it can be analyzed that the average score in the second cycle is 75 and the percentage score obtained is 80% and as many as 25 students reached the KKM, while 6 students scored below the KKM. Thus, the researcher concluded that the use of English songs can improve vocabulary.

C. Discussion

This section presents a discussion of the research findings on the use of English songs to enhance students' vocabulary which is related to the theories. This study focused on the use English songs to enhance the vocabulary the eighth grade students at SMPN 2 Jombang in the 2022/2023 academic year. This research was implemented in two cycle.

From the preliminary study data, the results showed that there were 79% of students scored below the minimum success criteria, this indicates that only 6 out of 31 students obtained the minimum success criteria, which is 70. This proved that students' vocabulary was still low. After finding some problems from students, the researcher gave the idea to use English songs to be applied in enhancing students' vocabulary. Then, the teacher and the researcher agreed to solve the problem by using English songs. Dita stated that memorizing English songs is a very interesting teaching technique to use because the material of English songs is fun and easy to follow.[36]In addition, Ummi Kalsum stated that the songs are flexible forlanguage

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[36]Dita FitriAgastySofiana, *"The Effectiveness of English Song to the Students' Vocabulary Achievements the Eighth Grade In SMPN 2 Kepung"* The English Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri, 2015.

teachingmaterials, contextualization, authentic teaching materials, easily available, it offers opportunities for integrated language use, it can develop a progressi on of skills, understandings and language items.[37]From statement above, the researcherwas interested in using english song as a learning media. on the other hand, English song was not only an entertainment tool but also a learning media. Finally, The researcher implemented English song in teaching vocabulary.

To collect data, the researcher conducted pre-test and post-test in the form of multiple choice questions, interviews, documentation and field notes. The researcher used classroom action research (PTK) adopted from the theory of Kemmis and Mc Taggart which consists of four stages, namely action planning, action implementation, action observation, and action reflection.

The researcher prepared an action plan or solution in the form of a class action plan in action planning. After the teacher agreed to solve the problem by using English songs, the researcher prepared lesson plans and materials to be used, submitted lesson plans that had been made in accordance with the teacher's approval and also compiled vocabulary tests.

In the action implementation part, the researcher implemented English songs, lesson plans, etc. The researcher explained the material and asked questions about the material that was still not understood. Then the researcher asked the students to listen to the song carefully for 3 times and asked the students to work individually. And finally, the researcher asked students to

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[37]UmmiKalsum. "*Improving The Student' Vocabulary Mastery By Using English Songs At Eight Grade Of MTs Zending Medan"*, Diss. Universitas Islam Negeri Sumatera Utara, 2019.

discuss the answers to the tasks given and asked students to sing together. There were 2 meetings, first meeting as treatment and the last was the giving of the post-test.

Observations were made by researchers to observe student learning activities, situations, as well as problems that occurred in learning activities. Based on the observation, students are very happy with this method. The use of English songs in English learning is a way of learning that can make students enjoy and happy when learning English. So it can be concluded that using English song was an effective strategy to enhance the eighth grade students' vocabulary.

The reflection on the action showed that the results of using English songs as learning media were very successful in improving students' vocabulary. This can be concluded from the results of analyzing student scores between collaborator and researcher. The precentage of the pre-test results before the implementation was 23% of students who reached the KKM then the average value of students was 51.The post-test results in cycle 2 showed an increase from 62 in the test in cycle 1 to 75 in the test in cycle 2, while the precentage in cycle 1 was 48% and 80% in the cycle two.

This study determined the criteria of success of an action research by using two indicators: Process Success Indicators and Learning Outcome Indicators. Process Success Indicators measure the quality of learning by passing the minimum score (KKM) and showing high enthusiasm for learning. Learning Outcome Indicators measure if 75% of students have achieved a

score of 70 and if it exceeds the minimum value. The placement of a score of 70 is based on the results of discussions with teacher and principals and the KKM minimum Completeness Criteria.

Based on the discussion above, the implementation of using English songs to enhance the vocabulary the eight grade students was successful because the students' test results could reach the minimum completeness criteria. It was shown that there was the difference between the two research cycles is that there are still many students who do not know the meaning of vocabulary and lack enthusiasm for learning when learning using English songs. Ika Devi stated using songs can be the good alternation to teach young learners.[38] In this research English song technique can improve students' vocabulary and also make students happy and interested in learning English.

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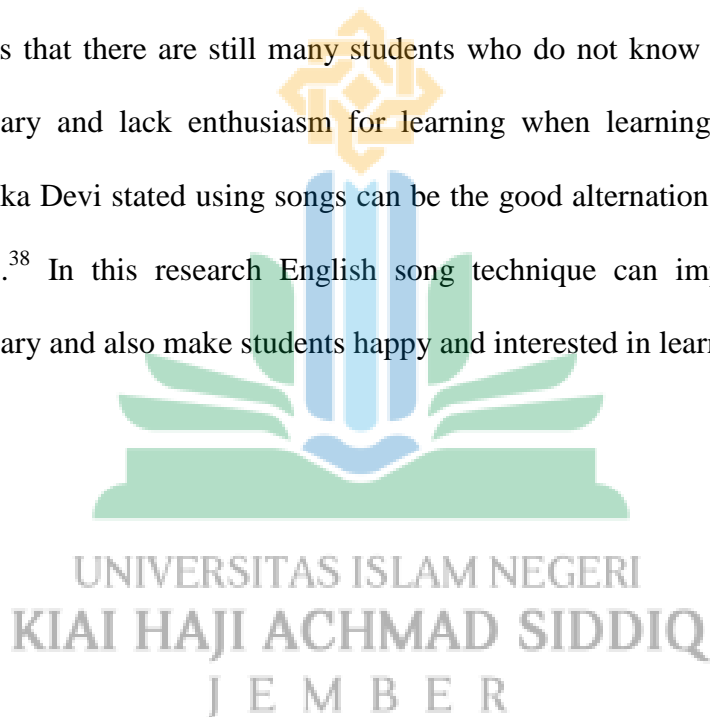
[38]Ika Devi, "*The Use Of Songs To Increase English Vocabulary To The First Grade Students Of SDN TuguJebres No. 120 Surakarta*", English Diploma Program, Faculty of Letters and Fine Arts SebelasMaret University, 2009.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted two points. The researcher discussed the conclusion of this study and suggestion from English teacher andforfurther researcher.

A. Conclusion

The implementation of using English songs could enhance the vocabulary the eight grade students at SMPN 2 Jombang through two cycle. Based on the data analysis, the researcher concluded that the implementation of using English songs could enhance the vocabulary the eight grade students. The precentage of the pre-test results before the implementation was 23% of students who reached the KKM then the average value of students was 51.The post-test results in cycle 2 showed an increase from 62 in the test in cycle 1 to 75 in the test in cycle 2, while the precentage in cycle 1 was 48% and 80% in the cycle two.

It means, there was improvement on the students' vocabulary test score. From the result, the researcher concluded that the implementation of using English songs to enhance the vocabulary the eight grade students was successful.

B. Suggestion

After conducting the research, the researcher proposed several recommendation for the English teacher and the future research as presented as follow:

1. For the teacher, the teacher could use the English song to enhance

students' vocabulary in the class, because this method could improve the students' vocabulary. This method could make the students active during the teaching and learning process.

2. For the future researcher, researcher hopes English song could be used as a reference to enhance students' vocabulary in learning English.

3. For the student, reseearcher hopes English song is useful to enhance vocabulary.

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Appendix 1

AUTHENTICITY STATEMENT OF WRITING

The under signed below:

Name	: Ulik Tasniati
NIM	: T20176004
Study Program	: English Education Department
Faculty	: Tarbiyah and Teacher Training
Institution	: UIN KH Achmad Siddiq Jember
Place and Date of Birth	: Jember, 26 Desember1999
Adress	: Sarimulyo – Jombang, Jember

Hereby declares that the analysis of the thesis its about "**Using English Song to Enhance The Eighth Grade Students' Vocabulary at SMPN 2 Jombang in 2022/2023 Academic Year**" is the result of my research/ work, except in part reffered by the source.

Jember, May 2023
Stated By

Ulik Tasniati
NIM. T20176004

Matrix of The Recearch

Appendix 2

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODOLOGY AND PROCEDURES	RESEARCH QUESTION	HYPOTESIS
Using English Song To Enhance The Eighth Grade Students' Vocabulary In SMPN 2 JOMBANG	Students' vocabulary English Song	Vocabulary: 1. Noun 2. Verb 3. Adjective 1. Understanding about the large vocabulary based on the song 2. The memory of vocabulary that has been practiced.	Respondent: The eighth grade Students' of SMPN 2 JOMBANG Collaboration: English teacher and the researcher	1. Research design CAR with cycles: Planning of the action Implementation of the action Classroom observation and evaluation Reflection of the action	Is using english song able to improve students' vocabulary the eighth grade Students' In SMPN 2 JOMBANG	Using English Song is able to Enhance students' vocabulary the eighth grade Students' of SMPN 2 JOMBANG

Appendix 3

Research completed letter

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMPN 2 JOMBANG
Jl. H. Agus Salim No. 7 Desa Sarimulyo Kec. Jombang Kab. Jember 68168
☎ 085230984236 Email : SMPN2JOMBANG@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 800/289/310.25 /20549084/2022

Yang bertanda tangan di bawah ini :

Nama	:	MOH. KOSIM, S.Pd, MM
NIP	:	19660822 198901 1 003
Jabatan	:	KEPALA UPTD SATUAN PENDIDIKAN SMPN 2 JOMBANG
Unit Kerja	:	UPTD SATUAN PENDIDIKAN SMPN 2 JOMBANG

dengan ini menerangkan bahwa :

Nama	:	ULIK TASNIATI
NIM	:	T20176004
Prodi	:	TADRIS BAHASA INGGRIS
Jurusan	:	Tarbiyah
Universitas	:	UIN KHAS JEMBER

Telah selesai melakukan Penelitian di SMPN 2 Jombang pada tanggal 7 September - 25 Oktober 2022, untuk memperoleh data dalam rangka sebagai penunjang penyusunan skripsi yang berjudul Using English Song to Enhance the Eighth Grade Students' Vocabulary at SMPN 2 Jombang In Academic Year 2022/2023

Demikian surat keterangan penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Jombang, 25 Oktober 2022
Kepala UPTD Satuan Pendidikan
SMPN 2 Jombang

MOH. KOSIM, S.Pd, MM
NIP. 19660822 198901 1 003

Appendix 4

Reseach Journal

Jurnal penelitian

Using English Song to Enhance the Eighth Grade Students' Vocabulary at SMPN 2
Jombang in Academic Year 2022/2023

No.	TANGGAL	KEGIATAN	PARAF
2.	7 September 2022	Menyerahkan surat ijin penelitian.	
3	9 September 2022	Interview dengan guru Bahasa Inggris dan observasi kelas.	
4.	17 Oktober 2022	Cycle 1 (meeting 1)	
5.	18 Oktober 2022	Cycle 1 (meeting 2)	
6.	24 Oktober 2022	Cycle 2 (meeting 1)	
7.	25 Oktober 2022	Cycle 2 (meeting 2)	

Mengetahui
Kepala UPTD Satuan Pendidikan
SMPN 2 Jombang

Jombang, ...
Mahasiswa/Peneliti

Moh. Kosim, S.Pd, MM
NIP. 19060822 198901 1 003

Ulik Tasniati
NIM. T20176004

Appendix 5

<p style="text-align:center">TheResultof Interview</p>

Responden

1. Informant1:

English teacher atSMPN 2 Jombang

2. Informan2:

The eighth grade Student at SMPN 2 Jombang

The Script of interview with the teacher

Researcher : What books are used for teaching here sir?

Teacher   : Here I use LKS and the When English Ring Bell package book to increase students' practice questions.

Researcher : What are the obstacles for students in learning English here sir?

Teacher   : Many of them still don't know English vocabulary. They are still confused about how to pronounce it too

Researcher : have you ever used learning methods to improve students'vocabulary sir?

Teacher   : I used to use games, they were also happy when learning English but now I don't use games.

Researcher :What is the English KKM here sir?

Teacher   : The KKM is 70 mbak.

The Script of interview with the student

Researcher   : do you like learning English?

Student 1   : I don't really like it because I don't know the meaning.

Researcher   : what else is difficult?

Student 2   : I'm confused about how to read because they all look

                     A like.

Researcher   : For example, if you learn English using English games or

                     songs, do you like it?

Student 1   : I think it's fun too, miss, I like listening to English songs

                     too.

Student 2   : Yes, miss, so I don't get bored.

Appendix 6

RPP (CYCLE 1)

Sekolah	: SMPN 2 Jombang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi pokok	: We Know What To Do
Sub materi	: Verb, Adjective, dan Noun
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti (KI)

KI 1:Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4: Mengolah, menyaji, dan menalar 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
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalamsemangat belajar.	Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasiFungsional	Menunjukkan perilaku peduli dalam pembelajaran
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengankonteks penggunaan nya	Memberi nama benda. Mengidentifikasikan sifat benda Mendeskripsikan benda Menyebutkan fungsi sosial teks deskriptif

C. Tujuan Pembelajaran

Siswa mampu menjawab latihan kosakata berdasarkan lagu dengan benar sehingga mampu mengklasifikasikan mana yang merupakan kata benda, kata sifat dan kata kerja dengan benar.

D. Materi Pembelajaran

1. Noun

Noun adalah kata yang menamai sesuatu, seperti orang, tempat, benda, bahkan ide atau gagasan.Seperti

Laci	: Drawer.	Woman	: Wanita
Loker	: Locker.	Family	: Keluarga
PapanHitam	: Blackboard.	Town/City	: Kota
Moon	: Bulan	Question	: Pertanyaan
Fire	: Api	Answer	: Jawaban
Wind	: Angin		

2. Adjective

Adjective adalah kata yang menerangkan atau menjelaskan detail suatu noun atau benda.Contoh:

Handsome (tampan)	Bad (Buruk)
Brave (berani)	Best (Paling Baik)
Strong (kuat)	Warm (Hangat)
Fast (cepat).	Young (Muda)
Adorable(Menggemaskan)	Patient (Sabar)
Anxious (Gelisah)	Polite (sopan)
Arrogant (Sombong)	Poor (Miskin)

3. Verb

Kata kerja adalah kata yang menggambarkan suatu tindakan, kondisi atau pengalaman dari sesuatu. Contoh:

Menggambar	= draw.	Enjoy	= menikmati
Menggosok	= brush.	Try	=mencoba
Stop	= berhenti.	Die	= meninggal
Stay	= tinggal .	Lie	= berbohong
Boil	= merebus.	Begin	= mulai
Carry	= membawa	Forget	= lupa
Control	= mengontrol	Grow	= tumbuh
Wear	= memakai		

Perlakuan

Task 1

Listen carefully and fill in the blank!

The Walters - I love you so

I just need someone in my life to 1)………………. it structure

To handle all the selfish ways I'd spend my 2)……………. without her

You're everything I want, but I can't deal with all your lovers

You're saying I'm the 3)…………… but it's your actions that speak louder

Giving me love when you are down and need another

I've gotta get away and let you go, I've gotta get over

But I love you so (ooh-ooh)

I 4)………….. you so (ooh-ooh)

I love you so (ooh-ooh)

I love you so (ooh-ooh)

I'm gonna pack my things and leave you behind

This feeling's 5)…………….. and I know that I've made up my

6)……………

I hope you feel what I felt when you shattered my 7)……………

'Cause you were 8)……………….. and I'm a 9)………………

So, please let me 10)…………..

But I love you so (please let me go) 3x

I love you so

Love	cruel	give	fool	go
soul	one	old	mind	time

Task 2

Find the words from the lyric song and classify into Verb, Noun, and Adjective.

Verb	1)	2)	3)	4)	5)
Noun	6)	7)	8)	9)	10)
Adjective	11)	12)	13)	14)	15)

Task 3

Translate into Indonesian!

No.	Word	Meaning
1.	Speak	
2.	Selfish	
3.	Time	
4.	Fool	
5.	Felt	

Choose one correct answer!

1. I want to drink because I am…………..
   a. Tired
   b. Thirsty
   c. Hungry
   d. Thirty

2. She is so …………… because she always studies hard.
   a. Beautiful
   b. Smart
   c. Small
   d. Salt

3. I am so ……………… today. I want to sit down here.
   a. Drink
   b. Drunk
   c. Tired
   d. Clean

4. The lamp is off so my class is ……………… ….
   a. Dark
   b. Dirty
   c. Big
   d. Large

5. Let's clean it up together. The room is…………..
   a. Dark
   b. Bitter
   c. Better
   d. Messy

6. My car is very dirty. I will ……………… it
   a. Go
   b. Drink
   c. Wash
   d. Wish

7. To keep our body healthy. We need to ……….. healthy food.
   a. Drink
   b. Eat
   c. Meat
   d. Sleep

8. I am so tired. I want to…………… …..
   a. Sweep
   b. Sweet
   c. Sheep
   d. Sleep

9. Angga ……………in the swimming pool.
   a. Feel
   b. Swims
   c. Slims
   d. Sleep

10. Rina …………. a book in the library.
    a. Swim
    b. Reads
    c. Red
    d. Sleep

11. We buy a book in a …………..
    a. Hospital
    b. Bookstore
    c. Canteen
    d. Library

12. To keep our body healthy. We need to have ……………., fruit, rice, egg, and tempe.
    a. Vegetables
    b. Tables
    c. Book
    d. Body

13. My father is reading……… ……. in the office now.
    a. A newspaper
    b. A television
    c. A speaker
    d. A radio

14. …………. is the place for students to study.
    a. Mosque
    b. Classroom
    c. Teacher's office
    d. School canteen

15. Will you go with me to the …………. to watch a movie?
    a. Stadium
    b. Cinema
    c. Hospital
    d. Television

16. We need …………… to bring our school books.

a. Uniform
b. Bag
c. Pencil case
d. Wallet

17. We must call the ………….. to catch the robber.
a. Hospital
b. Post office
c. Police
d. Ambulance

18. The floor is dirty. We will ……….. it.
a. Sweep
b. Give dust
c. Go
d. Sweet

19. This flower is……………
a. Salt
b. Big
c. Bag
d. Beautiful

20. I need to sleep. I feel very ……………..
a. Sleepy
b. Hungry
c. Angry
d. Thirsty

GOOD LUCK

Kuunci jawaban

1.	B	1.	B
2.	B	2.	A
3.	C	3.	A
4.	A	4.	B
5.	D	5.	B
6.	C	6.	B
7.	B	7.	C
8.	D	8.	A
9.	B	9.	D
10.	B	10.	A

E. **Metode Pembelajaran**

Pendekatan   : Pendekatan Ilmiah

Metode   : Presentasi dan Tanya jawab

F. **Media, Alat, dan Sumber Pembelajaran**

Media   : Lagu berbahasa Inggris.

Kelengkapan   : Laptop/Hp dan speaker.

Sumber Belajar   : LKS.

G. **Langkah-langkah Kegiatan Pembelajaran**

<table>
<tr><th colspan="3">Pertemuan pertama</th></tr>
<tr><th>Kegiatan</th><th>Deskripsi</th><th>Alokasi</th></tr>
<tr>
<td>Pendahuluan</td>
<td>

1. Guru melakukan pembukaan dengan salam pembuka dan doa.
2. Guru memotivasi peserta didik untuk tetap semangat dan menjelaskan kegiatan hari ini

</td>
<td>5 menit</td>
</tr>
<tr>
<td>Inti</td>
<td>

1. **Mengamati** Guru menjelaskan materi tentang noun, verb, adjective beserta contoh kosakata.
2. **Menanya** Guru memberikan kesempatan kepada siswa untuk **bertanya** pertanyaan tentang materi yang masih belum dipahami.
3. **Menjelajah** Guru membimbing siswa untuk mengamati contoh tentang materi.
4. **Mengasosiasi** Guru meminta siswa untuk mendengarkan lagu dengan seksama selama 3 kali dan meminta siswa untuk mengerjakan secara individu.

</td>
<td>70 menit</td>
</tr>
</table>

	5. **Berkomunikasi**Guru meminta siswa untuk mendiskusikan jawaban dari tugas tersebut dan meminta siswa bernyanyi bersama.	
Penutup	Guru meminta siswa mengumpulkan hasil lembar kerja membuat kesepakatan untuk pembelajaran berikutnya dan menutup pembelajaran dengan salam penutup.	5 menit
Pertemuan Kedua		
Pendahuluan	1. Guru melakukan pembukaan dengan salam pembuka dan doa. 2. Guru memotivasi peserta didik untuk tetap semangat dan menjelaskan kegiatan hari ini	5 menit
Inti	1. Guru membagikan soal test. 2. Guru meminta siswa untuk mengerjakan test secara individu.	70 menit
Penutup	Guru meminta siswa mengumpulkan hasil lembar kerja dan menutup pembelajaran dengan salam penutup	5 menit

H. Penilaian

Petunjuk penilaian soal pilihan ganda

Nomor Soal	Bobot Soal
1-20	
Jumlah Skor Maksimal	**100**

Jika benar mendapatkan skor 100

Jika salah mendapatkan skor 0

Penentuan nilai = N = $\frac{Skor\ Perolehan}{Skor\ Maksimal}$x100

Jember,
Peneliti

Ulik Tasniati

RPP (CYCLE 2)

Sekolah : SMPN 2 Jombang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi pokok : We Know What To Do

Sub materi : Verb, Adjective, dan Noun

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4 : Mengolah, menyaji, dan menalar 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
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalamsemangat belajar.	Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Fungsional	Menunjukkan perilaku peduli dalam pembelajaran
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengankonteks penggunaan nya	Memberi nama benda. Mengidentifikasikan sifat benda Mendeskripsikan benda Menyebutkan fungsi sosial teks deskriptif

C. Tujuan Pembelajaran

Siswa mampu memahami materi sehingga dapat menjawab latihan kosakata berdasarkan lagu dengan benar.

D. Materi Pembelajaran

1. Noun

   Noun adalah kata yang menamai sesuatu, seperti orang, tempat, benda, bahkan ide atau gagasan. Berikut contoh kalimatnya:

   Pant = celana

   Class = kelas

   Book = buku

   Tree = pohon

   Eye = mata

2. Verb

   Kata kerja adalah kata yang menggambarkan suatu tindakan, kondisi atau pengalaman dari sesuatu. Berikut contoh kalimatnya:

   Study = belajar

   Buy = membeli

   Sent = mengirimi

   Try = mencoba

   Call =menelpon

3. Adjective

Adjective adalah kata yang menerangkan atau menjelaskan detail suatu noun atau benda.Sesuai dengan fungsinya, adjectives biasanya ditempatkan di depan kata benda.Contoh :

Red = merah

Blue = biru

Good = bagus

Broken = rusak

Bad = buruk

Lovely = indah

Tall = tinggi

Ugly = jelek

Pada contoh tersebut adjective (kata sifat) berada sebelum noun (kata benda). Kalimat di atas menggunakan pola "menerangkan dan diterangkan" artinya menerangkan dulu detail baru dijelaskan mengenai benda yang diterangkan.
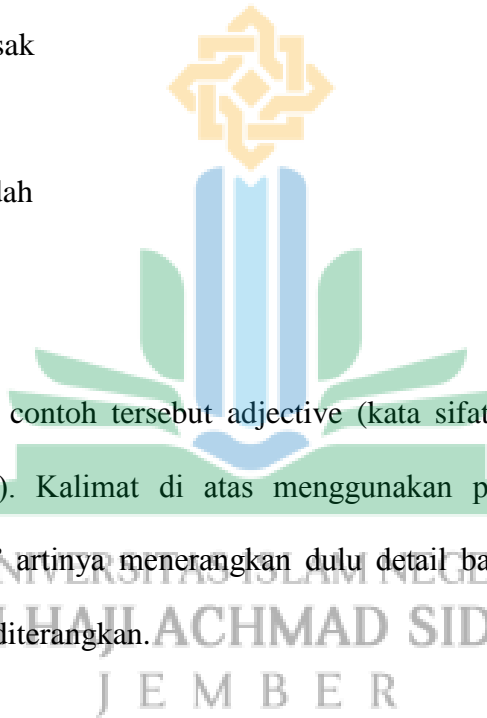
Perlakuan

Task 1

Listen carefully and fill in the blank!

Shawn Mendes - In My Blood

Help me, it's like the walls are caving in
Sometimes I feel like giving up
But I just can't
It isn't in my 1)……………
Laying on the bathroom floor, feeling nothing
I'm overwhelmed and 2)……………, give me something
I could take to ease my mind slowly
Just have a 3)…………. and you'll feel better
Just take her 4)…………… and you'll feel better
Keep telling me that it gets better
Does it ever?
Help me, it's like the walls are caving in
Sometimes I feel like giving up
No 5)…………….. is strong enough
Someone help me
I'm crawling in my skin

Sometimes I feel like giving up
But I just can't
It isn't in my blood
It isn't in my blood
I'm looking through my phone again, feeling 6)……………
Afraid to be 7)…………….. again, I hate this
I'm tryna find a way to chill, can't 8)………………., oh
Is there somebody who could help me?
It's like the walls are caving in
Sometimes I feel like giving up
No medicine is 9)……………… enough
Someone 10)………………..
me
I'm crawling in my skin
Sometimes I feel like giving up
But I just can't
It isn't in my blood
It isn't in my blood (oh)

insecure	breathe	anxious	help	strong
medicine	home	drink	alone	blood

Task 2

Find the words from the lyric song and classify into Verb, Noun, and

Adjective.

Verb	1)	2)	3)	4)	5)
Noun	6)	7)	8)	9)	10)
Adjective	11)	12)	13)	14)	15)

Task 3

Translate into Indonesian!

No.	Word	Meaning
1.	Help	
2.	Better	
3.	Wall	
4.	Alone	
5.	Like	

Choose one correct answer!

1. This class is very …………… because I always sweep it every day.
   a. Large
   b. Smell
   c. Clean
   d. Small

2. Put some sugar please! This coffee is ………………
   a. Better
   b. Bitter
   c. Salt
   d. Smell

3. I have to go to the doctor. I've got a ……….
   a. Hungry
   b. Sick
   c. Six
   d. Dirty

4. My mother always makes us ……………… . Food.
   a. Delicious
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in the ………….. room. It is not good for your eyes.
   a. Light
   b. Bright
   c. Red
   d. Dark

6. The boy is very……… he never studies at home.
   a. Clever
   b. Diligent
   c. Good
   d. Stupid

7. It's raining heavily. Putri …………… umbrella to Randi.
   a. Go
   b. Give
   c. Gives
   d. Good

8. This homework is difficult. I need to ………. for finish it.
   a. Need
   b. Keep
   c. Help
   d. Look

9. Bimo is a diligent boy because he ………….. hard.
   a. Sleep
   b. Drink
   c. Study
   d. Studies

10. The soup is tasteless. We will ……………… salt in it.
    a. Gave
    b. Given
    c. Clean
    d. Add

11. Indah is going to …………….. some food in the market.
    a. Cut
    b. Sell
    c. Peel
    d. Buy

12. You look so pale. I think you need to …………….. the doctor.
    a. See
    b. She
    c. Sell
    d. Buy

13. I think I feel thirsty. I need to …………… a glass of water.
    a. Bring
    b. Drink
    c. Drunk
    d. Read

14. My grand mother always tells me to wash my ………… before eating something.

a. Teeth
b. Face
c. Feet
d. Hands

15. …………… is a spicy food from Indonesia.
a. Cake
b. Rendang
c. Pudding
d. Chocolate

16. My mother buys fruit in the ....
a. Classroom
b. Drugstore
c. Library
d. Market

17. Rita is sweeping ....
a. The table
b. The chairs
c. The cupboard
d. The floor

18. Do not play with the …………...in the kitchen!
a. Knife
b. Knee
c. Powder
d. Knives

19. Don't put the book on the floor! Put it on…………….
a. Tablet
b. Table
c. Bathroom
d. Window

20. The boys are playing ...……..
a. Dolls
b. cooking
c. Make Up
d. Football

GOOD LUCK

Kunci Jawaban

1.	**C**	**11.**	**D**
2.	**B**	**12.**	**A**
3.	**B**	**13.**	**B**
4.	**A**	**14.**	**D**
5.	**D**	**15.**	**B**
6.	**D**	**16.**	**D**
7.	**C**	**17.**	**D**
8.	**C**	**18.**	**A**
9.	**D**	**19.**	**B**
10.	**D**	**20.**	**D**

E. Metode Pembelajaran

Pendekatan   : Pendekatan Ilmiah

Metode   : Presentasi dan Tanya jawab

F. Media, Alat, dan Sumber Pembelajaran

Media   : Lagu berbahasa Inggris.

Kelengkapan   : Laptop/Hp dan speaker.

Sumber Belajar   : LKS.

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama		
Kegiatan	Deskripsi	Alokasi
Pendahuluan	1. Guru melakukan pembukaan dengan salam pembuka dan doa. 2. Guru memotivasi peserta didik untuk tetap semangat dan menjelaskan kegiatan hari ini	5 menit
Inti	1. **Mengamati**Guru menjelaskan materi tentang noun, verb,adjectivebeserta contoh kosakata. 2. **Menanya**Guru memberikan kesempatan kepada siswa untuk bertanya pertanyaan tentang materi yang masih belum dipahami. 3. **Menjelajah**Guru membimbing siswa untuk mengamati contoh tentang materi. 4. **Mengasosiasi**Guru meminta siswa untuk mendengarkan lagu dengan seksama selama 3 kali dan meminta siswa untuk mengerjakan secara individu. 5. **Berkomunikasi**Guru meminta siswa untuk mendiskusikan jawaban dari tugas tersebut dan meminta siswa bernyanyi bersama.	70 menit
Penutup	Guru meminta siswa mengumpulkan hasil lembar kerja	5 menit

	membuat kesepakatan untuk pembelajaran berikutnya dan menutup pembelajaran dengan salam penutup.	
Pertemuan Kedua		
Pendahuluan	1. Guru melakukan pembukaan dengan salam pembuka dan doa. 2.]Guru memotivasi peserta didik untuk tetap semangat dan menjelaskan kegiatan hari ini	5 menit
Inti	1. Guru membagikan soal test. 2. Guru meminta siswa untuk mengerjakan test secara individu.	**70** menit
Penutup	Guru meminta siswa mengumpulkan hasil lembar kerja dan menutup pembelajaran dengan salam penutup	5 menit

H. Rubrik Penilaian Vocabulary

Petunjuk penilaian soal pilihan ganda

Nomor Soal	**Bobot Soal**
1-20	
Jumlah Skor Maksimal	**100**

Jika benar mendapatkan skor 100

Jika salah mendapatkan skor 0

Penentuan nilai = N = $\frac{Skor\ Perolehan}{Skor\ Maksimal}$x100

Jember,
Peneliti

Ulik Tasniati

Appendix 7

The Result of Validity dan Reliability

		Validity cycle 1	
Items	r_{tabel}	**Learning Achievement**	**Description**
Item 1	0,374	0,628	Valid
Item 2	0,374	0,582	Valid
Item 3	0,374	0,562	Valid
Item 4	0,374	0,087	Tidak Valid
Item 5	0,374	0,637	Valid
Item 6	0,374	0,555	Valid
Item 7	0,374	0,548	Valid
Item 8	0,374	0,083	Tidak Valid
Item 9	0,374	0,654	Valid
Item 10	0,374	0,634	Valid
Item 11	0,374	0,545	Valid
Item 12	0,374	0,539	Valid
Item 13	0,374	0,53	Valid
Item 14	0,374	0,067	Tidak Valid
Item 15	0,374	0,589	Valid
Item 16	0,374	0,635	Valid
Item 17	0,374	0,497	Valid
Item 18	0,374	0,581	Valid
Item 19	0,374	0,51	Valid
Item 20	0,374	0,555	Valid
Item 21	0,374	0,491	Valid
Item 22	0,374	0,0453	Tidak Valid
Item 23	0,374	0,554	Valid
Item 24	0,374	0,105	Tidak Valid
Item 25	0,374	0,509	Valid

Validity cycle 2			
Items	r_{tabel}	Learning Achievement	Description
Item 1	0,374	0,127	Tidak Valid
Item 2	0,374	0,455	Valid
Item 3	0,374	0,579	Valid
Item 4	0,374	0,557	Valid
Item 5	0,374	0,637	Valid
Item 6	0,374	0,555	Valid
Item 7	0,374	0,083	Tidak Valid
Item 8	0,374	0,588	Valid
Item 9	0,374	0,554	Valid
Item 10	0,374	0,434	Valid
Item 11	0,374	0,556	Valid
Item 12	0,374	0,639	Valid
Item 13	0,374	0,068	Tidak Valid
Item 14	0,374	0,53	Valid
Item 15	0,374	0,669	Valid
Item 16	0,374	0,563	Valid
Item 17	0,374	0,687	Valid
Item 18	0,374	0,571	Valid
Item 19	0,374	0,65	Valid
Item 20	0,374	0,575	Valid
Item 21	0,374	0,452	Valid
Item 22	0,374	0,454	Valid
Item 23	0,374	0,094	Tidak Valid
sItem 24	0,374	0,448	Valid
Item 25	0,374	0,079	Tidak Valid

RELIABILITY

Cycle 1			
Variable	K-R 20	Description	The Number Of Questions
Learning Results	0,925	Reliable	25 Items
Cycle 2			
Variable	K-R 20	Description	The Number Of Questions
Learning Results	0,935	Reliable	25 Items

Appendix 8

Instrument Validity

Instructions:
1. Put a check (✓) in the columm according to your opinion
2. If there is a need to be revised, please write in the columm "catatan"

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A	Isi					
	1. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Indicator soal sesuai dengan materi			✓		
	3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan			✓		
	4. Pedoman penskoran sesuai dengan rubric skor yang telah ditetapkan			✓		
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan			✓		
B	Konstruk					
	Soal disusun menggunakan tes tulis untuk mengetahui kemampuan "vocabulary" siswa			✓		
C	Bahasa					
	1. Petunjuk soal menggunakan kaidah bahasa nggris yang benar dan sesuai dengan grammatical			✓		
	2. Bahasa pada test yang digunakan dapat dimengerti dan dipahami			✓		
	3. Menggunakan bahasa yang tidak mempersulit siswa			✓		

Note:
4= sangat baik   3= baik   2= kurang   1= sangat kurang

Validator

Ninuk Indrayani, M.Pd.

Appendix 9

Student worksheets

	Nama	Abel Ayu S	Ardiansyah	Arjuna Aditya Deka	Aura Fitri Annisa	Azaliya Fitri
Cycle 1	Pre - Test	50	55	60	50	35
	Post Test	70	70	65	60	50
Cycle 2	Pre - Test	65	50	70	70	70
	Post Test	75	60	75	75	80

PRE-TEST

50/

Choose one correct answer!

1. I want to drink because I am.............
   a. Tired
   b. Thirsty (X)
   c. Hungry
   d. Thirty

2. She is so .... because she always studies hard.
   a. Beautiful
   b. Smart (X)
   c. Small
   d. Salt

3. I am so .... today. I want to sit down here.
   a. Drink (X)
   b. Drunk
   c. Tired
   d. Clean

4. The lamp is off so my class is ....
   a. Dark (X)
   b. Dirty
   c. Big
   d. Large

5. Let's clean it up together. The room is.............
   a. Dark
   b. Bitter (X)
   c. Better
   d. Messy

6. My car is very dirty. I will .... it
   a. Go (X)
   b. Drink
   c. Wash
   d. Wish

7. To keep our body healthy. We need to .... healthy food.
   a. Drink

   b. Eat (X)
   c. Meat
   d. Sleep

8. I am so tired. I want to.....................
   a. Sweep (X)
   b. Sweet
   c. Sheep
   d. Sleep

9. Angga .... in the swimming pool.
   a. Feel
   b. Swims (X)
   c. Slims
   d. Sleep

10. Rina .... a book in the library.
   a. Swim
   b. Reads
   c. Red (X)
   d. Sleep

11. We buy a book in a ....
   a. Hospital
   b. Bookstore (X)
   c. Canteen
   d. Library

12. To keep our body healthy. We need to have ...., fruit, rice, egg, and tempe.
   a. Vegetables
   b. Tables (X)
   c. Book
   d. Body

13. My father is reading .... in the office now.
   a. A newspaper
   b. A television (X)
   c. A speaker
   d. A radio

14. .... is the place for students to study
   a. Mosque
   b. Classroom (X)
   c. Teacher's office
   d. School canteen

15. Will you go with me to the .... to watch a movie?
   a. Stadium
   b. Cinema (X)
   c. Hospital
   d. Television

16. We .... need .... to bring our school books.
   a. Uniform
   b. Bag (X)
   c. Pencil case
   d. Wallet

17. We must call the .... to catch the robber.
   a. Hospital
   b. Post office
   c. Police (X)
   d. Ambulance

18. The floor is dirty. We will .... it.
   a. Sweep
   b. Give dust
   c. Go
   d. Sweet (X)

19. This .... flower is.................
   a. Salt
   b. Big
   c. Bag
   d. Beautiful (X)

20. I need to sleep. I feel very ....
   a. Sleepy (X)
   b. Hungry
   c. Angry
   d. Thirsty

GOOD LUCK

B = 10
S = 10

Name: Abel Ayu Salsabila

Class: VIIIC

65

1. This class is very .... because I always sweep it every day.
   a. Large
   b. Smell ✗
   c. Clean
   d. Small

2. Put some sugar please! This coffee is ....
   a. Better ✗
   b. Bitter
   c. Salt
   d. Smell

3. I have to go to the doctor. I've got a ....
   a. Hungry
   b. Sick ✗
   c. Six
   d. Dirty

4. My mother always makes us .... Food.
   a. Delicious ✗
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in the .... room. It is not good for your eyes.
   a. Light
   b. Bright
   c. Red
   d. Dark ✗

6. The .... boy is very .... he never studies at home.
   a. Clever
   b. Diligent
   c. Good
   d. Stupid ✗

7. It's raining heavily. Putri .... umbrella to Randi.
   a. Go

   b. Give
   c. Gives ✗
   d. Good

8. This homework is difficult. I need to .... for finish it.
   a. Need
   b. Keep
   c. Help ✗
   d. Look

9. Bimo is a diligent boy because he .... hard.
   a. Sleep
   b. Drink
   c. Study
   d. Studies ✗

10. The soup is tasteless. We .... will .... salt in it.
    a. Gave
    b. Given
    c. Clean
    d. Add

11. Indah is going to .... some food in the market.
    a. Cut
    b. Sell ✗
    c. Peel
    d. Buy

12. You look so pale. I think you need to .... the doctor.
    a. See
    b. She ✗
    c. Sell
    d. Buy

13. I think I feel thirsty. I need to .... a glass of water.
    a. Bring
    b. Drink ✗
    c. Drunk
    d. Read

14. My grand mother always tells me to wash my ....

    before .... eating something.
    a. Teeth
    b. Face
    c. Feet
    d. Hands ✗

15. .... is a spicy food from Indonesia.
    a. Cake
    b. Rendang ✗
    c. Pudding
    d. Chocolate

16. My mother buys fruit in the ....
    a. Classroom
    b. Drugstore
    c. Library
    d. Market ✗

17. Rita is sweeping ....
    a. The table
    b. The chairs ✗
    c. The cupboard
    d. The floor

18. Do not play with the .... in the kitchen!
    a. Knife ✗
    b. Knee
    c. Powder
    d. Knives

19. Don't put the book on the floor! Put it on...............
    a. Tablet ✗
    b. Table
    c. Bathroom
    d. Window

20. The boys are playing ....
    a. Dolls
    b. cooking
    c. Make Up
    d. Football ✗

GOOD LUCK

B : 13
S : 7

55

Choose one correct answer!

1. I want to drink because I am...............
   a. Tired
   b. Thirsty ✗
   c. Hungry
   d. Thirty

2. She is so .... because she always studies hard.
   a. Beautiful
   b. Smart ✗
   c. Small
   d. Salt

3. I am so .... today. I want to sit down here.
   a. Drink
   b. Drunk ✗
   c. Tired
   d. Clean

4. The lamp is off so my class is ....
   a. Dark
   b. Dirty
   c. Big ✗
   d. Large

5. Let's clean it up together. The room is...............
   a. Dark
   b. Bitter
   c. Better
   d. Messy ✗

6. My car is very dirty I will .... it
   a. Go
   b. Drink
   c. Wash ✗
   d. Wish

7. To keep our body healthy. We need to .... healthy food.
   a. Drink

   b. Eat
   c. Meat
   d. Sleep ✗

8. I am so tired. I want to...............
   a. Sweep
   b. Sweet
   c. Sheep
   d. Sleep ✗

9. Angga .... in the swimming pool.
   a. Feel
   b. Swims ✗
   c. Slims
   d. Sleep

10. Rina .... a book in the library.
    a. Swim
    b. Reads ✗
    c. Red
    d. Sleep

11. We buy a book in a ....
    a. Hospital
    b. Bookstore
    c. Canteen
    d. Library ✗

12. To keep our body healthy. We need to have ...., fruit, rice, egg, and tempe.
    a. Vegetables ✗
    b. Tables
    c. Book
    d. Body

13. My father is reading .... in the office now.
    a. A newspaper ✗
    b. A television
    c. A speaker
    d. A radio

14. .... is the place for students to study.
    a. Mosque
    b. Classroom
    c. Teacher's office ✗
    d. School canteen

15. Will you go with me to the .... to watch a movie?
    a. Stadium
    b. Cinema
    c. Hospital
    d. Television ✗

16. We .... need .... to bring our school books.
    a. Uniform ✗
    b. Bag
    c. Pencil case
    d. Wallet

17. We must call the .... to catch the robber.
    a. Hospital
    b. Post office
    c. Police ✗
    d. Ambulance

18. The floor is dirty. We will .... it.
    a. Sweep ✗
    b. Give dust
    c. Go
    d. Sweet

19. This flower is...............
    a. Salt
    b. Big ✗
    c. Bag
    d. Beautiful

20. I need to sleep. I feel very ....
    a. Sleepy
    b. Hungry
    c. Angry ✗
    d. Thirsty ✗

GOOD LUCK

B = 11
S . 9

50

1. This class is very .... because I always sweep it every day.
   a. Large
   b. Smell
   c. Clean
   d. Small

2. Put some sugar please! This coffee is ....
   a. Better
   b. Bitter
   c. Salt
   d. Smell

3. I have to go to the doctor. I've got a ....
   a. Hungry
   b. Sick
   c. Six
   d. Dirty

4. My mother always makes us .... Food.
   a. Delicious
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in the .... room. It is not good for your eyes.
   a. Light
   b. Bright
   c. Red
   d. Dark

6. The boy is very........... he never studies at home.
   a. Clever
   b. Diligent
   c. Good
   d. Stupid

7. It's raining heavily. Putri .... umbrella to Randi.
   a. Go

b. Give
c. Gives
d. Good

8. This homework is difficult. I need to .... for finish it.
   a. Need
   b. Keep
   c. Help
   d. Look

9. Bimo is a diligent boy because he .... hard.
   a. Sleep
   b. Drink
   c. Study
   d. Studies

10. The soup is tasteless. We .... will .... salt in it.
    a. Gave
    b. Given
    c. Clean
    d. Add

11. Indah is going to .... some food in the market.
    a. Cut
    b. Sell
    c. Peel
    d. Buy

12. You look so pale. I think you need to .... the doctor.
    a. See
    b. She
    c. Sell
    d. Buy

13. I think I feel thirsty. I need to .... a glass of water.
    a. Bring
    b. Drink
    c. Drunk
    d. Read

14. My grand mother always tells me to wash my ....

before .... eating something.
a. Teeth
b. Face
c. Feet
d. Hands

15. .... is a spicy food from Indonesia.
    a. Cake
    b. Rendang
    c. Pudding
    d. Chocolate

16. My mother buys fruit in the ....
    a. Classroom
    b. Drugstore
    c. Library
    d. Market

17. Rita is sweeping ....
    a. The table
    b. The chairs
    c. The cupboard
    d. The floor

18. Do not play with the ....in the kitchen!
    a. Knife
    b. Knee
    c. Powder
    d. Knives

19. Don't put the book on the floor! Put it on................
    a. Tablet
    b. Table
    c. Bathroom
    d. Window

20. The boys are playing ....
    a. Dolls
    b. cooking
    c. Make Up
    d. Football

GOOD LUCK

B = 10
s = 10

60

Choose one correct answer!

1. I want to drink because I am.............
   a. Tired
   b. Thirsty
   c. Hungry
   d. Thirty

2. She is so .... because she always studies hard.
   a. Beautiful
   b. Smart
   c. Small
   d. Salt

3. I am so .... today. I want to sit down here.
   a. Drink
   b. Drunk
   c. Tired
   d. Clean

4. The lamp is off so my class is ....
   a. Dark
   b. Dirty
   c. Big
   d. Large

5. Let's clean it up together. The room is...............
   a. Dark
   b. Bitter
   c. Better
   d. Messy

6. My car is very dirty. I will .... it.
   a. Go
   b. Drink
   c. Wash
   d. Wish

7. To keep our body healthy. We need to .... healthy food.
   a. Drink

b. Eat
c. Meat
d. Sleep

8. I am so tired. I want to...................
   a. Sweep
   b. Sweet
   c. Sheep
   d. Sleep

9. Angga .... in the swimming pool.
   a. Feel
   b. Swims
   c. Slims
   d. Sleep

10. Rina .... a book in the library.
    a. Swim
    b. Reads
    c. Red
    d. Sleep

11. We buy a book in a ....
    a. Hospital
    b. Bookstore
    c. Canteen
    d. Library

12. To keep our body healthy. We need to have ...., fruit, rice, egg, and tempe.
    a. Vegetables
    b. Tables
    c. Book
    d. Body

13. My father is reading.............. in the office now.
    a. A newspaper
    b. A television
    c. A speaker
    d. A radio

14. .... is the place for students to study.
    a. Mosque
    b. Classroom
    c. Teacher's office
    d. School canteen

15. Will you go with me to the .... to watch a movie?
    a. Stadium
    b. Cinema
    c. Hospital
    d. Television

16. We .... need .... to bring our school books.
    a. Uniform
    b. Bag
    c. Pencil case
    d. Wallet

17. We must call the .... to catch the robber.
    a. Hospital
    b. Post office
    c. Police
    d. Ambulance

18. The floor is dirty. We will .... it.
    a. Sweep
    b. Give dust
    c. Go
    d. Sweet

19. This .... flower is.................
    a. Salt
    b. Big
    c. Bag
    d. Beautiful

20. I need to sleep. I feel very ....
    a. Sleepy
    b. Hungry
    c. Angry
    d. Thirsty

GOOD LUCK

B = 12

S = 8

1. This class is very
.... because
I always sweep it
every day.
   a. Large
   b. Smell
   c. Clean
   d. Small

2. Put some sugar
please! This coffee is
....
   a. Better
   b. Bitter
   c. Salt
   d. Smell

3. I have to go to the
doctor. I've got a
....
   a. Hungry
   b. Sick
   c. Six
   d. Dirty

4. My mother always
makes us
....
Food.
   a. Delicious
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in
the .... room.
It is not good for
your eyes.
   a. Light
   b. Bright
   c. Red
   d. Dark

6. The boy is
very .... he never
studies at home.
   a. Clever
   b. Diligent
   c. Good
   d. Stupid

7. It's raining heavily.
Putri ....
umbrella to Randi.
   a. Go

   b. Give
   c. Gives
   d. Good

8. This homework is
difficult. I need to
.... for finish
it.
   a. Need
   b. Keep
   c. Help
   d. Look

9. Bimo is a diligent
boy because he
.... hard.
   a. Sleep
   b. Drink
   c. Study
   d. Studies

10. The soup is tasteless.
We .... will
.... salt in
it.
   a. Gave
   b. Given
   c. Clean
   d. Add

11. Indah is going to
.... some
food in the market.
   a. Cut
   b. Sell
   c. Peel
   d. Buy

12. You look so pale. I
think you need to
.... the
doctor.
   a. See
   b. She
   c. Sell
   d. Buy

13. I think I feel thirsty. I
need to ....
a glass of water.
   a. Bring
   b. Drink
   c. Drunk
   d. Read

14. My grand mother
always tells me to
wash my ....

before eating
something.
   a. Teeth
   b. Face
   c. Feet
   d. Hands

15. .... is a
spicy food from
Indonesia.
   a. Cake
   b. Rendang
   c. Pudding
   d. Chocolate

16. My mother buys fruit
in the ....
   a. Classroom
   b. Drugstore
   c. Library
   d. Market

17. Rita is sweeping ....
   a. The table
   b. The chairs
   c. The cupboard
   d. The floor

18. Do not play with the
.... in the
kitchen!
   a. Knife
   b. Knee
   c. Powder
   d. Knives

19. Don't put the book
on the floor! Put it
on...................
   a. Tablet
   b. Table
   c. Bathroom
   d. Window

20. The boys are playing
....
   a. Dolls
   b. cooking
   c. Make Up
   d. Football

GOOD LUCK

B = 14
S = 6

50/

Choose one correct answer!

1. I want to drink because I am...........
   a. Tired
   ✗ Thirsty
   c. Hungry
   d. Thirty

2. She is so .... because she always studies hard.
   a. Beautiful
   ✗ Smart
   c. Small
   d. Salt

3. I am so .... today. I want to sit down here.
   ✗ Drink
   b. Drunk
   c. Tired
   d. Clean

4. The lamp is off so my class is ....
   a. Dark
   ✗ Dirty
   c. Big
   d. Large

5. Let's clean it up together. The room is............
   a. Dark
   b. Bitter
   c. Better
   ✗ Messy

6. My car is very dirty. I will .... it
   a. Go
   b. Drink
   c. Wash
   ✗ Wish

7. To keep our body healthy. We need to .... healthy food.
   a. Drink

b. Eat
✗ Meat
d. Sleep

8. I am so tired. I want to............
   ✗ Sweep
   b. Sweet
   c. Sheep
   d. Sleep

9. Angga ....in the swimming pool.
   a. Feel
   b. Swims
   c. Slims
   ✗ Sleep

10. Rina .... a book in the library.
    ✗ Swim
    b. Reads
    c. Red
    d. Sleep

11. We buy a book in a ....
    a. Hospital
    ✗ Bookstore
    c. Canteen
    d. Library

12. To keep our body healthy. We need to have ...., fruit, rice, egg, and tempe.
    ✗ Vegetables
    b. Tables
    c. Book
    d. Body

13. My father is reading............ in the office now.
    a. A newspaper
    b. A television
    ✗ A speaker
    d. A radio

14. .... is the place for students to study.
    a. Mosque
    ✗ Classroom
    c. Teacher's office
    d. School canteen

15. Will you go with me to the .... to watch a movie?
    ✗ Stadium
    b. Cinema
    c. Hospital
    d. Television

16. We .... need .... to bring our school books.
    a. Uniform
    ✗ Bag
    c. Pencil case
    d. Wallet

17. We must call the .... to catch the robber.
    a. Hospital
    b. Post office
    c. Police
    ✗ Ambulance

18. The floor is dirty. We will .... it.
    ✗ Sweep
    b. Give dust
    c. Go
    d. Sweet

19. This .... flower is............
    a. Salt
    b. Big
    c. Bag
    ✗ Beautiful

20. I need to sleep. I feel very ....
    ✗ Sleepy
    b. Hungry
    c. Angry
    d. Thirsty

GOOD LUCK

B: 10

S: 10

65,

1. This class is very .... because I always sweep it every day.
   a. Large
   b. Smell
   ~~c. Clean~~ ✗
   d. Small

2. Put some sugar please! This coffee is ....
   a. Better
   b. Bitter
   c. Salt
   ~~d. Smell~~ ✗

3. I have to go to the doctor. I've got a ....
   a. Hungry
   ~~b. Sick~~ ✗
   c. Six
   d. Dirty

4. My mother always makes us .... Food.
   ~~a. Delicious~~ ✗
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in the .... room. It is not good for your eyes.
   a. Light
   b. Bright
   c. Red
   ~~d. Dark~~ ✗

6. The boy is very......., he never studies at home.
   a. Clever
   b. Diligent
   c. Good
   ~~d. Stupid~~ ✗

7. It's raining heavily. Putri .... umbrella to Randi.
   a. Go

   ~~b. Give~~ ✗
   c. Gives
   d. Good

8. This homework is difficult. I need to .... for finish it.
   ~~a. Need~~ ✗
   b. Keep
   c. Help
   d. Look

9. Bimo is a diligent boy because he .... hard.
   a. Sleep
   b. Drink
   c. Study
   ~~d. Studies~~ ✗

10. The soup is tasteless. We will .... salt in it.
    a. Gave
    b. Given
    c. Clean
    ~~d. Add~~ ✗

11. Indah is going to .... some food in the market.
    a. Cut
    b. Sell
    c. Peel
    ~~d. Buy~~ ✗

12. You look so pale. I think you need to .... the doctor.
    ~~a. See~~ ✗
    b. She
    c. Sell
    d. Buy

13. I think I feel thirsty. I need to .... a glass of water.
    a. Bring
    ~~b. Drink~~ ✗
    c. Drunk
    d. Read

14. My grand mother always tells me to wash my ....

    before eating something.
    a. Teeth
    b. Face
    c. Feet
    ~~d. Hands~~ ✗

15. .... is a spicy food from Indonesia.
    ~~a. Cake~~ ✗
    b. Rendang
    c. Pudding
    d. Chocolate

16. My mother buys fruit in the ....
    a. Classroom
    b. Drugstore
    c. Library
    ~~d. Market~~ ✗

17. Rita is sweeping ....
    ~~a. The table~~ ✗
    b. The chairs
    c. The cupboard
    d. The floor

18. Do not play with the ....in the kitchen!
    ~~a. Knife~~ ✗
    b. Knee
    c. Powder
    d. Knives

19. Don't put the book on the floor! Put it on...............
    a. Tablet
    ~~b. Table~~ ✗
    c. Bathroom
    d. Window

20. The boys are playing ....
    a. Dolls
    b. cooking
    ~~c. Make Up~~ ✗
    d. Football

GOOD LUCK

B = 13

S = 7

35,

Choose one correct answer!

1. I want to drink because I am..............
   a. Tired
   b. Thirsty
   c. Hungry
   d. Thirty

2. She is so .... because she always studies hard.
   a. Beautiful
   b. Smart
   c. Small
   d. Salt

3. I am so .... today. I want to sit down here.
   a. Drink
   b. Drunk
   c. Tired
   d. Clean

4. The lamp is off so my class is ....
   a. Dark
   b. Dirty
   c. Big
   d. Large

5. Let's clean it up together. The room is..............
   a. Dark
   b. Bitter
   c. Better
   d. Messy

6. My car is very dirty. I will .... it
   a. Go
   b. Drink
   c. Wash
   d. Wish

7. To keep our body healthy. We need to .... healthy food.
   a. Drink

   b. Eat
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8. I am so tired. I want to...................
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    c. Police
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18. The floor is dirty. We will .... it.
    a. Sweep
    b. Give dust
    c. Go
    d. Sweet

19. This .... flower is..................
    a. Salt
    b. Big
    c. Bag
    d. Beautiful

20. I need to sleep. I feel very ....
    a. Sleepy
    b. Hungry
    c. Angry
    d. Thirsty

GOOD LUCK

B: 7
S: 13

70

1. This class is very
.... because
I always sweep it
every day.
   a. Large
   b. Smell
   c. Clean
   d. Small

2. Put some sugar
please! This coffee is
....
   a. Better
   b. Bitter
   c. Salt
   d. Smell

3. I have to go to the
doctor. I've got a
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   a. Hungry
   b. Sick
   c. Six
   d. Dirty

4. My mother always
makes   us
....
Food.
   a. Delicious
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in
the .... room.
It is not good for
your eyes.
   a. Light
   b. Bright
   c. Red
   d. Dark

6. The boy is
very............. he never
studies at home.
   a. Clever
   b. Diligent
   c. Good
   d. Stupid

7. It's raining heavily.
Putri ....
umbrella to Randi.
   a. Go

   b. Give
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   a. Need
   b. Keep
   c. Help
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9. Bimo is a diligent
boy because he
.... hard.
   a. Sleep
   b. Drink
   c. Study
   d. Studies

10. The soup is tasteless.
We   will
.... salt in
it.
   a. Gave
   b. Given
   c. Clean
   d. Add

11. Indah is going to
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food in the market.
   a. Cut
   b. Sell
   c. Peel
   d. Buy

12. You look so pale. I
think you need to
.... the
doctor.
   a. See
   b. She
   c. Sell
   d. Buy

13. I think I feel thirsty. I
need to ....
a glass of water.
   a. Bring
   b. Drink
   c. Drunk
   d. Read

14. My grand mother
always tells me to
wash my ....

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something.
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   b. Face
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   a. Cake
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   c. Pudding
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16. My mother buys fruit
in the ....
   a. Classroom
   b. Drugstore
   c. Library
   d. Market

17. Rita is sweeping ....
   a. The table
   b. The chairs
   c. The cupboard
   d. The floor

18. Do not play with the
...............in   the
kitchen!
   a. Knife
   b. Knee
   c. Powder
   d. Knives

19. Don't put the book
on the floor! Put it
on...............
   a. Tablet
   b. Table
   c. Bathroom
   d. Window

20. The boys are playing
....
   a. Dolls
   b. cooking
   c. Make Up
   d. Football

GOOD LUCK

B : 14
S : 6

Post Tes

CYCLE 1

Name: Abil Ayu Sababila

Class: VIII C

70

Choose one correct answer!

1. I want to drink because I am............
   a. Tired
   b. Thirsty ✗
   c. Hungry
   d. Thirty

2. She is so .... because she always studies hard.
   a. Beautiful
   b. Smart ✗
   c. Small
   d. Salt

3. I am so .... today. I want to sit down here.
   a. Drink
   b. Drunk
   c. Tired ✗
   d. Clean

4. The lamp is off so my class is ....
   a. Dark
   b. Dirty ✗
   c. Big
   d. Large

5. Let's clean it up together. The room is...............
   a. Dark
   b. Bitter
   c. Better
   d. Messy ✗

6. My car is very dirty. I will .... it
   a. Go ✗
   b. Drink
   c. Wash
   d. Wish

7. To keep our body healthy. We need to .... healthy food.
   a. Drink

   b. Eat
   c. Meat ✗
   d. Sleep

8. I am so tired. I want to...................
   a. Sweep
   b. Sweet
   c. Sheep
   d. Sleep ✗

9. Angga .... in the swimming pool.
   a. Feel
   b. Swims ✗
   c. Slims
   d. Sleep

10. Rina .... a book in the library.
    a. Swim
    b. Reads ✗
    c. Red
    d. Sleep

11. We buy a book in a ....
    a. Hospital
    b. Bookstore
    c. Canteen
    d. Library

12. To keep our body healthy. We need to have ...., fruit, rice, egg, and tempe.
    a. Vegetables
    b. Tables ✗
    c. Book
    d. Body

13. My father is reading .... in the office now.
    a. A newspaper
    b. A television
    c. A speaker
    d. A radio ✗

14. .... is the place for students to study.
    a. Mosque
    b. Classroom ✗
    c. Teacher's office
    d. School canteen

15. Will you go with me to the .... to watch a movie?
    a. Stadium
    b. Cinema ✗
    c. Hospital
    d. Television

16. We .... need .... to bring our school books.
    a. Uniform
    b. Bag ✗
    c. Pencil case
    d. Wallet

17. We must call the .... to catch the robber.
    a. Hospital
    b. Post office
    c. Police ✗
    d. Ambulance

18. The floor is dirty. We will .... it.
    a. Sweep ✗
    b. Give dust
    c. Go
    d. Sweet

19. This .... flower is...............
    a. Salt
    b. Big
    c. Bag
    d. Beautiful ✗

20. I need to sleep. I feel very ....
    a. Sleepy ✗
    b. Hungry
    c. Angry
    d. Thirsty

GOOD LUCK

B = 14
S = 6

1. This class is very .... because I always sweep it every day.
   - ✗ Large
   - b. Smell
   - c. Clean
   - d. Small

2. Put some sugar please! This coffee is ....
   - a. Better
   - b. Bitter
   - ✗ Salt
   - d. Smell

3. I have to go to the doctor. I've got a ....
   - a. Hungry
   - b. Sick
   - c. Six
   - ✗ Dirty

4. My mother always makes us .... Food.
   - ✗ Delicious
   - b. Salt
   - c. Salty
   - d. Tasteless

5. Don't read a book in the .... room It is not good for your eyes.
   - a. Light
   - b. Bright
   - c. Red
   - ✗ Dark

6. The boy is very .... he never studies at home
   - a. Clever
   - b. Diligent
   - c. Good
   - ✗ Stupid

7. It's raining heavily. Putri .... umbrella to Randi.
   - a. Go

   - b. Give
   - ✗ Gives
   - d. Good

8. This homework is difficult. I need to .... for finish it.
   - a. Need
   - b. Keep
   - ✗ Help
   - d. Look

9. Bimo is a diligent boy because he .... hard.
   - a. Sleep
   - b. Drink
   - c. Study
   - ✗ Studies

10. The soup is tasteless. We .... will .... salt in it.
    - a. Gave
    - b. Given
    - c. Clean
    - ✗ Add

11. Indah is going to .... some food in the market.
    - a. Cut
    - b. Sell
    - c. Peel
    - ✗ Buy

12. You look so pale. I think you need to .... the doctor.
    - ✗ See
    - b. She
    - c. Sell
    - d. Buy

13. I think I feel thirsty. I need to .... a glass of water.
    - a. Bring
    - ✗ Drink
    - c. Drunk
    - d. Read

14. My grand mother always tells me to wash my ....

    before eating something.
    - a. Teeth
    - b. Face
    - c. Feet
    - ✗ Hands

15. .... is a spicy food from Indonesia.
    - a. Cake
    - ✗ Rendang
    - c. Pudding
    - d. Chocolate

16. My mother buys fruit in the ......
    - a. Classroom
    - b. Drugstore
    - c. Library
    - ✗ Market

17. Rita is sweeping ......
    - a. The table
    - ✗ The chairs
    - c. The cupboard
    - d. The floor

18. Do not play with the ....in the kitchen!
    - ✗ Knife
    - b. Knee
    - c. Powder
    - d. Knives

19. Don't put the book on the floor! Put it on...............
    - a. Tablet
    - ✗ Table
    - c. Bathroom
    - d. Window

20. The boys are playing ....
    - a. Dolls
    - b. cooking
    - c. Make Up
    - ✗ Football

GOOD LUCK

B . 15
S . 5

70

Choose one correct answer!

1. I want to drink because I am...........
   a. Tired
   b. Thirsty ✗
   c. Hungry
   d. Thirty

2. She is so .... because she always studies hard.
   a. Beautiful
   b. Smart ✗
   c. Small
   d. Salt

3. I am so .... today. I want to sit down here.
   a. Drink
   b. Drunk
   c. Tired ✗
   d. Clean

4. The lamp is off so my class is ....
   a. Dark
   b. Dirty ✗
   c. Big
   d. Large

5. Let's clean it up together. The room is...............
   a. Dark
   b. Bitter
   c. Better
   d. Messy ✗

6. My car is very dirty. I will .... it
   a. Go
   b. Drink
   c. Wash ✗
   d. Wish

7. To keep our body healthy We need to .... healthy food.
   a. Drink ✗

   b. Eat
   c. Meat
   d. Sleep

8. I am so tired. I want to.....................
   a. Sweep
   b. Sweet
   c. Sheep
   d. Sleep ✗

9. Angga .... in the swimming pool.
   a. Feel
   b. Swims ✗
   c. Slims
   d. Sleep

10. Rina .... a book in the library.
    a. Swim
    b. Reads ✗
    c. Red
    d. Sleep

11. We buy a book in a ....
    a. Hospital
    b. Bookstore ✗
    c. Canteen
    d. Library

12. To keep our body healthy. We need to have ...., fruit, rice, egg, and tempe.
    a. Vegetables
    b. Tables
    c. Book ✗
    d. Body

13. My father is reading............... in the office now.
    a. A newspaper ✗
    b. A television
    c. A speaker
    d. A radio

14. .... is the place for students to study.
    a. Mosque ✗
    b. Classroom
    c. Teacher's office
    d. School canteen

15. Will you go with me to the .... to watch a movie?
    a. Stadium
    b. Cinema ✗
    c. Hospital
    d. Television

16. We .... need .... to bring our school books.
    a. Uniform
    b. Bag ✗
    c. Pencil case
    d. Wallet

17. We must call the .... to catch the robber.
    a. Hospital
    b. Post office ✗
    c. Police
    d. Ambulance

18. The floor is dirty. We will .... it.
    a. Sweep ✗
    b. Give dust
    c. Go
    d. Sweet

19. This .... flower is...............
    a. Salt
    b. Big
    c. Bag ✗
    d. Beautiful

20. I need to sleep. I feel very ....
    a. Sleepy ✗
    b. Hungry
    c. Angry
    d. Thirsty

GOOD LUCK

B . 14
S . 6

60

1. This class is very .... because I always sweep it every day.
   a. Large
   b. Smell (×)
   c. Clean
   d. Small

2. Put some sugar please! This coffee is ....
   a. Better
   b. Bitter (×)
   c. Salt
   d. Smell

3. I have to go to the doctor. I've got a ....
   a. Hungry
   b. Sick (×)
   c. Six
   d. Dirty

4. My mother always makes us .... Food.
   a. Delicious (×)
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in the .... room. It is not good for your eyes.
   a. Light
   b. Bright
   c. Red
   d. Dark (×)

6. The boy is very......... he never studies at home.
   a. Clever
   b. Diligent
   c. Good (×)
   d. Stupid

7. It's raining heavily. Putri .... umbrella to Randi.
   a. Go

   b. Give (×)
   c. Gives
   d. Good

8. This homework is difficult. I need to .... for finish it.
   a. Need
   b. Keep
   c. Help (×)
   d. Look

9. Bimo is a diligent boy because he .... hard.
   a. Sleep
   b. Drink
   c. Study (×)
   d. Studies

10. The soup is tasteless. We will .... salt in it.
    a. Gave
    b. Given
    c. Clean
    d. Add (×)

11. Indah is going to .... some food in the market.
    a. Cut
    b. Sell
    c. Peel
    d. Buy (×)

12. You look so pale. I think you need to .... the doctor.
    a. See (×)
    b. She
    c. Sell
    d. Buy

13. I think I feel thirsty. I need to .... a glass of water.
    a. Bring
    b. Drink (×)
    c. Drunk (×)
    d. Read

14. My grand mother always tells me to wash my ....

    before eating something.
    a. Teeth
    b. Face
    c. Feet
    d. Hands (×)

15. .... is a spicy food from Indonesia.
    a. Cake
    b. Rendang (×)
    c. Pudding
    d. Chocolate

16. My mother buys fruit in the ....
    a. Classroom
    b. Drugstore (×)
    c. Library
    d. Market

17. Rita is sweeping ....
    a. The table
    b. The chairs
    c. The cupboard (×)
    d. The floor

18. Do not play with the ....in the kitchen!
    a. Knife (×)
    b. Knee
    c. Powder
    d. Knives

19. Don't put the book on the floor! Put it on...............
    a. Tablet
    b. Table (×)
    c. Bathroom
    d. Window

20. The boys are playing ....
    a. Dolls
    b. cooking (×)
    c. Make Up
    d. Football

GOOD LUCK

B = 12
S = 8

Name: Arjuna Attya Putra

Class: VIII C

65,

Choose one correct answer!

1. I want to drink because _____ I am _____
   a. Tired
   b. Thirsty
   c. Hungry
   d. Thirty

2. She is so _____ because she always studies hard.
   a. Beautiful
   b. Smart
   c. Small
   d. Salt

3. I am so _____ today. I want to sit down here.
   a. Drink
   b. Drunk
   c. Tired
   d. Clean

4. The lamp is off so my class is _____
   a. Dark
   b. Dirty
   c. Big
   d. Large

5. Let's clean it up together. The room is _____
   a. Dark
   b. Bitter
   c. Better
   d. Messy

6. My car is very dirty. I will _____ it
   a. Go
   b. Drink
   c. Wash
   d. Wish

7. To keep our body healthy. We need to _____ healthy food.
   a. Drink
   b. Eat
   c. Meat
   d. Sleep

8. I am so tired. I want to _____
   a. Sweep
   b. Sweet
   c. Sheep
   d. Sleep

9. Angga _____ in the swimming pool.
   a. Feel
   b. Swims
   c. Slims
   d. Sleep

10. Rina _____ a book in the library.
    a. Swim
    b. Reads
    c. Red
    d. Sleep

11. We buy a book in a _____
    a. Hospital
    b. Bookstore
    c. Canteen
    d. Library

12. To keep our body healthy. We need to have _____, fruit, rice, egg, and tempe.
    a. Vegetables
    b. Tables
    c. Book
    d. Body

13. My father is reading _____ in the office now.
    a. A newspaper
    b. A television
    c. A speaker
    d. A radio

14. _____ is the place for students to study.
    a. Mosque
    b. Classroom
    c. Teacher's office
    d. School canteen

15. Will you go with me to the _____ to watch a movie?
    a. Stadium
    b. Cinema
    c. Hospital
    d. Television

16. We need _____ to bring our school books.
    a. Uniform
    b. Bag
    c. Pencil case
    d. Wallet

17. We must call the _____ to catch the robber.
    a. Hospital
    b. Post office
    c. Police
    d. Ambulance

18. The floor is dirty. We will _____ it.
    a. Sweep
    b. Give dust
    c. Go
    d. Sweet

19. This flower is _____
    a. Salt
    b. Big
    c. Bag
    d. Beautiful

20. I need to sleep. I feel very _____
    a. Sleepy
    b. Hungry
    c. Angry
    d. Thirsty

GOOD LUCK

b = 13
S = 7

75/

1. This class is very
   .... because
   I always sweep it
   every day.
   a. Large
   b. Smell
   c. Clean
   d. Small

2. Put some sugar
   please! This coffee is
   ....
   a. Better
   b. Bitter
   c. Salt
   d. Smell

3. I have to go to the
   doctor. I've got a
   ....
   a. Hungry
   b. Sick
   c. Six
   d. Dirty

4. My mother always
   makes us
   ....
   Food.
   a. Delicious
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in
   the .... room.
   It is not good for
   your eyes.
   a. Light
   b. Bright
   c. Red
   d. Dark

6. The boy is
   very......... he never
   studies at home.
   a. Clever
   b. Diligent
   c. Good
   d. Stupid

7. It's raining heavily.
   Putri ....
   umbrella to Randi.
   a. Go

b. Give
c. Gives
d. Good

8. This homework is
   difficult. I need to
   .... for finish
   it.
   a. Need
   b. Keep
   c. Help
   d. Look

9. Bimo is a diligent
   boy because he
   .... hard.
   a. Sleep
   b. Drink
   c. Study
   d. Studies

10. The soup is tasteless.
    We will
    .... salt in
    it.
    a. Gave
    b. Given
    c. Clean
    d. Add

11. Indah is going to
    .... some
    food in the market.
    a. Cut
    b. Sell
    c. Peel
    d. Buy

12. You look so pale. I
    think you need to
    .... the
    doctor.
    a. See
    b. She
    c. Sell
    d. Buy

13. I think I feel thirsty. I
    need to ....
    a glass of water.
    a. Bring
    b. Drink
    c. Drunk
    d. Read

14. My grand mother
    always tells me to
    wash my ....

before   eating
something.
a. Teeth
b. Face
c. Feet
d. Hands

15. .... is a
    spicy food from
    Indonesia.
    a. Cake
    b. Rendang
    c. Pudding
    d. Chocolate

16. My mother buys fruit
    in the ......
    a. Classroom
    b. Drugstore
    c. Library
    d. Market

17. Rita is sweeping ......
    a. The table
    b. The chairs
    c. The cupboard
    d. The floor

18. Do not play with the
    ....in the
    kitchen!
    a. Knife
    b. Knee
    c. Powder
    d. Knives

19. Don't put the book
    on the floor! Put it
    on..................
    a. Tablet
    b. Table
    c. Bathroom
    d. Window

20. The boys are playing
    ....
    a. Dolls
    b. cooking
    c. Make Up
    d. Football

GOOD LUCK

B = 15
S = 5

60

Choose one correct answer!

1. I want to drink because I am................
   a. Tired
   �XX Thirsty
   c. Hungry
   d. Thirty

2. She is so .... because she always studies hard.
   a. Beautiful
   XX Smart
   c. Small
   d. Salt

3. I am so .... today. I want to sit down here.
   a. Drink
   b. Drunk
   XX Tired
   d. Clean

4. The lamp is off so my class is ....
   a. Dark
   b. Dirty
   XX Big
   d. Large

5. Let's clean it up together. The room is................
   XX Dark
   b. Bitter
   c. Better
   d. Messy

6. My car is very dirty. I will ....it
   a. Go
   XX Drink
   c. Wash
   d. Wish

7. To keep our body healthy. We need to .... healthy food.
   a. Drink

XX Eat
c. Meat
d. Sleep

8. I am so tired. I want to................
   a. Sweep
   XX Sweet
   c. Sheep
   d. Sleep

9. Angga .... in the swimming pool.
   a. Feel
   XX Swims
   c. Slims
   d. Sleep

10. Rina .... a book in the library.
    a. Swim
    b. Reads
    XX Red
    d. Sleep

11. We buy a book in a ....
    a. Hospital
    XX Bookstore
    c. Canteen
    d. Library

12. To keep our body healthy. We need to have .... fruit, rice, egg, and tempe.
    XX Vegetables
    b. Tables
    c. Book
    d. Body

13. My father is reading................ in the office now.
    XX A newspaper
    b. A television
    c. A speaker
    d. A radio

14. .... is the place for students to study.
    a. Mosque
    b. Classroom
    XX Teacher's office
    d. School canteen

15. Will you go with me to the .... to watch a movie?
    a. Stadium
    XX Cinema
    c. Hospital
    d. Television

16. We .... need .... to bring our school books.
    a. Uniform
    XX Bag
    c. Pencil case
    d. Wallet

17. We must call the .... to catch the robber.
    a. Hospital
    XX Post office
    c. Police
    d. Ambulance

18. The floor is dirty. We will .... it.
    XX Sweep
    b. Give dust
    c. Go
    d. Sweet

19. This .... flower is.................
    XX Salt
    b. Big
    c. Bag
    d. Beautiful

20. I need to sleep. I feel very ....
    XX Sleepy
    b. Hungry
    c. Angry
    d. Thirsty

GOOD LUCK

B : 12

S : 8

1. This class is very .... because I always sweep it every day.
   a. Large
   b. Smell
   x. Clean
   d. Small

2. Put some sugar please! This coffee is ....
   a. Better
   x. Bitter
   c. Salt
   d. Smell

3. I have to go to the doctor. I've got a ....
   a. Hungry
   x. Sick
   c. Six
   d. Dirty

4. My mother always makes us .... Food.
   x. Delicious
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in the .... room. It is not good for your eyes.
   a. Light
   b. Bright
   c. Red
   x. Dark

6. The boy is very......... he never studies at home.
   a. Clever
   b. Diligent
   c. Good
   x. Stupid

7. It's raining heavily. Putri .... umbrella to Randi.
   a. Go

   b. Give
   c. Gives
   x. Good

8. This homework is difficult. I need to .... for finish it.
   x. Need
   b. Keep
   c. Help
   d. Look

9. Bimo is a diligent boy because he .... hard.
   a. Sleep
   b. Drink
   x. Study
   d. Studies

10. The soup is tasteless. We will .... salt in it.
    a. Gave
    b. Given
    c. Clean
    x. Add

11. Indah is going to .... some food in the market.
    a. Cut
    b. Sell
    c. Peel
    x. Buy

12. You look so pale. I think you need to .... the doctor.
    x. See
    b. She
    c. Sell
    x. Buy

13. I think I feel thirsty. I need to .... a glass of water.
    a. Bring
    b. Drink
    c. Drunk
    x. Read

14. My grand mother always tells me to wash my ....

before eating something.
    a. Teeth
    x. Face
    c. Feet
    d. Hands

15. .... is a spicy food from Indonesia.
    a. Cake
    x. Rendang
    c. Pudding
    d. Chocolate

16. My mother buys fruit in the ......
    a. Classroom
    b. Drugstore
    c. Library
    x. Market

17. Rita is sweeping ......
    a. The table
    b. The chairs
    c. The cupboard
    x. The floor

18. Do not play with the ....in the kitchen!
    x. Knife
    b. Knee
    c. Powder
    d. Knives

19. Don't put the book on the floor! Put it on...............
    a. Tablet
    x. Table
    c. Bathroom
    d. Window

20. The boys are playing ....
    x. Dolls
    b. cooking
    c. Make Up
    d. Football

GOOD LUCK

B = 14

S = 6

50

Choose one correct answer!

1. I want to drink because I am..........
   a. Tired
   b. Thirsty
   c. Hungry
   d. Thirty

2. She is so .... because she always studies hard.
   a. Beautiful
   b. Smart
   c. Small
   d. Salt

3. I am so .... today. I want to sit down here.
   a. Drink
   b. Drunk
   c. Tired
   d. Clean

4. The lamp is off so my class is ....
   a. Dark
   b. Dirty
   c. Big
   d. Large

5. Let's clean it up together. The room is..............
   a. Dark
   b. Bitter
   c. Better
   d. Messy

6. My car is very dirty. I will.......... it
   a. Go
   b. Drink
   c. Wash
   d. Wish

7. To keep our body healthy. We need to .... healthy food.
   a. Drink

   b. Eat
   c. Meat
   d. Sleep

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   a. Feel
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    a. Swim
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    c. Red
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    d. A radio

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    c. Hospital
    d. Television

16. We need .... to bring our school books.
    a. Uniform
    b. Bag
    c. Pencil case
    d. Wallet

17. We must call the .... to catch the robber.
    a. Hospital
    b. Post office
    c. Police
    d. Ambulance

18. The floor is dirty. We will .... it.
    a. Sweep
    b. Give dust
    c. Go
    d. Sweet

19. This .... flower is................
    a. Salt
    b. Big
    c. Bag
    d. Beautiful

20. I need to sleep. I feel very ....
    a. Sleepy
    b. Hungry
    c. Angry
    d. Thirsty

GOOD LUCK

B = 10

5 = 10

80

1. This class is very
.... because
I always sweep it
every day.
   a. Large
   b. Smell
   c. Clean
   d. Small

2. Put some sugar
please! This coffee is
....
   a. Better
   b. Bitter
   c. Salt
   d. Smell

3. I have to go to the
doctor. I've got a
....
   a. Hungry
   b. Sick
   c. Six
   d. Dirty

4. My mother always
makes us
....
Food.
   a. Delicious
   b. Salt
   c. Salty
   d. Tasteless

5. Don't read a book in
the .... room.
It is not good for
your eyes.
   a. Light
   b. Bright
   c. Red
   d. Dark

6. The boy is
very......... he never
studies at home.
   a. Clever
   b. Diligent
   c. Good
   d. Stupid

7. It's raining heavily.
Putri ....
umbrella to Randi.
   a. Go

   b. Give
   c. Gives
   d. Good

8. This homework is
difficult. I need to
.... for finish
it.
   a. Need
   b. Keep
   c. Help
   d. Look

9. Bimo is a diligent
boy because he
.... hard.
   a. Sleep
   b. Drink
   c. Study
   d. Studies

10. The soup is tasteless.
We will
.... salt in
it.
   a. Gave
   b. Given
   c. Clean
   d. Add

11. Indah is going to
.... some
food in the market.
   a. Cut
   b. Sell
   c. Peel
   d. Buy

12. You look so pale. I
think you need to
.... the
doctor.
   a. See
   b. She
   c. Sell
   d. Buy

13. I think I feel thirsty. I
need to ....
a glass of water.
   a. Bring
   b. Drink
   c. Drunk
   d. Read

14. My grand mother
always tells me to
wash my ....

before eating
something.
   a. Teeth
   b. Face
   c. Feet
   d. Hands

15. .... is a
spicy food from
Indonesia.
   a. Cake
   b. Rendang
   c. Pudding
   d. Chocolate

16. My mother buys fruit
in the ....
   a. Classroom
   b. Drugstore
   c. Library
   d. Market

17. Rita is sweeping ....
   a. The table
   b. The chairs
   c. The cupboard
   d. The floor

18. Do not play with the
.............in the
kitchen!
   a. Knife
   b. Knee
   c. Powder
   d. Knives

19. Don't put the book
on the floor! Put it
on...............
   a. Tablet
   b. Table
   c. Bathroom
   d. Window

20. The boys are playing
....
   a. Dolls
   b. cooking
   c. Make Up
   d. Football

GOOD LUCK

B. 16
S. 4

Appendix 10

Documentation of the research

The preliminary study conducted by researcher in SMPN 2 Jombang

The teacher is giving english song material in cycle 1

The teacher is giving english song material in cycle 2

The teacher is giving test in cycle 1

The teacher is giving test in cycle 1

Appendix 11

<div align="center">

CURICULUM VITAE

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Name   : Ulik Tasniati

SRN   : T20176004

Gender   : Female

Religion   : Islam

Place, Date of birth   : Jember, 26 December 1999

Adress   : Dsn Sariagung Ds Sarimulyo RT 018 RW 005

         Kec. Jombang Kab. Jember

Departement   : English Eduation Departement

Faculty   : Education and Teacher Training Faculty

Email   : uliktasniaticat@gmail.com

Educational Background :

1.	MI Al - Hikmah	2007 -2012
2.	MTs N 8 Jember	2012 - 2014
3.	MAN 3 Jember	2014 - 2017
4.	UIN KHAS Jember	2017 - 2023