

**The Effectiveness of Kids Song to Teach Listening at the Seventh
Grade of SMP N 3 Tasikmadu Academic Year 2022/2023**

THESIS

Submitted as A Partial Requirements for Undergraduate Degree



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2022

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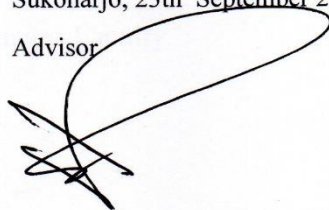
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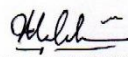
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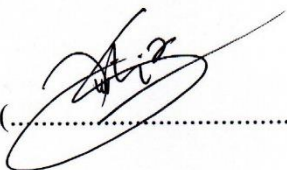
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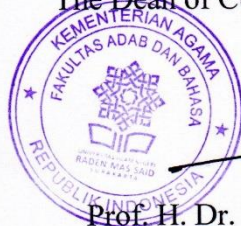
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DEDICATION

This thesis is dedicated to:

1. My parents, Mr. Drs. Heri Sunoko and Mrs. Christin Wijayanti, AMK , for the endless prayer, love and support.
2. My sister Azizah Ayu Nurhaffida for always be there no matter what.
3. My best friends Sinatrian Lintang, for the accompanied.
4. All the seventh grade students of SMPN 3 Tasikmadu Academic Year 2022/2023.
5. All my friends from Class B of English Language Education 2018.
6. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

“When life gives you lemons, make lemonade”

“I feel like the possibility of all those possibilities being possible is just another possibility that can possibly happen” – Mark Lee

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “The Effectiveness of Kids Song to Teach Listening at the Seventh Grade of SMP N 3 Tasikmadu Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, 28th September 2022

Stated by,



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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled The Effectiveness of Kids Song to Teach Listening at the Seventh Grade SMP N 3 Tasikmadu Academic Year 2022/2023. Peace be upon prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudofir, S.Ag., M.Pd., as the Rector Of Raden Mas Said State Islamic University of Surakarta
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of Cultures and Languages Faculty
3. Elen Inderasari, S.Pd., M.Pd., as the Head of Language Education
4. Wildan Mahir Muttaqin, M.A. TESL., as the Cordinator of English Language Education Study Program
5. Sabariyanto, M.Pd., as the advisor, for her guidance, precious advice, and motivation for the researcher.
6. Tities Wijayanti, S.Pd. M.Pd. , as The Headmaster of SMPN 3 Tasikmadu for facilitating the resercher in collecting data
7. Arum Ernawati, S.Pd. Gr. , as the English teacher of SMPN 3 Tasikmadu for helping and guiding the research.
8. All of the lectures of English Language Education Program who have shared and given their knowledge, experience and dedication.
9. Everyone who helped her that she cannot mention the name one by one.

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

Sukoharjo, 28th September 2022

The researcher



Hanifah Nur Heliza

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ABSTRACT

Hanifah Nur Heliza. 2022. *The Effectiveness of Kids Song to Teach Listening at the Seventh Grade SMP N 3 Tasikmadu Academic Year 2022/2023*. Thesis. English Language Education, Cultures and Languages Faculty.

Advisor : Sabariyanto, M.Pd.

Listening is the most used and an important stage in the second language. It is well known that learning to listen to students is a lesson that some students find difficult. Therefore, the teacher's learning is often focused on the material contained in the module. Then this research identified a problem in students' listening comprehension; Students show less interest in listening to the lessons, less varied learning activities, teachers still focus on package module, poor listening comprehension test scores, students have difficulty hearing texts from native speakers, students have difficulty understanding English texts, many types kids songs can improve listening comprehension during studies. Subsequently, this research aims to find out whether the use of kids songs in English can improve listening comprehension in the seventh grade of the SMPN 3 Tasikmadu 2022/2023.

In this research, the researcher used quantitative approach with pre-test and post-test control group design. The population of this research is the seventh grade students at SMPN 3 Tasikmadu academic year 2022/2023. There are two samples in this study namely experimental class, and control class. Each group consisted of 32 students. So, the total number of this research sample is 64 students.

The data analyzed were pre-test and post-test score of the two groups based on the results of the hypothesis test, it shows that the value of sig (2-tailed) is $8,34 > 0,05$. Which means the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Which means there is significant difference between the scores of students who are taught listening using kids song and the scores of students who are taught listening using standard module. The mean of post-test score of control class is 66,5625, while the mean post test score of experimental class is 90,3. It means the score of experimental class was taught listening using kids song is higher than the score of control class which was only taught using teacher standard module. Then it can be concluded that the use of Kids song is effective to teach listening at the seventh grade of SMPN 3 Tasikmadu.

Keywords : *Effectiveness, Kids song, Listening, Experimental research*

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CHAPTER I

INTRODUCTION

A. Background of Study

Listening skills are the most commonly used skills and an important stage in second language acquisition, (Maharani,2018). It is well known that learning to listen to students is a lesson some students find difficult. Due to the material there is a lot of direct to intermediate material. While in the area, many students come from backgrounds unfamiliar with English. Then the teacher's learning often focuses on the material contained in the module. By sticking to the module will allow students to feel bored quickly in learning. This should be the background for teachers to provide learning facilities in new ways that are more creative and interesting for students

Starting to teach English is the first step in facilitating students' mastery of foreign languages, especially English, is one of the most widespread. and Important Languages of the World, (Kusuma, 2018). The habit of introducing a foreign language from an early age is helpful in supporting adult communication. Information technology in today's world requires qualified knowledge of English. Therefore, unless you speak a foreign language, it becomes very difficult to access information in all parts of the world. The ability to speak English can actually help you in everyday life. Furthermore, knowledge of English can be an advantage and even a prerequisite for an application.

The use of nursery rhymes also brings Students to love English, feel comfortable speaking English, and then speak English without worrying to be wrong, Novitasari (2017). One of the alternative media that is easily accepted from a young age is kids songs. also uses nursery rhymes as a medium. Not only is it interesting and replete with cartoon characters as objects, it's also motivating because it contains useful moral lessons. In addition, the media can increase enthusiasm and intelligence.

Journal Of Music Education (2009) The journey of kids songs in the age of globalization is not very attractive because many songs for adults cover the rhythm of kids songs. equal, therefore, depending on the level of development, today's generation is more familiar with songs with adult nuances than with kids songs.

Refi, Utomo (2017), Kids songs are songs that have the soul of children and become part of children's daily activities. Therefore, the children's songs here are songs that are musically and functionally related to the lives of children of this age. Childhood is a time that must be considered in character formation, education starts at Elementary School.

Masnijar Tuti (2017), Improving the use of kids songs in English Pupil listening comprehension. Based on the media of the kids song the author assumes that this can also be easily recorded. Also, using easy-to-understand language improves students' vocabulary control.

Kids song is simply media to teach and close media in everyday life. Because teach is can be effective to send the message to students, according to Wilson (2009) describes difficulties in four general categories; Features

of message, delivery, listener, and the environment. Message characteristics refer to listeners who recognize speech. For example: "slips" - simple hearings on "mergers and acquisitions" will hear "murders and executions" may contribute to understanding of Text. Other difficulties exist in unfamiliar words, lexical density (short breaks of time between substantive words that force concentration more difficult) and complex grammatical structures. Currently many high school students are classified as teenagers who find it difficult to practice listening comprehension to be used as an English test.

Because of the lack of activities to listen to things in English. Therefore, the author hopes that kids songs, minimal with difficult words, can easily speed up English learning methods, especially in relation to listening comprehension.

Listening comprehension is the most important skills. are commonly used and are an important step in acquiring a second Maharani language, Astuti (2018). It is common knowledge that learning to listen to students is a lesson that some students find difficult. Due to the material there is a lot of direct to intermediate material.

There are many students coming to the area from non-English backgrounds. Next, when learning, the teacher often looks at the material contained in the module. In this case, the author did some preliminary research on Juli 21, 2022 at SMP N 3 Tasikmadu. The author conducted interviews with teachers with the conclusion that students' motivation to learn English is still low, only about 30% are enthusiastic about learning

English. Then in the author also tried a small pre-research experiment in 1 class in class 7 with an introduction to Cocomelon kids songs as a medium and according to the results according to the author's observations the students were very excited and interested.

This study is based on an earlier study by Tuti Masnihar (2017) entitled The Use of English children's songs to improve students' listening comprehension. In previous studies, the results have shown that songs improved students' listening ability in English. Based on this background description, the researcher plans to conduct further research entitled "The Effectiveness of Kids Song to Teaching Listening in Seventh Grade of SMP N 3 Tasikmadu Academic Year 2022/2023 .

B. Identification of the Problems

Based on the background of the problem, the following problem identification emerges:

1. Students show less interest in listening lessons.
2. Less varied learning activities, teachers are still focused on package modules.
3. Low assessment results in the listening aspect.
4. Students have difficulty listening to listen text from native speakers.
5. Students have difficulty to understand English listening text.
6. Many types of kids songs can increase listening comprehension in Studying

C. Limitation of the Problems

The problems focused on The Effectiveness of Kids Song to Teach Listening at 7A as a experimental class and 7B as a control class with 32 students per class by experimental research using cocomelon song “Wash Your Hands”.

D. Formulation of the Problem

The formulation of the problems that are the focus of this research; Is there any difference of the students taught by using kids songs and between the students taught by using package module at the seventh grade of SMPN 3 Tasikmadu 2022/2023. Then is using kids song is effective to teach English listening.

E. Objectives of Study

Based on the formulation of the problem, the objectives to be achieved are:

To find out the difference of the students listening comprehension between the students taught by using kids songs and those taught by using package module. And then to find out the effectiveness using kids song to teach listening.

F. Benefits of Study

The results of this study are expected to be useful as follows:

1. Theoretical benefits

Theoretically the expected benefits in this study are information and knowledge in children's education, especially in the field of listening to English.

2. Practical benefits

a. For student

With the activity of listening to kids songs, it is hoped that students can learn to listen to English quickly and easily.

b. For teachers

As a reference material and teacher knowledge to be more creative in developing learning methods.

c. For institutions

The results of this study can improve the quality of schools by looking at teacher performance and student achievement levels.

d. For researchers

Can add insight for prospective teachers in developing teaching methods, and provide valuable experience for prospective teachers.

e. For other researchers

It can be used as a reference for further research on learning to listen to English.

G. The Definition of Key Terms

To avoid misunderstanding in reading this study the researcher should give the definition of key terms :

1. Listening Comprehension

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and understanding the syntax of sentences in which they are presented.

2. Teaching Listening

One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. To make this idea clear, this section introduces several concepts from the cognitive view of language learning, including schema, scripts, and topdown/bottom-up processing. This section also considers the similarities and differences between listening and reading, and then looks specifically at why the activation of prior knowledge is perhaps even more important in listening than in reading comprehension. Finally, there is a concrete example of activating prior knowledge in listening materials (Steven Brown,2006).

3. Kids Song

Kids song may be a nursery rhyme set to music, a song that children invent and share among themselves or a, modern creation intended for entertainment, use in the home or education. Although kids songs have been recorded and studied in some cultures more than others, they appear to be universal in human society, Lew, Jackie Chooi-Theng; Campbell, Patricia Shehan (2005). Children's Song or Kids Song is a song built for easy listening and so many messages of character building.

4. Experimental Research

Experimental research is research in which initial equivalence is established among research participants in more than one group, and then manipulations are performed on specific experiences of those groups and the effects of the manipulations are measured (Stangor & Walinga, 2014)

CHAPTER 2

LITERATURE REVIEW

This chapter explains the literature review related to the study. There are several parts mentioned in this chapter. Firstly, this chapter discusses teaching. Then, this chapter discusses about Teaching Pedagogical Content Knowledge (TPCK), listening skills, teaching listening, audio visual media, and the empowering of audio visual in learning listening.

A. Theoretical Review

1. Teaching

Teaching is a process in which the knowledge and experience of the teacher is passed on to the students. According to Lesiak (2015), teaching is the didactic process in which both the teacher and the student participate, and whose main objective is to encourage and support learning. The teaching activity was not separated from the learning process. That is, when the teacher teaches the students about a subject, the students must learn about it. The teaching process is conducted by the teacher, a teacher must help students learn about knowledge.

It is not only about learning knowledge, but also the behavior and attitude of the students to prepare them for the future life. Based on Brown (2007: 8) to teach means to show or help someone to learn something, to give directions and to guide in the study of something, convey knowledge, make known or understand.

In the teaching process, the teacher's role is to guide the students in learning, to facilitate the learning process and to create a good environment for the teaching and learning process.

2. English Language Teaching

There are some language definitions. Language is a systemic means of communicating ideas or feelings through the use of conventional signs, sounds, gestures, or marks that have an intelligible meaning (Webster's Third New International Dictionary of English Language (1961) in Brown (2007: 5). Meanwhile Brown gives a succinct definition of language. He defines a language as follows:

- a. Language is systematic
 - b. Language is a set of arbitrary symbols.
 - c. Those symbols are primarily vocal, but may also be visual.
 - d. The symbols have conventionalized meanings to which they refer.
 - e. Language is used for communication.
 - f. Language operates in a speech community or culture.
 - g. Language is essentially human, although possibly not limited to human.
 - h. Language is acquired by all people in much the same way
- language and language learning both have universal characteristic

Then, Brown (2007:6) affirms that learning is the process of acquiring or acquiring knowledge about a subject or skill through the study of experience or instruction. Based on the above statement, Brown classifies learning into a few components as follows:

- a. Learning is acquisition or “getting”.
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization.
- d. Learning involves active, conscious focus on and acting upon events outside the organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is change in behavior

Language learning is a long and complex journey. Language learning consists of the steps in which students explore all their abilities to think, feel and act. In addition, it also states that language learning is not a series of simple steps that can be programmed into a quick kit. You need regular training to be successful in the learning process.

Regarding learning, he states that teaching is the process of guiding and facilitating learning. Teaching also enables learning and sets the conditions for learning. It implies that teaching cannot be separated from learning. Teachers' understanding of what is to be

learned determines their understanding of what teaching is. Teachers' understanding of how students learn determines the teacher's educational philosophy, teaching style, approaches, methods and teaching techniques.

The approach, methods and techniques used in the classroom depend on the teacher's understanding of what learning is. In other words, the notion of teaching is interpreted in accordance with the notion of learning. Rusdy (2014) quoted from Richards (1985) says that language teaching is therefore a complex issue, encompassing linguistic, sociocultural, psycholinguistic aspects, as well as curriculum and instructional dimensions. Regarding the teaching of foreign languages, some experts point out that teaching a second or foreign language is any activity of one person aimed at facilitating another person's learning of a foreign language.

In foreign language teaching, the teacher has an obligation to create exposure to the language and opportunities for learning through classroom activities (Cameron, 2001: 11-12). Teachers are expected to be able to create a good classroom environment for the learning process. Then it is necessary to proceed with the design of appropriate learning materials that can enhance the teaching and learning process.

In some cases, many teachers do not think about their goals in relation to the situation in which they are teaching and the goals

of the students in their classes. They teach without thinking about the appropriate materials, methods and techniques. His students do not find the lessons correspondingly exciting. Therefore, it is important that teachers know the goals of their teaching. Rivers (2008) proposes the goal of teaching as follows:

- a. To develop the student's intellectual powers through the study of another language.
- b. To increase the student's personal culture through the study of the great literature and philosophy to which the new language is the key.
- c. To increase the student's understanding of how language functions and to bring them, through the study of another language, to a greater awareness of the functioning of their own language.
- d. To teach students to read another language with comprehension so that they may keep abreast of modern writing, research, and information.
- e. To give students the experience of expressing themselves within another framework, linguistically, kinetically, and culturally.
- f. To bring students to a greater understanding of people across national barriers, by giving them sympathetic insight into the ways of life and way of thinking of the people who speak the language they are learning.

- g. To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career contexts, with the speakers of another language and with people of other nationalities who have also learned this language.

Based on the above statements, language teaching and learning involves many aspects to be successful. Teachers are expected to be able to set goals and adapt their teaching style to the needs of the students.

3. English as Foreign Language

English is a foreign language learned in Indonesia. Pupils can already learn English in elementary school. According to Harmer (2007:13), English was already on the way to becoming a true lingua franca, that is, a language commonly used for communication between people who do not speak the same first (or even second) language. This means that they even learn English as an international language in Indonesia. According to Brown (2001:3), English as a foreign language always refers specifically to. English taught in countries where English is not the primary language of commerce and education.

People can learn English as a foreign language in informal and informal education. Learning English has various purposes such

as business, education, science etc. According to this statement, learning English language helps us to communicate with people in other countries. But in Indonesia people can speak English in a very limited environment because there is religion in Indonesia or Indonesian language to communicate in daily life.

4. Definition of Listening

Listening is being one amongst the foremost vital language talents. Listening is that the half in communication, through listening we are able to share our thoughts with others. Moreover, listening is the most often used language skill in daily activities.

Listening ability has been described many researchers. According to Underwood in Gilakjani (2011) described as listening is pastime of being attentive to speaker and looking to get that means from we hear. According to Rost (2009) listening enables us to apprehend the arena round us and is one of the important factors in inventing a success communication. Rivers in Hasyuni (2006) It approach we apprehend the sound falling on our ears, and take the uncooked fabric of words, preparations of words, and the upward push and fall the voice, and from this fabric we innovative a that means. Listeners have to conquer the speaker's choice of vocabulary, and structure.

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing (Hendrawaty:2019).

The importance of listening is acknowledged by Brown (2001:247) who found in that students always listen more than they speak in the classroom. This means that listening is the most important thing in our daily life, by listening we can explain the meaning.

Following the previous explanation, the researcher concludes that listening is the ability to recognize and understand what others are saying. It is also a complex activity and students can understand what they hear by activating their prior knowledge. Listening is the active process, because listening is not just listening, listening involves many processes. Listening determines the meaning and message of the sound

5. Listening Comprehension

Hamouda (2013, p.117), quoted in Rost's Diary (2002), argues that listening comprehension is viewed as a complex and interactive process in which listeners participate in a dynamic construction of meaning. . Listeners understand spoken input of

various sounds, prior knowledge of vocabulary, grammatical structures, stress and intonation, and use linguistic, paralinguistic, or even non-linguistic cues in contextual pronunciation.

Shang (2008, p.30) quoted from Vandergrift (1999) Listening is a complex activity. Aligning sounds, vocabulary, grammatical structures, and prior knowledge with a variety of listener mental processes.

Acat , et al., (2016, p.212) said that listening is the first language skill an individual acquires in their life and the one they use most for the rest of their life (Ozbay, 2010).

People should be trained in schools, institutes, courses etc. In listening comprehension and correct listening comprehension. Stage of primary education starting in childhood (Richards, 2005).

According to Nunan (2001), listening is a sixstaged process, consisting of hearing, attending, understanding, remembering, evaluating, and responding.;

- a. Hearing is a perception of sound, not necessarily paying attention, you must hear to listen, but you do not need listen to hear.
- b. Paying Attention, it refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

- c. Understanding which consist of analyzing the meaning is what we have heard and understanding symbols we have seen and heard.
- d. Remembering it means that an individual, in addition to receive and interpret the message has also added it to the minds' storage bank, which means that the information will be remembered in our mind
- e. Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message.
- f. Responding, a stage in which, according to response, the speaker checks if the message has been received correctly and giving a good feedback.

6. Listening Comprehension Problems

Hamouda (2013, p.117-118), as quoted in the statement by Goh (2000), argues that hearing difficulties are defined as internal and external characteristics that affect listening, textual comprehension and actual understanding. Life coping problems that are directly related to the cognitive processes that take place in the different stages of listening comprehension.

In general, there are five factors that influence students' difficulties in English listening. These factors are categorized into

different sources dealing with the listening text, the speaker, the teacher, the listener, and the physical environment. The factor is related to the listening text includes the content of the message and the text feature. The factor is related to the speaker includes the speech rate of delivery, various accent, reduced form, redundancy, pronunciation, hesitation, pauses and visual support. The factor is related to teacher is divided into the basic teaching as asking, reinforcement, variation, explanation, opening-closing the lesson, organizing class and focusing group attention or individual. The factor is related to the listener includes lack of background knowledge, lack of topic familiarity, lack of grammar, lack of linguistic knowledge, lack of listening strategies, psychological states, physical problem, and task. The factor is related the physical environment includes noise, poor quality of equipment, and visual clues. Those factors have an impact on students who have difficulties in English listening so it will lead the students' gets poor result.

Gilakjani & Ahmadi (2011) also classified the factors influencing listening comprehension and directly related to EFL listening comprehension into four interrelated categories: listener, speaker, medium, and media factors. Theoretical explanations of listening comprehension give us clues to the problems that students face when listening to a spoken text. However, these perceptions cannot be an exhaustive explanation of these problems.

A specific listening strategy is required not only to overcome student difficulties, but also to improve your own listening skills. Capabilities. Hidayat (2013, p. 22), as quoted in Murphey's (1990) journal, suggests that many English teachers have long recognized that songs and music work well in language teaching. The explanation shows that teachers can use the song as a means to overcome students' hearing problems and improve their hearing ability.

Creativeteacher also uses songs to teach English through songs as they provide a break from the textbook and workbook. The song is new and interesting for you. Therefore, in this situation, the students are particularly motivated to learn to listen.

7. Song

Songs play an important role in the development of young children learning a second language. Evidence of this is the frequency with which songs are used in English classes around the world (Millington, 2011, p. 134). Mustafa Sevik, quoted from As Kirsch's Diary (2006, p. 9), argues that singing is definitely one of the most effective language learning strategies most children report using.

Ratnasari (2007, p.11) said before discussing the effectiveness of songs as a Medium in language learning, here he quotes some definitions of a song from some sources:

Then, According to Grolier (2010), Song is a short musical work set a poetic text with equal importance given to musician to the words. Equal importance being attached to music and lyrics. It can be written for one or more voices and is usually performed with instrumental accompaniment. From the song definitions above, the author concludes that song is a type of work of art intended to be sung with or without instrumental accompaniment.

8. Basics Element of Song

The teacher should know the basic element of song when they choose the song to teach students, they are:

a. Melody

Melody is sweet music, tunefulness, arrangement of notes in a musical expressive succession. A melody in music is a combination based on events or a series, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. The basic elements of melody are duration, level, and quality (timbre, texture, and loudness). Melody consists of one or more musical phrases, motifs, and is usually repeated throughout a song or pieces in various forms.

b. Rythim

Rhythm is simply the timing of the musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as “timed movement through space”.

c. Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song (Shofiyah, 2015, p.9).

9. Kids songs

The kid's song is a series of beautiful words in which there is a message to be conveyed to people who have not yet reached puberty, and beautiful music is presented to them so that they can understand the message (Sofiyah, 2015, p. 9). Nursery Rhyme is a set of cute and simple words compatible with children and easy to remember. Therefore, using nursery rhymes as a means of teaching listening is expected to motivate students in the learning process. You will be more interested and also get illustrations and new vocabulary words to express your idea in English.

10. Characteristic of Kids Song

According to Kasihani (2007, p.114) the characteristics of the songs are created for kids" learning in the classroom are :

- a. Contains words, phrases, or sentences with a particular theme.
- b. Elements of language support in re-re
- c. Generally singing contextual so easy to memorize
- d. The song sung by the movements of the limbs (action songs)
- e. The song can be sung by kids outside the classroom.
- f. Level happily and quickly.

11. Teaching Media

In general, teaching aids refer to all tools that the teacher can use to provide didactic material to the students in the teaching-learning process in order to achieve specific learning goals.

There are some experts who comment on media education. According to Bakri (2011:3), media is the plural form of medium, derived from the Latin word *medius*, meaning "middle". Medio means "between or interval" in Bahasa. The meaning of media directed towards something that provides information (message) between the sender and the receiver of the message.

The teaching media based on Arsyad (2009:4) are media that provide a teaching purpose for message or learning information. Media are means to express messages and information. According

to Heinich et al. in Nurrochim (2013:17-18) they explained that the medium is an intermediary that transmits information between the sender and the receiver. When the media convey teaching messages or information that contain learning purposes, they can be referred to as teaching media. Teaching aids in broad and restricted meaning.

Media in a broader sense are people, materials or events that can create conditions in which learners can acquire new knowledge, skills or attitudes. In this sense, the teacher, the book and the environment are included in the media. While media in the strict sense are graphic, photographic, mechanical and electronic tools that serve to express, process and also transmit visual and verbal information. Furthermore, Briggs explained in Aniqotunnisa (2013:10) that teaching aids are any physical form that can convey a message and stimulate students to learn.

According to Arsyad (2009: 6) -7) the didactic media have some basic criteria, these are:

- a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.

- c. The emphasizing of teaching media is in the visual and audio.
- d. Teaching media is a tool to help teaching-learning process both inside and outside class.
- e. Teaching media used to communicate and interact between teacher and students in teaching-learning process.
- f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)
- g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

Based on the above definition, it can be concluded that the media are related to the technology, the method in the teaching and learning process. In other words, the means are any aids/tools that can be used by the teacher and the student to achieve specific educational goals.

12. Song as Teaching Media

Middle is derived from the Latin word "meaning middle between". The term refers to anything that transmits information between a source and a receiver. In general, it is a means of communication. The media are also considered as the teaching

system of the teaching-learning process. It is issued to facilitate the teacher in achieving the goal of the teaching-learning process.

The teacher can select media from traditional to modern. In this study, the author uses songs as a means to improve students' listening performance. The song consists of lyrics.

Meanwhile, song lyrics can be used as another way for people to communicate with each other (Farhati, 2011). In our daily life we are surrounded by songs. When we hear the song, our brain notices and we can get involved in the song.

Ratnasari (2007, p. 10), quoted from Harmer's Journal (2000), states that music is a powerful stimulus for student participation precisely because it speaks directly to our emotions and allows us to relate them and their effects to our brain to analyze desire. Songs are a good resource for teaching English. First, they're fun. Secondly, they encourage facial expressions, gestures, etc. associated with meaning. Third, they are good at introducing suprasegmental phonetics (stress, rhythm, and intonation). Fourth, the students play a participatory role. Fifth, they can be applied to stages of understanding (listening) or producing (singing). Sixth, there are songs for all levels and ages. Seventh, students learn English very easily through echoic memory.

B. Previous Related Studies

The first previous research of the thesis is from Tuti Masnijar, "The Use Of English Kids' Song To Teach Students' Listening Comprehension" This research was conducted on 6th grade students at MIN 11 Banda Aceh. This study focuses on improving listening competence by using kids songs. The method used is Pre experimental Study. In this study, it was found that the use of Kids song for the students, and its have positive characteristics that were suitable for improving their listening abilities.

The results of the research that resulted were kids' song could increase the students' listening ability. Based on the results of the tests. It was found that the mean score of the-post test was higher than the mean score of the pre-test, $82.72 > 58.54$. It means the students' achievements in listening comprehension have been improved.

Second previous research of the thesis is from Agung Prsetya “.The Effectiveness of Using English Song on Students’ Listening Ability” The purpose of this study was to determine the effectiveness of the use of songs to improve students' listening skills in second grade students at MTs Hidayatul Anam Pasar Minggu, South Jakarta. Methods in this research is a quasi-experimental research.

The instruments used in this study were pre-test and posttest. The technique used in collecting data is quantitative data with t-test. Results study this show that use song media which effective in improving students' of listening skills. This can be seen from the results calculation that the score of students in the experimental class is higher than the class control. Based

on statistical calculations with a significance level of 5%, it shows that t observation (for = 1.896) is greater than t table ($t_{table} = 1,686$). This means that there is an effective use of songs to improve students' listening skills. Therefore it can be concluded that learning listening comprehension using songs is more effective than learning listening comprehension without using songs.

The third previous research is from Fajar Mukhtar "The Students Motivation In English Language Learning of Eight Graders At MTs Darul Amin Palangka Raya". This study aims at the motivation in learning English in the eighth grade in MTs Darul Amin Palangkaraya 2017/2018, and then describes how the motivation use a learning English. Furthermore this research also aims to know what factors behind the motivation in learning English and how teachers motivate students in learning English.

The results showed, (1) Student motivation can be said into the category of moderate class, according to the findings, the researchers concluded that the students' motivation to learn English is 68.07% of the questionnaire results that can be said moderate class, it belongs to the category of "fair motivation ". but also from the results of interviews concluded the students 'motivation to learn English is moderate, students' motivation to learn English because of the fun atmosphere, is the teacher who delivered the material well and the material is easy to understand. (2) The factors behind the motivation to learn English as they like the atmosphere of the English class, are interested in the way English is used in conversation, and believe that students will be able to read and understand

most of the texts in English if students continue to study them, nervous and confused when students speak in English class, students also feel learning English is very interesting, besides that students are also motivated to learn a lot English, students very enjoy learning English. (3) The way teachers motivate students begins with teachers realizing the importance of motivation.

In this case the writer wants to prove that whether the results of the study are still relevant are applied to 7th grade students of junior high school. Then is there an increase in listening scores in 7th grade junior high school students. In addition, the writer also wants to know effectiveness in students by using the kids song learning method.

Table 1.1

Similiarity

Title of Research	Similiarity	Difference
The Use Of English Kids' Song to Improve Students' Listening Comprehension	About listening to English and learning English	Specifically using English kids song for evaluated listening comprehension
The Effectiveness of Using English Song on Students	About listening English and learning English	Specifically using English song for evaluated listening ability

The Students's Motivation In English Language	About learning English	Specifically to know students motivation in learning English
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C. Rationale

Listening is one of the important aspects in understanding English. Listening activities provide input that serves as the basic for language acquisition and support learners to interact and communicate. Listening also provides a lot of input and data needed in language learning, because when people start learning a foreign language, their learning about listening.

Based on the observation learning listening have some obstacle. Many students are not interested in learning listening, because many students are not interested about topics in the basic tape module. The students cannot understand some words because it is not easy to listen. And then the students are not motivated learning listening because feeling too hard and not enjoy the material.

In this case, it is necessary to teach listening that is fun and easy to understand. In this case, teaching English listening requires teachers to create modern media that is fun and easy to understand. In addition, in improving listening comprehension is also very necessary so that they are enthusiastic in learning.

Based on this, the researchers choose kids song as a learning medium. Based on previous research, it can be concluded that kids song as a learning medium can improve students' listening skills. In addition, the

use of kids songs also increases students' interest in learning listening. In addition, other researchers have also shown that the use of kids songs as a medium of learning is a fun activity for students and motivates students to learn listening.

As a result, in this case, the researcher confidently assumes that listening to kids songs effective to teach students in learning listening, to show the hypothesis that using the teaching method using kids songs can increase students listening comprehension.

D. Hypothesis

Based on the theory above. The null hypothesis (H0) and alternative hypothesis (Ha) of the research are stated as follows:

1. Ha1 : There is difference between using kids song and prymary module to teaching listening.
2. Ha2 : There are have a effectiveness in students' listening comprehension based on using kids songs as a medium.
3. H0 : There are have no effectiveness correlation in students' in listening comprehension by using kids songs as the medium.

This study tries to increase effectiveness using kids song to teach listening comprehension at SMP N 3 Tasikmadu. The researcher hopes that kids song are effective to improve students listening comprehension. As he explained recently, the song is fun and interesting stuff, and almost everyone likes it. So, the song will be accepted by all. Students like songs because it helps them to be more intention in learning while the teacher uses it in the

classroom. Then, they listen ability will increase because they pay more attention and are interested in learning process. Using kids songs as a medium in teaching English can increase students listening comprehension at SMPN 3 Tasikmadu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Srinagesh (2006), Experimental research is the theme of this book. This introductory chapter attempts to delineate the scope of the book. The research referred to here is limited to that in science and its byproduct, technology. This demands a closer look at the word “science” itself, followed by the need to define the activity broadly accepted as scientific research. The so-called theoretical research in science(s) is out of our bounds. We also need to steer past quite a few activities colloquially referred to as “research – ing.” Our concern is limited only to experimental research in science. While noting that those who do and enjoy research for its own sake are exceptions, this chapter points out some characteristic features in the working lives of career researchers, who are the rule.

In this research, the Quasi-Experimental Pretest-Posttest Group Design has been used. Quasi-experiments include assignment, but not a random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.

Quasi-experimental designs do not have a random assignment. We do not have the opportunity for a random assignment of students to a teacher or class. The common term for this type of group of

participants is intact. For that, the researcher selected two classes, one is the control class and the other is the experimental class. The research design would be presented as follows :

Table 3.1

Choose Experimental Class	Pre-Test	Treatment	Post-Test
Choose Control Class	Pre-Test	Treatment with Module	Post-Test

In this research, the students are given pre-test to know their basic skills in listening. The result of the pre-test will be used to indicate students' listening to measure their previous skills before treatment. At the end of the program, students will be given post-test in order to know their achievement after the treatment through listening about narrative text.

B. Place and Time

1. Place: The place of this research is at SMP Negeri 3 Tasikmadu, Karanganyar
2. Time: This research time will be conducted on the Seventh grade students of SMP Negeri 3 Tasikmadu in academic year 2022/2023 at August 2022 .

C. Variable of the Research

A variable is something that can change, such as 'gender' and are typically the focus of a study. From the states above can be concluded that variable as classifying data into units. It means that variable can be classified according to how they are measured and according to their function in the research. There were two variables of this research, they were as follows:

1. The independent variable of this research is Kids Song (X)
2. The dependent variable of this research is the students' listening skill (Y).

D. Population and Sample

The research chooses the population with purposive sampling from seventh grade at SMP Negeri 3 Tasikmadu with 64 students. It is should come from the same grade level; seventh grade which are taught by the same teacher. From the population, the sample of this study was the students from one class. As a result, the total fix numbers of the sample are 64 students. The sample is chosen based on the consideration that students at this level have sufficient experience in listening skill.

No.	Class	Sum of Students
1.	VII A (Experimental Class)	32
2.	VII B (Control Class)	32
Total		64

E. Technique of Collecting Data

In this study, the researcher used a test to collect the data. According to Brown (2003), test is a method to measure a persons ability, knowledge or performance. There are two types of tests used, namely pre-test and post test. The two test were used to determine whether or not there was increasing in students understanding of the listening before and after being taught by using kids songs for the experimental class, or without using songs for the control class. The test are in form of fill in the blank with total 10 questions for each pre-test and post-test.

In this research, it has been implemented three steps, they were as follows :

1. Planning

After making the planning, the planning applied based on the research procedures. There were some steps that had been planned. The procedure of making the planning of the research can be seen as follow:

a. Determining the subject

In this case, Seventh grade has been chosen as the subject of the research

b. Administering Pre-test

Pre-test has been given and time at capturing the students' listening skills. The pre-test took during 20 minutes.

c. Giving Treatments

The treatments have been given for experimental class and control class too. In the experimental class it has been used kids song as a media in teaching listening. While in the control class it used conventional way listening has been used

d. Administering the Post-test

Post-test have been done to find out whether there was an increase in students listening achievement or not.

e. Analyzing the data

In analyzing the data, due to knowing the difference between students listening achievement before and after giving the treatments. The data were distributed into the scoring table based on the pre-test and post-test systematically.

2. Application

After making a plan, try to apply the research procedures that have been planned. There are several steps in conducting this research:

- a. At the first meeting, pre-test was given.
- b. After being given the pre-test, the students were given treatment. There are three meetings in the control class and three meetings in the experimental class. Has delivered the

meeting in the experiment class using YouTube videos. While in the control class this study has given treatment using listening skills. Care given in three meetings because to know the difference between the control class and the experimental class significantly.

- c. The last meeting was given post-test.

3. Reporting

In this study, reporting has been carried out for the last procedure. There is two steps in reporting. The steps are as follows:

- a. Analyze the data that has been received from the pre-test and post-test
- b. Make a report of findings.

F. Research Instrument

According to Sugiyono (2010:102) instrument could be an instrument could be an instrument wich is utilized to measure the nature and social Phenomenon being watched

1. Pre-Test

Pre-test is a standard test to survey the samples whether they have known the material that will be delivered or not. Pre-test is usually given before starting the activities in learning something. Pre-test is given to the students before treatment. It consisted of explanation about everything which related to the material and listening skill through missing lyrics in the

English songs. In this pre test the researcher gave the students sheet lyric and asked the students to write down what they listen about the song of the missing lyric

Attachment 3.1

Post-Test Question

Five Little Ducks - COCOMELON

Five little ducks went one day

Over the and far away

Mother duck said, "Quack, quack, quack!"

But only four came back

Four little ducks swimming one day

Over and far

Mother duck said, "Quack, quack, quack!"

But only little ducks came back

Three little ducks went swimming one day

..... the hill and far away

Mother duck said, "Quack, quack, quack!"

But only two little ducks came back

Two ducks went one day

Over the and far

Mother duck said, "Quack, quack, quack!"

But one little duck came back

One little duck went swimming one day

Over the hill far away

Mother duck said, "Quack, quack, quack!"

But no little ducksback

No little ducks swimming one

Over the and far

Mother duck said, "Quack, quack, quack!"

And all the ducks came back!

2. Treatment

The students will be given the treatment. The treatment is about listening and copying song lyrics, imitating words that are considered difficult, singing songs that are heard. Next ask the message of the song and the things that are still considered difficult. Then discuss the things that are still difficult.

3. Post-Test

Post-test is given at the end of the learning activities. This is the final test for the students with same method with the pre-test. This aims in order to get students view about their ability in listening English.

Attachment 3.2

Post-test Question

WASH YOUR HANDS – COCOMELON

When youyour happy days

Doing things like or

Is there you should do

Before you're on your.....?

Freeze! and think!

There arethat you can't see

Wash wash wash your

Let the bubbles do their

Scrub scrub scrub-a-dub

Now you're in thehands club!

When you your happy

Doing things like work or

Issomething you should do

Before you're on your?

Freeze!and think!

Aren't you forgetting something?

Wash washyour hands

Let the do their

Scrub scrub scrub-a-dub

Now you're in the cleanclub!

G. Data Validation

1. Validity

Validity is defined as degree to which a concept accurately measured in quantitative research (Heale& Twycross, 2015) validity and reliability tests are used to see the feasibility and accuracy of the research instrument, which is used to measure the variables of the object under study. The researcher used IBM SPSS Statistics 22 application to test validity of the instrument, and steps are :

- a. Prepare the data which will analyzed.
- b. Open the SPSS app.
- c. Click: “variable view”, change variable view into “String” for Students name and “Numeric” for score.
- d. Click “Data View”, then input students score
- e. Click “Analyze” > “Correlate” > “Bivariate”
- f. Move the variable coloumn, click “Pearson” > “Two-tailed” > “Flag significant correlation” and then “Oke”

- g. And the result will appear. The instrument is valid if the correlation value (pearson correlation) is positive, and the probability value (Sig.(2-tailed)) < significant value (α 0,05)

2. Reability

Instrument reability refers to the stability and consistency of the developed instrument (Creswell: 2010). Steps to test reability of the instrument using SPSS are :

- a. Click “Analyze” > “Scale” > “Reability Analysis”
- b. Move the variables to the “Items”. Make sure the model is set as “Alpha” and then click Oke
- c. And the result will appear

The reability rating of the instrument is expressed in Alpha Cronbach:

Table 3.2

The Alpha Cronbach Value

Alpha Cronbach Value	Interpretation
$\alpha > 0,9$	Excellent
$0,9 > \alpha > 0,8$	Good
$0,8 > \alpha > 0,7$	Acceptable
$0,7 > \alpha > 0,6$	Questionable
$0,6 > \alpha > 0,5$	Poor
$0,5 > \alpha$	Unacceptable

H. Technique of Analyzing Data

1. Descriptive Analysis

The descriptive analysis consist of mean, mode, median, and standard deviation. The researcher used IBM SPSS Statistics 22 application to find out the mean, median, mode and standard deviation of the data. The steps are as follows :

- a. Prepare the data which will be analyzed
- b. Open the SPSS app
- c. After the SPSS worksheet is opened, click on “Variable View”, write the name of the variable and type of the data which will be used
- d. After that, fill in the data for each variable that has been created, by clicking Data View and then data entry
- e. Do the descriptive analysis by clicking on the menu: “Analyze” > “Descriptive Statistics” > “Frequencies”
- f. Move the variable which will be analyzed by first clicking on the variable then move it to the right coloumn by clicking arrow, and tick “Display”
- g. After that click on “Statistics” and tick “Mean”, “Median”, “Mode”, “Sum”, “Std Deviation”, “Minimum”, “Maximum”. Then click “Continue” and “OK”.
- h. And the output will appear

2. Pre-requisite Test

a. Normality Test

Normality test is a test used to determine whether the data is normally distributed or not. The steps are as follows:

1. Input the data in the “Variable View” and “Data View”
2. Click on the menu: “Analyze” > “Descriptive Statistics”> “Explore”
3. In The Explore window, move the variables that will be tested to the “Dependent List” and “Factor List” columns.
4. Click “Both” on Display, click “Plots” on the upper right side, then check the Normality plots with tests, click “Continue” then click “OK”
5. And then the normality test results will appear. If the significance value (Sig.) > 0,05, then the research data is normally distributed. On the other hand, if significance value (Sig.) < 0,05, then the research data is not normally distributed.

b. Homogeneity Test

The homogeneity test is used to determine whether several population variants are homogeneous or heterogeneous. The steps are as follows:

1. Click “Analyze” > “Compare Means” > “One-Way ANOVA”
2. Move the outcome variable into “Dependent List” box and move the grouping variable into “Factor” box, and then click “Options”
3. In the statistics table click the homogeneity of variance test box
4. Click “Continue” and then click “OK”
5. And then the homogeneity test results will appear. If the significance value (Sig.) > 0,05, then the data is homogeneous. But, if the value (Sig.) < 0,05, then the data population group is not homogeneous.

3. Hypothesis Test

The independent sample t-test is conducted to compare the difference between the post test results of the students from the experiment class and the post test results of the students from the control class.

- a. Open the worksheet with the data that will be tested in the SPSS
- b. Input the data in the variable
- c. Click on the menu: “Analyze”, “Compare Means”, then “Independent-Samples T Test”
- d. Select the dependent variable from the left window.

- e. Click “Define Groups” (for example: type: 1 for the control group and type 2 for experiment group), click “Continue”, and then click “OK”
- f. And then the hypothesis test/independent sample t-test results will appear. If the value of Sig. (2-tailed) $< 0,05$, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. But, if the value of Sig. (2tailed) $> 0,05$, then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher describes about research findings that include data description, data analysis, and data interpretation.

A. Research Findings

In this section, the researcher presents the data obtained from the research. The data obtained are the validity and reliability ratings of the instrument obtained from the class that were not used as research subjects, pre-test ratings of the experimental and control class, performed before the students were treated, and the post-test Experimental and control class results obtained after administration of different treatments. Class 7A as an experimental class, was taught listening comprehension materials using kids songs, while class 7B, as a control class, used only a package module and a total of 10 questions for each pretest and posttest.

B. Data Descriptions

To describe the effectiveness of using Kids song as a medium for students' listening skills, the researcher provided pre-test data before teaching, as a post-test that would be used as data in the study. Both from the test, pre-test, and post-test the researcher gave a listening test, having completed the field research, the researcher got the following scores:

1. Data of Experiment Class

The following are the data of the pre-test and post-test score of students in the experimental class who were taught using kids song

Table 4.1

Result of experimental class

Name	Pre-Test Score	Post-Test Score
Student 1	60	75
Student 2	75	80
Student 3	50	55
Student 4	85	85
Student 5	70	70
Student 6	60	65
Student 7	80	85
Student 8	65	60
Student 9	55	75
Student 10	70	75
Student 11	65	60
Student 12	85	90
Student 13	65	70
Student 14	75	80
Student 15	60	70
Student 16	70	75
Student 17	90	95
Student 18	85	90
Student 19	55	65
Student 20	65	75
Student 21	85	85
Student 22	70	65
Student 23	75	80
Student 24	90	90
Student 25	55	70
Student 26	75	75
Student 27	65	80
Student 28	80	85
Student 29	80	90
Student 30	55	65
Student 31	65	65

Student 32	70	80
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From the data above, the descriptive analysis was then carried out with the following result:

Table 4.2

Descriptive Statistics of Pre-Test and Post-Test Score of the Experimental Class

Statistics			
		PRE_EXP	POST_EXP
N	Valid	32	32
	Missing	0	0
Mean		70,31	75,78
Median		70,00	75,00
Mode		65	75
Std. Deviation		11,140	10,248
Minimum		50	55
Maximum		90	95
Sum		2250	2425

The table above shows that the students' learning outcomes of listening pre-test scores in the experimental class. The data shows that the maximum score is 90 and the minimum score is 50. The average pre-test score is 70.31.

The table above shows that the students' learning outcomes of listening post-test scores in the experimental class. The data shows that the maximum score is 100 and the minimum score is 70. The post-test mean score is 75.78.

Based on the explanation above, it shows that the results of the post-test in the experimental class experienced a significant increase after being given treatment. The post-test average was better than the pre-test average, which was $75.78 > 70.31$.

The table Showed the frequency of distribution of the experimental class students pre-test score:

Table 4.3
Frequency of Distribution of Pre-Test Scores in Experimental Class

PRE_EXP					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3,1	3,1	3,1
	55	4	12,5	12,5	15,6
	60	3	9,4	9,4	25,0
	65	6	18,8	18,8	43,8
	70	5	15,6	15,6	59,4
	75	4	12,5	12,5	71,9
	80	3	9,4	9,4	81,3
	85	4	12,5	12,5	93,8
	90	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

It can be seen that there are 1 students who got score 50, 4 students got score 55, 3 students got score 60, 6 students got score 65, 5 students got score 70, 4 students got score 75, 3 students got score 80, 5 students got score 85 and 2 students got score 90. And below is the frequency distribution table of the experimental class students post-test score :

Table 4.4
Frequency Distribution of Post-Test Scores in Experimental
Class

POST_EXP					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3,1	3,1	3,1
	60	2	6,3	6,3	9,4
	65	5	15,6	15,6	25,0
	70	4	12,5	12,5	37,5
	75	6	18,8	18,8	56,3
	80	5	15,6	15,6	71,9
	85	4	12,5	12,5	84,4
	90	4	12,5	12,5	96,9
	95	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

It showed that there are 1 students who got score 55, 2 students got score 60, 5 students got score 65, 4 students got score 70, 6 students got score 75, 5 students got score 80, 4 students got score 85, 4 students got score 90 and 1 students got score 95.

2. Data of Control Class Students

The following are the data of pre-test and post-test scores of students in the control class who were not taught using kids song (taught with primary module)

Table 4.5

Result of control class

Name	Pre-Test Score	Post-Test Score
Student 1	55	60
Student 2	75	75
Student 3	55	50
Student 4	70	80
Student 5	80	80
Student 6	60	65
Student 7	85	75
Student 8	60	65
Student 9	55	70
Student 10	65	75
Student 11	70	65
Student 12	80	85
Student 13	65	65
Student 14	75	80
Student 15	70	70
Student 16	60	75
Student 17	85	85
Student 18	80	95
Student 19	60	65
Student 20	65	70
Student 21	90	90
Student 22	70	65
Student 23	70	75
Student 24	90	85
Student 25	55	65
Student 26	70	75
Student 27	65	70
Student 28	85	80
Student 29	80	95
Student 30	55	60
Student 31	70	75
Student 32	65	75

From the data above, the descriptive analysis was then carried out with the following results:

Table 4.6
Descriptive Statistic of Pre-Test and Post-Test Score of the
Control Class

Statistics			
		PRE_CTRL	POST_CTRL
N	Valid	32	32
	Missing	0	0
Mean		69,84	73,75
Median		70,00	75,00
Mode		70	75
Std. Deviation		10,738	10,239
Minimum		55	50
Maximum		90	95
Sum		2235	2360

The table above shows that the students' learning outcomes of listening pre-test scores in the Control class. The data shows that the maximum score is 90 and the minimum score is 55. The average pre-test score is 69,54.

The table above shows that the students' learning outcomes of listening post-test scores in the control class. The data shows that the maximum score is 95 and the minimum score is 50. The post-test mean score is 73,75.

Based on the explanation above, it shows that the results of the post-test in the control class experienced a significant increase after being given treatment. The post-test average was better than the pre-test average, which was $73,75 > 69,54$.

The table below showed the frequency distribution of the control class students pre-test scores:

Table 4.7

Frequencies Distribution of Pre-Test Score in Control Class

Pre-Test Control Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	5	15,6	15,6	15,6
	60	4	12,5	12,5	28,1
	65	5	15,6	15,6	43,8
	70	7	21,9	21,9	65,6
	75	2	6,3	6,3	71,9
	80	4	12,5	12,5	84,4
	85	3	9,4	9,4	93,8
	90	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

It can be seen that there are 5 students who got score 55, 4 students got score 60, 5 students got score 65, 7 students got score 70, 2 students got score 75, 4 students got score 80, 3 students got score 85 and 2 students got score 90. And below is the frequency distribution table of the experimental class students post-test scores:

Table 4.8

Frequency Distribution of Post-Test Scores in Control Class

POST_CTRL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3,1	3,1	3,1
	60	2	6,3	6,3	9,4
	65	7	21,9	21,9	31,3
	70	4	12,5	12,5	43,8
	75	8	25,0	25,0	68,8

	80	4	12,5	12,5	81,3
	85	3	9,4	9,4	90,6
	90	1	3,1	3,1	93,8
	95	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

It showed that there are 1 students got score 50, 2 students got score 60, 7 students got score 65, 4 students got score 70, 8 students got score 75, 4 students got score 80, 3 students got score 85, 1 students got score 90 and 1 students got score 95.

C. Analyzing Data

1. Normality Testing

Normality test is a test used to determine whether the data is normally distributed or not. In the normality test there is an indicator called the significance value. If the data has a significance value higher than 0,05, it means the data is normal, both for Kolmogorof-Smirnof and for Shapiro Wilk. The difference in the use of two is in the number of samples used. If the sample is less than 50, then Shapiro Wilk is more suitable for use in normality test. Meanwhile, for large samples of more than 50, the kolmogorov-Smirnov is used for more accurate results. In this case, the total of this research sample is 64 samples, then the Kolmogorov-Smirnov test is used. The following are the result of the normality test:

Table 4.9**Test of Normality**

Tests of Normality							
	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	PRE_EXP	0,121	32	0,200	0,957	32	0,23
	POST_EXP	0,104	32	0,200	0,966	32	0,406
	PRE_CTRL	0,15	32	0,063	0,935	32	0,053
	POST_CTRL	0,139	32	0,12	0,964	32	0,348

As explained in the previous, that if the significance value (Sig.) $> 0,05$, then the research data is normally distributed. On the other hand, if the significance value (Sig.) $< 0,05$, then the research data is not normally distributed. Based on the table above, the normality test result of pre-test in experimental group showed that the (Sig.) was $0,200 > 0,05$, and the normality test result of post-test in experimental group was $0,200 > 0,05$. It means both pre-test and post-test results in experimental class were normally distributed. Also for normality test result of pre-test in control group showed that the (sig.) was $0,063 > 0,05$, and the normality test result of post-test in control group was $0,12 > 0,05$. Its means both pre-test and post-test results in control class were also normally distributed.

2. Homogeneity Testing

After it was known that the research data were normally distributed, then the homogeneity test was carried out. Homogeneity test is a test used to determine whether data variants from two or more group are homogeneous or heterogeneous. Here is the result of the homogeneity test:

Table 4.10

Test of Homogeneity

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
0,199	3	124	0,897

In the homogeneity test result, if the significance value (Sig.) $> 0,05$, then the data is homogeneous. But, if the significance value (Sig.) $< 0,05$, then the data population group is not homogeneous. And the result showed that the significance value (Sig.) was $0,897 > 0,05$, which means the research data was homogeneous.

D. Hypothesis Testing

The purpose of hypothesis testing is to decide whether the hypothesis being tested rejected or accepted. In this study, the researcher used the independent sample t-test. Independent sample t-test is a test used to

compare the means of two independent groups to determine whether there is statistical evidence that the means of related data are significantly different. In this case, the data being compared are the post- test score of the experimental class and the control class, and the result of the independent sample t-test are in the table below:

Table 4.11

Independent sample T-Test

Independent Samples Test										
		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the	
Score	Equal variances assumed	0,004	0,949	10,776	62	0,000	23,750	2,204	19,344	28,156
	Equal variances not assumed			10,776	61,918	0,000	23,750	2,204	19,344	28,156

If the value of sig. (2-tailed) $< 0,05$, then the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. Meanwhile the value of Sig. (2-tailed) $> 0,05$, then the alternative hypothesis (Ha) is rejected and the null hypothesis (H0) is accepted. Based on the results of the hypothesis test in the table above, it shows that the value of Sig. (2-tailed) is $0,000 < 0,05$. Then it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected, which means there is significant effect of using English kids song in teaching listening at seventh grade students of SMPN 3 Tasikmadu.

E. Discussion

Based on the results of the study, it shows that the use of English kids song has a positive effect to students. The reason why the use of kids songs in the classroom has a positive impact for learners who are learning a language especially listening is because kids song can be change the atmosphere of a classroom or prepare students for new activities, it also can entertain and amuse the students.

The use of English kids song can be motivating media for students to study the subject. It can also be a fun and exciting tool. It draws students attention to learning. That's why using English kids song in the classroom can help students overcome the difficulties in learning listening English.

In fact, the use of English kids song as teaching media makes it easier for students to remember the material being taught because according to Ratnasari (2007) quoted from Harmer's Journal (2000) that the music is a powerful stimulus for student participation precisely because it speaks directly to our emotions and allows us to relate them and their effects to our brain to analyze desire. With this theory, the researcher then aims to determine the effectiveness of English kids song to teach listening.

The use of English kids song as a teaching media was then tested on the teaching listening. According to Goh (2000) argues that listening difficulties are defined as internal and external characteristics that affect listening, textual comprehension and actual understanding. In this study try to solve that the

problem. This study there were two groups namely experimental and control group. Both groups were given a pre-test with the same question before being given treatment. Furthermore, the two classes were given treatment. The experimental class with English kids song and the control class with primary module to study listening. After being given treatment both experimental and control classes then did a post test to see if there was a difference in score between the two.

From all the data has been collected, several steps of testing or data analysis are carried out. First, from the pre-test and post-test scores, a normality test was conducted to determine whether the data was normally distributed, after that a homogeneity test was conducted to determine the data was homogeneous, then the hypothesis test was carried out from the post-test score data of the two classes to find out the result of the research.

Based on data analysis it is known that the average value of the experimental class is 70,31 in the pre-test and 75.78 in the post-test. But the average value of the control class is 69.84 in the pre-test and 73.75 in the post-test. Based on the above calculations, the experimental class got better results than the control class.

Before deciding the results of the hypothesis, the authors interpret the following procedures. If the value $\text{Sig. (2-tailed)} < 0,05$, then the alternative Hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Meanwhile, if the value of $\text{Sig. (2-tailed)} > 0,05$, then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. Based on these data

its shows that the value of sig (2-tailed) is $0.000 < 0,05$, then H_a is accepted and H_0 is rejected. This means that Kids song has a significant effect to teach student listening.

From the explanation above, the author concludes that reality means that in this study there is a significant effectiveness of using kids songs to teach students' listening.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the result of research on the effectiveness of kids song to teach listening of the SMPN 3 Tasikmadu students. This Chapter consists of conclusion and suggestion.

A. Conclusion

The objectives of this research are to find out whether there is significant difference between the scores of students who are taught listening comprehension using kids song and the scores of the students who are taught listening comprehension using teacher package module and to find out whether the use of kids song is effective in teaching students listening at Seventh grade SMPN 3 Tasikmadu.

Based on finding and interpretation in the previous chapter it can be concluded. There is significant difference between the scores of the students who are taught listening using kids song and the scores of students who are taught listening using teacher package module. It is proven by the results of hypothesis testing which show that the value of sig (2-tailed) is 0,000 which is lower than 0,05. Based on the results of the hypothesis test, it shows that the value of sig (2-tailed) is $0,000 < 0,05$. Then it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected

And then, the use of Kids Song is effective in teaching listening at the seventh grade of SMPN 3 Tasikmadu academic year 2022/2023. It is based on the data obtained in the previous chapter, it shows that the mean of post-test

score of control class is 69,54 , while the mean post-test score of experimental class is 75,78 . It means the score of experimental class was taught listening using kids song is higher than the score of control class which was only taught using teacher package module.

B. Suggestion

Based on the results of the study which showed that there was a significant difference between the scores of the students who were taught listening using package teacher module and students who were taught with kids song were higher, the researcher would like to give the following suggestions:

1. For the Teachers

Based on the results of the research which shows that the use of Kids song is effective to teach listening to students, it would be better for teachers to consider using kids song as teaching media to teach listening. It is also recommended for teachers to use more learning media, in this case Kids song or even other media to teach students, in addition to making material easier to understand, the use of Kids song make the class atmosphere more enjoy and make students not feel bored.

2. For the Students

It is suggested for students to be more enthusiastic in learning listening, because listening is fundamental points in English language. Students can use Kids song as a medium for learning

listening and can also discuss it with their friends so that learning listening can be fun and enjoyable.

3. For the Other Researchers

It is suggested that other researchers can do more research on the use of Kids song as media for teaching listening or in other areas, by improving research procedures so that the results obtained are better, as well as to ensure that the use of Kids song has a positive effect on students.

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APPENDICES

Appendix 1. List of Students Name Experimental Class

Experimental Class			
No.	NIS	Name	Gender
1	2873	ABABIL CHOIRULRIJAL SOLIKHIN	L
2	2874	ADELIA PUTRI MARDIANA	P
3	2875	ANDRA ADRIANSYAH PRAKASA	L
4	2876	ANGGIT YUDA ADITYA	L
5	2877	ANINDYA ISNAN MUHFIFTU AFIFA	P
6	2878	AULIA MUNA NUR AFIFAH	P
7	2879	BAYU TRI SYAHWALAN	L
8	2880	BLINGAR BAKTI KUSUMA	L
9	2881	CHASKA RENGGAR NURULLAH	L
10	2882	DESVITA PUTRI LESTARI	P
11	2883	DIDIK ESWANTO	L
12	2884	EKO BUDI HARSONO	L
13	2885	FADZAN FADILLAH SUTAWALDOYO	L
14	2886	FAHRI MUHAMMAD YULIANSA	L
15	2887	FATIH NUR IBTISYAMAH	P
16	2888	HASNA KHOYYIROH	P
17	2889	JOVANY GARINDHA NOVALYNO	L
18	2890	LUTFIAH NADINA WIBOWO	P
19	2891	LUTFIANNAS BUDIANTO	L
20	2892	MUHAMMAD RADITYA NUGROHO	L
21	2893	NAFISA NUR LAILA	P
22	2894	NUR AINI	P
23	2895	PRAMITA RUSIANA HEKI SAPUTRI	P
24	2896	QUINSHA NABIL PAMBUDI	P
25	2897	RANI AYU RAHMAWATI	P
26	2898	REVA TRIANTIKA	P
27	2899	RISTI WAHYUNINGSIH	P
28	2900	SERLY ANGGRAINI	P
29	2901	SYAIFUDIN	L
30	2902	UBET VALENTINO	L
31	2903	YUSUF WISNU PRATAMA	L
32	2904	ZORA WIDYANATA	P
TOTAL: 32 L: 16 P: 16			

Appendix 2. List of Students Name Control Class

Control Class			
No.	NIS	Name	Gender
1	2905	AFRIZAL ROSSIANO IRFANSYAH	L
2	2906	APRILIA PUTRI DAMAYANTI	P
3	2907	AZZAHRA PUTRI ARINTAN	P
4	2908	DIAS PUTRI ANDINI	P
5	2909	DWI WAHYU SRI LESTARI	P
6	2910	FANDRA ARDIMAS SAPUTRA	L
7	2911	HANIF MULYA AR RAHMAH	L
8	2912	ILYAS MAULANA IBRAHIM	L
9	2913	IVO GANDA IBRAHIM	L
10	2914	KHAIRULNISA AZAHRA CHRISTIN FADILAH	P
11	2915	LUTHFIAH NUR ANGGRAINI	P
12	2916	MUHAMMAD EZZA ARRASYID	L
13	2917	MUHAMMAD NUZLAL FAKHRURROZY	L
14	2918	MUHAMMAD RIDHO	L
15	2919	MUHAMMAD WAHYU RIFAI	L
16	2920	NADIA WULANDARI	P
17	2921	NAUFAL ARFA ROIF	P
18	2922	NAUFAL ARLISANO	L
19	2923	NEZA BUNGA AYU MAHARANI	P
20	2924	QOLBY RAYA WARDANI	P
21	2925	RANUM PRAMUDHANI	P
22	2926	REVAN BINTANG KURNIA	L
23	2927	REZA ANDREA PASYAH	L
24	2928	RIDHO BAGUS APRILIYANTO	L
25	2929	RISQULLAH RAFIK PRIYAMBADA	L
26	2930	RIZAL AHMAD MULADI	L
27	2931	SINDY AULIA PUTRI	P
28	2932	SULISTIYO RIDWAN ISKANDAR	L
29	2933	TIARA IKHSANI	P
30	2934	UCIE ARTHANINGRUM	P
31	2935	VANNESSA EKA PARINTINA PUTRI CAHAYA	P
32	2936	YUNI NOVITA SARI	P
TOTAL: 32 L: 16 P: 16			

Appendix 3. Experimental Class Student Score

Nama Siswa	Score Pre Test	Score Post Test
Siswa 1	60	80
Siswa 2	80	100
Siswa 3	70	90
Siswa 4	50	80
Siswa 5	50	80
Siswa 6	80	90
Siswa 7	70	90
Siswa 8	60	100
Siswa 9	80	100
Siswa 10	70	100
Siswa 11	80	90
Siswa 12	50	80
Siswa 13	60	80
Siswa 14	90	100
Siswa 15	60	90
Siswa 16	70	80
Siswa 17	70	100
Siswa 18	70	90
Siswa 19	80	100
Siswa 20	60	90
Siswa 21	70	80
Siswa 22	50	80

Siswa 23	60	90
Siswa 24	60	70
Siswa 25	70	100
Siswa 26	80	100
Siswa 27	90	100
Siswa 28	70	90
Siswa 29	80	90
Siswa 30	70	100
Siswa 31	90	100
Siswa 32	70	80

Appendix 4. Control Class Students Score

Nama Siswa	Pre-Test	Post-Test
Siswa 1	80	70
Siswa 2	60	60
Siswa 3	50	60
Siswa 4	70	80
Siswa 5	80	60
Siswa 6	50	60
Siswa 7	60	70
Siswa 8	50	70
Siswa 9	90	70
Siswa 10	70	60
Siswa 11	50	60
Siswa 12	70	70
Siswa 13	80	70
Siswa 14	90	80
Siswa 15	70	70
Siswa 16	80	80
Siswa 17	60	70
Siswa 18	60	60
Siswa 19	70	60
Siswa 20	80	60
Siswa 21	70	70
Siswa 22	60	60

Siswa 23	50	60
Siswa 24	90	90
Siswa 25	80	80
Siswa 26	60	70
Siswa 27	70	60
Siswa 28	50	50
Siswa 29	60	70
Siswa 30	60	60
Siswa 31	70	60
Siswa 32	70	60

Appendix 5. The difference in scores between pre-test and post-test experimental class

Responden	Test		Deviation $X=X_2 - X_1$	Deviation Kuadrat
	Pre- Test (X_1)	Post- Test (X_2)		
Siswa 1	60	80	20	400
Siswa 2	80	100	20	400
Siswa 3	70	90	20	400
Siswa 4	50	80	30	900
Siswa 5	50	80	30	900
Siswa 6	80	90	10	100
Siswa 7	70	90	20	400
Siswa 8	60	100	40	1600
Siswa 9	80	100	20	400
Siswa 10	70	100	30	900
Siswa 11	80	90	10	100
Siswa 12	50	80	30	900
Siswa 13	60	80	20	400
Siswa 14	90	100	10	100
Siswa 15	60	90	30	900
Siswa 16	70	80	10	100
Siswa 17	70	100	30	900
Siswa 18	70	90	20	400
Siswa 19	80	100	20	400

Siswa 20	60	90	30	900
Siswa 21	70	80	10	100
Siswa 22	50	80	30	900
Siswa 23	60	90	30	900
Siswa 24	60	70	10	100
Siswa 25	70	100	30	900
Siswa 26	80	100	20	400
Siswa 27	90	100	10	100
Siswa 28	70	90	20	400
Siswa 29	80	90	10	100
Siswa 30	70	100	30	900
Siswa 31	90	100	10	100
Siswa 32	70	80	10	100
TOTAL	$\Sigma x_1 = 2220$	$\Sigma x_2 = 2890$	$\Sigma x = 670$	$\Sigma x^2 = 16500$

Appendix 6. The difference in scores between pre-test and post-test control class

Responden	Test		Deviation	Deviation
	Pre- Test (X1)	Post- Test (X2)	$X=X2 - X1$	Kuadrat
Siswa 1	80	70	-10	100
Siswa 2	60	60	0	0
Siswa 3	50	60	10	100
Siswa 4	70	80	10	100
Siswa 5	80	60	-20	400
Siswa 6	50	60	10	100
Siswa 7	60	70	10	100
Siswa 8	50	70	20	400
Siswa 9	90	70	-20	400
Siswa 10	70	60	-10	100
Siswa 11	50	60	10	100
Siswa 12	70	70	0	0
Siswa 13	80	70	-10	100
Siswa 14	90	80	-10	100
Siswa 15	70	70	0	0
Siswa 16	80	80	0	0
Siswa 17	60	70	10	100
Siswa 18	60	60	0	0
Siswa 19	70	60	-10	100

Siswa 20	80	60	-20	400
Siswa 21	70	70	0	0
Siswa 22	60	60	0	0
Siswa 23	50	60	10	100
Siswa 24	90	90	0	0
Siswa 25	80	80	0	0
Siswa 26	60	70	10	100
Siswa 27	70	60	-10	100
Siswa 28	50	50	0	0
Siswa 29	60	70	10	100
Siswa 30	60	60	0	0
Siswa 31	70	60	-10	100
Siswa 32	70	60	-10	100
TOTAL	$\Sigma y_1 = 2160$	$\Sigma y_2 = 2130$	$\Sigma y = -30$	$\Sigma y^2 = 3300$

Appendix 7. Validity Test

Pre-Test

Correlations

		Skor 1	Skor 2	Skor 3	Skor 4	Skor 5	Skor 6
Skor 1	Pearson Correlation	1	,072	-,160	-,237	-,306	-,160
	Sig. (2-tailed)		,693	,382	,192	,088	,382
	N	32	32	32	32	32	32
Skor 2	Pearson Correlation	,072	1	-,160	,227	-,306	-,014
	Sig. (2-tailed)	,693		,382	,211	,088	,941
	N	32	32	32	32	32	32
Skor 3	Pearson Correlation	-,160	-,160	1	-,014	,307	-,247
	Sig. (2-tailed)	,382	,382		,941	,087	,173
	N	32	32	32	32	32	32
Skor 4	Pearson Correlation	-,237	,227	-,014	1	,133	-,014
	Sig. (2-tailed)	,192	,211	,941		,469	,941
	N	32	32	32	32	32	32
Skor 5	Pearson Correlation	-,306	-,306	,307	,133	1	-,108
	Sig. (2-tailed)	,088	,088	,087	,469		,555
	N	32	32	32	32	32	32
Skor 6	Pearson Correlation	-,160	-,014	-,247	-,014	-,108	1
	Sig. (2-tailed)	,382	,941	,173	,941	,555	
	N	32	32	32	32	32	32
Skor 7	Pearson Correlation	-,163	-,331	-,065	-,331	,094	,094
	Sig. (2-tailed)	,373	,064	,725	,064	,607	,607
	N	32	32	32	32	32	32
Skor 8	Pearson Correlation	-,237	-,082	-,306	-,082	-,014	,425 [*]

	Sig. (2-tailed)	,192	,655	,088	,655	,941	,015
	N	32	32	32	32	32	32
Skor 9	Pearson Correlation	,028	,028	-,062	,028	,222	-,488**
	Sig. (2-tailed)	,879	,879	,736	,879	,222	,005
	N	32	32	32	32	32	32
Skor 10	Pearson Correlation	-,054	-,054	-,289	-,197	,119	-,289
	Sig. (2-tailed)	,770	,770	,109	,279	,517	,109
	N	32	32	32	32	32	32
Skor total	Pearson Correlation	-,095	,148	,018	,209	,478**	,075
	Sig. (2-tailed)	,605	,419	,922	,251	,006	,681
	N	32	32	32	32	32	32

Correlations

		Skor 7	Skor 8	Skor 9	Skor 10	Skor total
Skor 1	Pearson Correlation	-,163	-,237	,028	-,054	-,095
	Sig. (2-tailed)	,373	,192	,879	,770	,605
	N	32	32	32	32	32
Skor 2	Pearson Correlation	-,331	-,082	,028	-,054	,148
	Sig. (2-tailed)	,064	,655	,879	,770	,419
	N	32	32	32	32	32
Skor 3	Pearson Correlation	-,065	-,306	-,062	-,289	,018
	Sig. (2-tailed)	,725	,088	,736	,109	,922
	N	32	32	32	32	32
Skor 4	Pearson Correlation	-,331	-,082	,028	-,197	,209
	Sig. (2-tailed)	,064	,655	,879	,279	,251
	N	32	32	32	32	32

Skor 5	Pearson Correlation	,094	-,014	,222	,119	,478**
	Sig. (2-tailed)	,607	,941	,222	,517	,006
	N	32	32	32	32	32
Skor 6	Pearson Correlation	,094	,425*	-,488**	-,289	,075
	Sig. (2-tailed)	,607	,015	,005	,109	,681
	N	32	32	32	32	32
Skor 7	Pearson Correlation	1	,342	-,031	,059	,235
	Sig. (2-tailed)		,056	,868	,750	,195
	N	32	32	32	32	32
Skor 8	Pearson Correlation	,342	1	,028	,090	,452**
	Sig. (2-tailed)	,056		,879	,625	,009
	N	32	32	32	32	32
Skor 9	Pearson Correlation	-,031	,028	1	,592**	,553**
	Sig. (2-tailed)	,868	,879		,000	,001
	N	32	32	32	32	32
Skor 10	Pearson Correlation	,059	,090	,592**	1	,409*
	Sig. (2-tailed)	,750	,625	,000		,020
	N	32	32	32	32	32
Skor total	Pearson Correlation	,235	,452**	,553**	,409*	1
	Sig. (2-tailed)	,195	,009	,001	,020	
	N	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Post Test

Correlations

		Skor_01	Skor_02	Skor_03	Skor_04	Skor_05
Skor_01	Pearson Correlation	1	-,122	,527**	-,122	-,122
	Sig. (2-tailed)		,507	,002	,507	,507
	N	32	32	32	32	32
Skor_02	Pearson Correlation	-,122	1	-,103	,264	-,103
	Sig. (2-tailed)	,507		,573	,144	,573
	N	32	32	32	32	32
Skor_03	Pearson Correlation	,527**	-,103	1	,264	-,103
	Sig. (2-tailed)	,002	,573		,144	,573
	N	32	32	32	32	32
Skor_04	Pearson Correlation	-,122	,264	,264	1	,264
	Sig. (2-tailed)	,507	,144	,144		,144
	N	32	32	32	32	32
Skor_05	Pearson Correlation	-,122	-,103	-,103	,264	1
	Sig. (2-tailed)	,507	,573	,573	,144	
	N	32	32	32	32	32
Skor_06	Pearson Correlation	-,122	-,103	-,103	-,103	-,103
	Sig. (2-tailed)	,507	,573	,573	,573	,573
	N	32	32	32	32	32
Skor_07	Pearson Correlation	-,098	-,083	-,083	-,083	-,083
	Sig. (2-tailed)	,595	,651	,651	,651	,651
	N	32	32	32	32	32
Skor_08	Pearson Correlation	-,122	-,103	-,103	-,103	-,103

	Sig. (2-tailed)	,507	,573	,573	,573	,573
	N	32	32	32	32	32
Skor_09	Pearson Correlation	-,098	,360*	-,083	-,083	,360*
	Sig. (2-tailed)	,595	,043	,651	,651	,043
	N	32	32	32	32	32
Skor_10	Pearson Correlation	,098	,452**	-,138	-,138	-,138
	Sig. (2-tailed)	,595	,009	,450	,450	,450
	N	32	32	32	32	32
Skor_total	Pearson Correlation	,334	,497**	,375*	,375*	,254
	Sig. (2-tailed)	,061	,004	,034	,034	,160
	N	32	32	32	32	32

Correlations

		Skor_06	Skor_07	Skor_08	Skor_09	Skor_10
Skor_01	Pearson Correlation	-,122	-,098	-,122	-,098	,098
	Sig. (2-tailed)	,507	,595	,507	,595	,595
	N	32	32	32	32	32
Skor_02	Pearson Correlation	-,103	-,083	-,103	,360*	,452**
	Sig. (2-tailed)	,573	,651	,573	,043	,009
	N	32	32	32	32	32
Skor_03	Pearson Correlation	-,103	-,083	-,103	-,083	-,138
	Sig. (2-tailed)	,573	,651	,573	,651	,450
	N	32	32	32	32	32
Skor_04	Pearson Correlation	-,103	-,083	-,103	-,083	-,138
	Sig. (2-tailed)	,573	,651	,573	,651	,450
	N	32	32	32	32	32

Skor_05	Pearson Correlation	-,103	-,083	-,103	,360*	-,138
	Sig. (2-tailed)	,573	,651	,573	,043	,450
	N	32	32	32	32	32
Skor_06	Pearson Correlation	1	,360*	-,103	-,083	-,138
	Sig. (2-tailed)		,043	,573	,651	,450
	N	32	32	32	32	32
Skor_07	Pearson Correlation	,360*	1	-,083	-,067	-,111
	Sig. (2-tailed)	,043		,651	,717	,545
	N	32	32	32	32	32
Skor_08	Pearson Correlation	-,103	-,083	1	-,083	-,138
	Sig. (2-tailed)	,573	,651		,651	,450
	N	32	32	32	32	32
Skor_09	Pearson Correlation	-,083	-,067	-,083	1	,244
	Sig. (2-tailed)	,651	,717	,651		,178
	N	32	32	32	32	32
Skor_10	Pearson Correlation	-,138	-,111	-,138	,244	1
	Sig. (2-tailed)	,450	,545	,450	,178	
	N	32	32	32	32	32
Skor_total	Pearson Correlation	,133	,155	,011	,448*	,405*
	Sig. (2-tailed)	,469	,396	,951	,010	,021
	N	32	32	32	32	32

Correlations

		Skor_total
Skor_01	Pearson Correlation	,334
	Sig. (2-tailed)	,061

	N	32
Skor_02	Pearson Correlation	,497**
	Sig. (2-tailed)	,004
	N	32
Skor_03	Pearson Correlation	,375*
	Sig. (2-tailed)	,034
	N	32
Skor_04	Pearson Correlation	,375*
	Sig. (2-tailed)	,034
	N	32
Skor_05	Pearson Correlation	,254
	Sig. (2-tailed)	,160
	N	32
Skor_06	Pearson Correlation	,133
	Sig. (2-tailed)	,469
	N	32
Skor_07	Pearson Correlation	,155
	Sig. (2-tailed)	,396
	N	32
Skor_08	Pearson Correlation	,011
	Sig. (2-tailed)	,951
	N	32
Skor_09	Pearson Correlation	,448*
	Sig. (2-tailed)	,010
	N	32
Skor_10	Pearson Correlation	,405*

	Sig. (2-tailed)	,021
	N	32
Skor_total	Pearson Correlation	1
	Sig. (2-tailed)	
	N	32

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix 8. Reability Test

Pre Test

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded ^a	0	,0
	Total	32	100,0

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

Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items ^a	N of Items
-,677	-,687	10

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Inter-Item Correlation Matrix

	Skor 1	Skor 2	Skor 3	Skor 4	Skor 5	Skor 6	Skor 7
Skor 1	1,000	,072	-,160	-,237	-,306	-,160	-,163
Skor 2	,072	1,000	-,160	,227	-,306	-,014	-,331
Skor 3	-,160	-,160	1,000	-,014	,307	-,247	-,065
Skor 4	-,237	,227	-,014	1,000	,133	-,014	-,331
Skor 5	-,306	-,306	,307	,133	1,000	-,108	,094
Skor 6	-,160	-,014	-,247	-,014	-,108	1,000	,094
Skor 7	-,163	-,331	-,065	-,331	,094	,094	1,000
Skor 8	-,237	-,082	-,306	-,082	-,014	,425	,342
Skor 9	,028	,028	-,062	,028	,222	-,488	-,031
Skor 10	-,054	-,054	-,289	-,197	,119	-,289	,059

Inter-Item Correlation Matrix

	Skor 8	Skor 9	Skor 10
Skor 1	-,237	,028	-,054
Skor 2	-,082	,028	-,054
Skor 3	-,306	-,062	-,289
Skor 4	-,082	,028	-,197
Skor 5	-,014	,222	,119
Skor 6	,425	-,488	-,289
Skor 7	,342	-,031	,059
Skor 8	1,000	,028	,090
Skor 9	,028	1,000	,592
Skor 10	,090	,592	1,000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Skor 1	6,22	1,660	-,440	,314	-,206 ^a
Skor 2	6,22	1,402	-,240	,235	-,451 ^a
Skor 3	6,28	1,564	-,369	,411	-,271 ^a
Skor 4	6,22	1,338	-,185	,336	-,527 ^a
Skor 5	6,28	1,047	,071	,316	-,959 ^a
Skor 6	6,28	1,499	-,322	,484	-,331 ^a
Skor 7	6,16	1,297	-,129	,310	-,607 ^a
Skor 8	6,22	1,080	,066	,389	-,922 ^a
Skor 9	6,25	,968	,174	,527	-1,144 ^a
Skor 10	6,31	1,125	-,015	,520	-,806 ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Post-test

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded ^a	0	,0
	Total	32	100,0

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

Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items ^a	N of Items
-,125	-,115	10

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Inter-Item Correlation Matrix

	Skor_01	Skor_02	Skor_03	Skor_04	Skor_05	Skor_06	Skor_07
Skor_01	1,000	-,122	,527	-,122	-,122	-,122	-,098
Skor_02	-,122	1,000	-,103	,264	-,103	-,103	-,083
Skor_03	,527	-,103	1,000	,264	-,103	-,103	-,083
Skor_04	-,122	,264	,264	1,000	,264	-,103	-,083
Skor_05	-,122	-,103	-,103	,264	1,000	-,103	-,083
Skor_06	-,122	-,103	-,103	-,103	-,103	1,000	,360
Skor_07	-,098	-,083	-,083	-,083	-,083	,360	1,000
Skor_08	-,122	-,103	-,103	-,103	-,103	-,103	-,083
Skor_09	-,098	,360	-,083	-,083	,360	-,083	-,067
Skor_10	,098	,452	-,138	-,138	-,138	-,138	-,111

Inter-Item Correlation Matrix

	Skor_08	Skor_09	Skor_10
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Skor_01	-,122	-,098	,098
Skor_02	-,103	,360	,452
Skor_03	-,103	-,083	-,138
Skor_04	-,103	-,083	-,138
Skor_05	-,103	,360	-,138
Skor_06	-,103	-,083	-,138
Skor_07	-,083	-,067	-,111
Skor_08	1,000	-,083	-,138
Skor_09	-,083	1,000	,244
Skor_10	-,138	,244	1,000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Skor_01	8,16	,717	-,043	,403	-,104 ^a
Skor_02	8,13	,629	,189	,498	-,321 ^a
Skor_03	8,13	,694	,049	,468	-,186 ^a
Skor_04	8,13	,694	,049	,468	-,186 ^a
Skor_05	8,13	,758	-,078	,422	-,075 ^a
Skor_06	8,13	,823	-,195	,181	,019
Skor_07	8,09	,797	-,119	,150	-,054 ^a
Skor_08	8,13	,887	-,304	,103	,100
Skor_09	8,09	,668	,191	,424	-,282 ^a
Skor_10	8,19	,673	-,007	,337	-,145 ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Appendix 9. T table

df	Pr 0.50	0.25 0.20	0.10 0.10	0.05 0.050	0.025 0.02	0.01 0.010	0.005 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
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df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Appendix 10. Lesson Plan of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Experimental Class)

Sekolah : SMP N 3 Tasikmadu
Tema/Mapel : Kids Song / Bahasa Inggris
Kelas/Semester : VII / Ganjil
Alokasi Waktu : 40 Menit

I. Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya
2. Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata
4. Mencoba, mengolah dan menyaji berbagai hal 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 dari berbagai sumber lain yang sama dalam sudut pandang/teori

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghargai perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu
4. Menangkap pesan dalam lagu

III. Indikator

1. Spiritual
mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional
2. Sosial
melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten
3. Pengetahuan
Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu

pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Ketrampilan

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

IV. Tujuan

1. Spiritual

Setelah proses pembelajaran peserta didik mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa Internasional secara konsisten

2. Sosial

Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi tempat, peserta didik berperilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten

3. Pengetahuan

Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi tempat, peserta didik dapat menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan secara tepat.

4. Ketrampilan

Setelah memahami dan mendiskusikan teks interpersonal lisan dan tulis, peserta didik dapat mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

V. Materi Pembelajaran

1. Fakta : Teks lagu
2. Konsep
3. Fungsi sosial: Menghibur, mengungkapkan perasaan, mengajarkan pesan moral
4. Prosedur
5. Unsur kebahasaan:
 - i. Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
 - ii. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
 - iii. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

VI. Sumber/Media Pembelajaran

1. Sumber : Audio CD/ VCD/DVD
2. Media Pembelajaran : Audio, White Board, Board marker, work sheet

VII. Metode Pembelajaran

1. Pendekatan : *scientific approach*
2. Metode : Project-based Learning
3. Teknik : ceramah, diskusi, tanya jawab, pemberian tugas

VIII. Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ol style="list-style-type: none"> a. Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya. b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan. c. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan 	5 menit
Kegiatan Inti	<ol style="list-style-type: none"> a. Mengamati mendengarkan/membaca beberapa lirik lagu berbahasa Inggris menyalin lirik lagu 	5 menit

	yang diperdengarkan menirukan	5 menit
	penguncapan kata-kata yang dianggap masih	
	sulit. menyanyikan sesuai dengan lagu yang	10 menit
	didengar	5 menit
	b. Menanyamempertanyakan perbedaan pesan yang ada dalam lagu bahasa Inggris, dan lagu dalam bahasa Indonesia. memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu	5 menit
	c. Menalar berdiskusi tentang pesan lagu yang didengar	
	d. Mencoba membanding-kan pesan yang terdapat dalam lagu yang dibaca/ didengar yang sudah di siapkan oleh guru menganalisis pesan di dalam sebuah lagu yg sudah di perdengarkan	
	e. Mengkomunikasikan melaporkan hasil analisis tentang pesan di dalam lagu-lagu tersebut	
Penutup	a. Peserta didik bersama guru menyimpulkan pembelajaran.	5 menit
	b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan	

	c. Peserta didik menjawab pertanyaan yang diberikan oleh guru	
--	--	--

IX. Penilaian (Instrumen penilaian terlampir)

1. Penilaian proses belajar

Mengetahui

Karanganyar, 1 Agustus 2022

Guru Mata Pelajaran

Arum Ernawati, S.Pd.,Gr

NIP. 19940827 202012 2 024

Mahasiswa

Hanifah Nur Heliza

NIM 18221050

Materi Pembelajaran

Materi

My Daddy Song

Song by Cocomelon

LyricsListenArtists

My Daddy is the best, the best there ever was

My Daddy is the best, and I love him just because

He tells me silly stories and tucks me in at night

He helps me not to be afraid when he turns out the light

My Daddy is the best, the best there ever was

My Daddy is the best, and I love him just because

He's always playin' music, and lets me sing along

He also dances with me, and sings my favorite songs

I love to be your Daddy

Really?

It's true

You fill my life with lots of joy

You're my favorite girls and boys

Really?

It's true

I love you

My Daddy is the best, the best there ever was

My Daddy is the best, and I love him just because

He always takes us places, like campin' or on hikes

He taught me how to catch a fish and helped me ride my bike

Your Daddy is the best, the best there ever was
Your Daddy is the best, and I love him just because
He listens to my problems, he knows just what to do
He's my biggest hero, it's true

I love to be your Daddy

Really?

It's true

You fill my life with lots of joy

You're my favorite girls and boys

Really?

It's true

I love you

Our Daddy is the best, the best there ever was

Our Daddy is the best, and we love him just because

He always takes good care of us, he's kind as he can be

He's the greatest Daddy that we have ever seen

He's the greatest Daddy that we have ever seen

Exercise 1

My Daddy Song

Song by Cocomelon

My Daddy is the best, the best there ever was

My Daddy is the best, and I him just because

He tells me silly stories and tucks me in at night
He helps me not to be when he turns out the light
My Daddy is the best, the best there ever was
My Daddy is the best, and I love him just because
He's always playin' , and lets me sing along
He also dances with me, and sings my favorite songs
I love to be your Daddy
Really?
It's true
You fill my with lots of joy
You're my favorite girls and boys
Really?
It's true
I love you
My Daddy is the best, the best there was
My Daddy is the best, and I love him just because
He always takes us , like campin' or on hikes
He taught me how to catch a fish and helped me ride my bike
Your Daddy is the best, the best there ever was
Your Daddy is the best, and I love him just because
He listens to my , he knows just what to do
He's my biggest hero, it's true
I love to be your
Really?

It's true

You fill my life with lots of

You're my favorite girls and boys

Really?

It's true

I love you

Our Daddy is the best, the best there ever was

Our Daddy is the best, and we love him just because

He always takes good of us, he's kind as he can be

He's the greatest Daddy that we have ever seen

He's the greatest Daddy that we have ever seen

Lampiran

Kunci Jawaban Exercise

1. Love
2. Afraid
3. Music
4. Life
5. Ever
6. Places
7. Problems
8. Ay
9. Joy
10. Care

Rubrik Penilaian

No	Keterangan	Skor
1	Jawaban Benar	10
2	Jawaban Salah/ Tidak menjawab/ Kosong	0

Pedoman Penilaian

Skor Maksimal : Jumlah Skor x Skor tertinggi = $10 \times 10 = 100$

Appendix 11. Lesson Plan of Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class)

Sekolah : SMP N 3 Tasikmadu
Tema/Mapel : Procedure
Aspek/ Skill : Mendengarkan (Listening)
Kelas/Semester : VII / Ganjil
Alokasi Waktu : 40 Menit

I. Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya
2. Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata
4. Mencoba, mengolah dan menyaji berbagai hal 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 dari berbagai sumber lain yang sama dalam sudut pandang/teori

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghargai perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Merespon Makna yang terdapat dalam tes lisan fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

III. Indikator

1. Spiritual
mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional
2. Sosial
melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten

3. Pengetahuan
Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Keterampilan
Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

IV. Tujuan

1. Spiritual
Setelah proses pembelajaran peserta didik mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa Internasional secara konsisten
2. Sosial
Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi tempat, peserta didik berperilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten
3. Pengetahuan
Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi tempat, peserta didik dapat menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan secara tepat.
4. Keterampilan
Setelah memahami dan mendiskusikan teks interpersonal lisan dan tulis, peserta didik dapat mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

V. Materi Pembelajaran

Fakta :

Jenis teks yang di ajarkan: Short Functional Text Procedure

Contoh teks:

FRIED POTATOES

Ingredients

4 red potatoes

1. 1 tablespoon olive oil
2. 1 onion, chopped
3. 1 green bell pepper, seeded and chopped
4. 2 tablespoons olive oil
5. 1 teaspoon salt

6. 3/4 teaspoon paprika
7. 1/4 teaspoon ground black pepper
8. 1/4 cup chopped fresh parsley

Equipment

1. Large skillet
2. Plate
3. Pot

Steps

- i. Bring a large pot of salted water to a boil. Add potatoes and cook until tender but still firm, about 15 minutes.
- ii. Drain the potatoes and cut them into 1/2 inch cubes when they are already cool.
- iii. In a large skillet, heat 1 tablespoon olive oil over medium high heat. Add onion and green pepper. Cook about 5 minutes stirring often, until soft. Transfer to a plate and set aside.
- iv. Pour remaining 2 tablespoons of oil into the skillet and turn heat to mediumhigh.
- v. Add potato cubes, salt, paprika and black pepper. Cook, stirring occasionally, until potatoes are browned about 10 minutes.
- vi. Stir in the onions, green peppers and parsley and cook for another minute.
- vii. Serve hot.

PREP TIME: 20 Min

COOK TIME: 25 Min

Konsep

Fungsi sosial: Untuk menunjukkan bagaimana membuat sesuatu atau untuk menginstruksikan orang untuk membuat sesuatu.

VI. Sumber/Media Pembelajaran

1. Sumber : Buku Pelajaran, Audio CD/ VCD/DVD
2. Media Pembelajaran : Audio, White Board, Board marker, work sheet

VII. Metode Pembelajaran

1. Pendekatan : *scientific approach*
2. Metode : Project-based Learning
3. Teknik : ceramah, diskusi, tanya jawab, pemberian tugas

VIII. Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya. b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan. c. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan	5 menit
Kegiatan Inti	a. Mengamati Guru meminta siswa untuk menyaksikan video yang berisiprocedure. - Siswa memperhatikan dan mencatat hal-hal yang penting yang terdapat dalam video	5 menit
	b. Menanya Dengan bimbingan guru, siswa menanyakan kalimat-kalimat yang belum diketahui.	5 menit
	c. Menalar Siswa menyebutkan list vocabulary dan aspek aspek dalam video procedure.	10 menit
	d. Mencoba Siswa, secara individu, mengumpulkan informasi dengan cara menulis ungkapan- ungkapan dan susunan structure yang terdapat dalam procedure video tersebut.	5 menit
	e. Mengkomunikasikan Dengan arahan guru, siswa menceritakan hal-hal yang sebaiknya disampaikan dalam procedure. - Secara berpasangan, siswa mengerjakan tugas yang diberikan oleh guru yang berbentuk feel in the blank.	5 menit
Penutup	a. Peserta didik bersama guru menyimpulkan pembelajaran. b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Peserta didik menjawab pertanyaan yang diberikan oleh guru	5 menit

IX. Penilaian (Instrumen penilaian terlampir)

1. Penilaian proses belajar

Mengetahui
Agustus 2022

Karanganyar, 1

Arum Ernawati, S.Pd.,Gr
NIP. 19940827 202012 2 024

Hanifah Nur Heliza
NIM 18221050

Instrument 1

Listen and Feel the blank with the correct answer.

1. _____ by prepping all the ingredients. Have 2 cups of cooked rice ready, this can either be just 2. _____ or day old cooked rice from the refrigerator. Put oil into a pan that has been 3. _____ up. Next add the chicken and begin cooking until nicely 4. _____ and cooked through. Add the rice and mix together with the chicken. Once well mixed, 5. _____ on the ketchup (3 tbsp or so, depending on taste). Incorporate well and cook the chicken through. Once done, you can 6. _____ the rice, Moto's technique is to use a bowl to form the ketchup-rice mixture into a bowl shape on the plate. Next move onto making a simple omelette. Mix three eggs with salt, pepper and any other ingredient you'd like if you want fluffier eggs. 7. _____ pan with oil and 8. _____ the eggs (pan needs to be hot to prevent sticking). Quickly cook, 9. _____ the eggs somewhat 10. _____ and gooey. Once done, carefully move the omelette from the pan onto the top of the rice so that it covers the rice thoroughly. Adjust with spatula/utensils if necessary to create a better looking omurice. Finally, decorate with ketchup with your favorite designs on top,

be creative!

Start, cooked, runny, Plate, Brown, Squeeze, heating, add, Heat, , leave.

Kunci Jawaban 1. Start 2. Cooked 3. Heating 4. Brown 5. Squeeze 6. Plate 7. Heat 8. Add 9. Leave 10. Runny

Rubrik Penilaian

No	Keterangan	Skor
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1	Jawaban Benar	10
2	Jawaban Salah/ Tidak menjawab/ Kosong	0

Pedoman Penilaian

Skor Maksimal : Jumlah Skor x Skor tertinggi = $10 \times 10 = 100$

Appendix 12. Pre-Test Question

Lirik Lagu "Five Little Ducks"

Five little ducks went 1. one day
Over the 2. and far away
Mother duck said, "Quack, quack, quack!"
But only four little 3. came back
Four little ducks 4. swimming one day
Over the hill and 5. away
Mother duck said, "Quack, quack, quack!"
But only 6. little ducks came back
Three little ducks went swimming one day
7. the hill and far away
Mother duck said, "Quack, quack, quack!"
But only 8. little ducks came back
Two 9. ducks went swimming one day
Over the hill and far 10.
Mother duck said, "Quack, quack, quack!"
But 11. one little duck came back
One little duck went swimming one 12.
Over the hill 13. far away
Mother duck said, "Quack, quack, quack!"
14. no little ducks came back
15. little ducks went swimming one day
Over the hill and far 16.
Mother duck said, "Quack, quack, quack!"
And 17. the little ducks came back!

Five little ducks went swimming one day
Over the hill and far away
Mother duck said, "Quack, quack, quack!"
But only four little ducks came back

Four little ducks went swimming one day
Over the hill and far away
Mother duck said, "Quack, quack, quack!"
But only three little ducks came back
Three little ducks went swimming one day
Over the hill and far away
Mother duck said, "Quack, quack, quack!"
But only two little ducks came back
Two little ducks went swimming one day
Over the hill and far away
Mother duck said, "Quack, quack, quack!"
But only one little duck came back
One little duck went swimming one day
Over the hill and far away
Mother duck said, "Quack, quack, quack!"
But no little ducks came back
No little ducks went swimming one day
Over the hill and far away
Mother duck said, "Quack, quack, quack!"
And all the little ducks came back!

Appendix 13. Post-test Question

WASH YOUR HANDS – COCOMELON

When youyour happy days
Doing things like work or play
Is there something you should do
Before you're on your.....?
Freeze! Stop and think!
There arethat you can't see
Wash wash wash your hands
Let the bubbles do their
Scrub scrub scrub-a-dub
Now you're in thehands club!
When you spend your happy days
Doing things like work or
Issomething you should do
Before you're on your way?
Freeze!and think!
Aren't you forgetting something?
Wash washyour hands
Let the bubbles do their dance
Scrub scrub scrub-a-dub
Now you're in the cleanclub!

When you spend your happy days
Doing things like work or play
Is there something you should do

Before you're on your way?
Freeze! Stop and think!
There are germs that you can't see
Wash wash wash your hands
Let the bubbles do their dance
Scrub scrub scrub-a-dub
Now you're in the clean hands club!
When you spend your happy days
Doing things like work or play
Is there something you should do
Before you're on your way?
Freeze! Stop and think!
Aren't you forgetting something?
Wash wash wash your hands
Let the bubbles do their dance
Scrub scrub scrub-a-dub
Now you're in the clean hands club!

Appendix 14. Students Worksheet

Students' Worksheet

