CHAPTER 1

INTRODUCTION

This chapter covers the background of the study, research problem, and objective of study, theoretical framework, and significance of study, optional definition, and frame of discussion.

A. Background of the Study

Vocabulary plays an important role because it appears in each language skills. Understanding of the vocabulary is very important in any learning language. Vocabulary plays important roles in mastering English. Rivers in stated that vocabulary is essential for successful study on the second language. Wilkins in Thornbury (2002:13) summed up that without vocabulary, nothing can be conveyed. Vocabulary refers to all words in the whole language used in a variety, vocabulary is a component of a language that maintains all of informPation about meaning and using word in a language. In language learning, vocabulary is an essential component because it links the four skills of speaking, listening, reading, and writing altogether. Wallace (1984:9) stated that, "Learning a foreign language is a basically a matter of learning the vocabulary of that language. However, to say that one speaks English often refers to how good he carries on a conversation. To be able to participate in the conversation one should, at least, understand the key words (vocabularies) used in it. Moreover,

building vocabulary knowledge can support learners 'language learning process as a basic foundation in mastering the four language skills. Encouraging memorization technique may usually make the students bored, that is why teachers need to find the appropriate activity in order to motivate the students to join but before that she/he may also understand the principles that lie behind teaching vocabulary, especially for young learners Introduce a song in English is one indicator of the ability to uncover the language that can be will use to a measure of the growth of intelligence in children.

The introduction song in English can be done in many ways children feel happy and interested to know the song in English. All songs build confidence in young learners and even shy children will enjoy singing or acting out a song as part of a group or whole class. This also develops a sense of class identity. Children are often proud of what they have learnt and will like having the opportunity to 'show off' what they have learnt to friends or family. Many songs can help develop memory and concentration, as well as physical co-ordination, for example when doing the actions for a song. For the teacher, songs can be a wonderful starting point and can fit in well with topics, skills, language and cross-curricular work.

Methods TPR (total physical response method) developed by James Asher, a professor of psychology at the State University of San Jose California, is a suitable method for teaching English to young children

where learning more priority to activities directly related to physical activity (physical) and motion (movement) Sofiana Dita (2001:34). In this TPR method, Asher said that more frequent or more intense stimulation of memory a person is was gave the more powerful memory associations connected and easier to remember (recalling). Memorizing is done verbally with the motion activity. In terms of development, Asher saw the success of second language learning in adults is a process that is parallel with the achievement of the child's first language. Rahmatika Kayyis (2002:6) And then, Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci, et al. (1999) observe, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards". Writers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999). Related to the advantages of the English vocabulary through songs TPR method writers moved to examine the teaching English vocabulary through songs

using TPR method at MIS NU. Learning in young learners must be presented with the play, fun, and use of media interest. This is in accordance with the principles of learning young learners is "Play and learn" and "learning while playing". Therefore, learning is made and designed so that children are interested in following the English learning. Playing is an activity that is very important for children. Playing provide an element of fun and happiness on child. Play provides opportunities for children to solve problems they experienced. Play is how children to imitate and master adult behavior to reach maturity (Kunto Purboyo, 2004: 53) Playing be beneficial for children to learn to communicate with each other good friends in terms of the content expressed his thoughts and feelings as well understand what was said by his friend (Kunto Purboyo. 2004: 73). Play as well as a medium for children to learn the culture of social roles, which takes place in society. And then, the book will use the fifth-grade class three books that were due to the school started teaching English classes five and six therefore they start basic lessons from the fifth grade. The teachers introduce English vocabulary with singing, after which the children were asked to play sing along with the design shown teachers. Through play and sing these kids will be excited to follow English language learning and will eventually be able to improve English vocabulary acquisition young learners especially in MIS NU from the above background, it is clear that English should be taught early and should be conveyed to the methods and media interest.

The writer chooses MIS NU Palangka Raya as the subject because based on observation the subject has difficulty in vocabulary. And then, in that school there is only English lesson. With song lyrics as media can make student easier to remember the vocabulary of verb, because song lyrics with TPR method can make fun and good atmosphere in the class.

To find out more explanation about the problem above, this study deals mainly with the current idea entitles: "EFFECT OF TPR AND SONGS TOWARDS FIFTH GRADER OF MIS NU VOCABULARY AND LEARNING MOTIVATION."

B. Research Problem

1. Is there any significant effect of TPR and songs towards fifth grader of MIS NU vocabulary?

2. Is there any significant effect of TPR & songs towards fifth grader of MIS NU learning motivation?

3. Is there any significant effect of TPR & songs towards fifth grader of MIS NU vocabulary and learning motivation?

C. Objective of the study

1. To know the significant effect of TPR and songs towards fifth grader of MIS NU vocabulary.

2. To know the significant effect of TPR & songs towards fifth grader of MIS NU learning motivation.

3. To know the significant effect of TPR & song towards fifth grader of MIS NU vocabulary and learning motivation.

D. Hypothesis of the Study

Hypothesis is temporary statement of writer product: it is a writer product that will be carried out. The hypothesis was divided into two categories; they were Alternative Hypothesis and Null Hypothesis:

1. Alternative hypothesis (Ha): There is significant effect of TPR and songs towards fifth grader of MIS NU vocabulary and learning motivation.

2. Null hypothesis (Ho): There is no significant effect of TPR and songs towards fifth grader of MIS NU vocabulary and learning motivation.

E. Assumption of The Study

MIS NU Palangka Raya is one of the schools elementary that has English lesson among other schools. Some students at fifth-grader of MIS NU Palangka Raya are weak in learning English. It is shown from the result of try out test, in where the students' scores are at the low category. Then, it is assumed that the teaching of vocabulary using TPR method and song will affect the students' achievement and motivation.

F. Variable

Variable is the object of the study which indicate variations. There are two variables in the study, as follows:

1. Independent Variables: - TPR Method(X_1)

    - English Songs(X_2)

2. Dependent Variables: - The students' scores in Vocabulary (Y_1)

- The students' learning Motivation (Y2)

G. Scope and Limitation

The study focused on students' TPR method and song towards fifth grader of MIS NU Palangka Raya. The scope in this study to investigate the effect vocabulary scores and students' learning motivation.

The writer limitation of the study are:

1. The students of elementary school, the fifth-grade students in this case tend to like songs. Therefore, the writer limits the songs that relate to their ages, those are English children songs.

2. *The English children songs that used as the teaching media in this study are songs which related to the books that used to the students. There are Hello Intan!, Let Me Introduce Myself, He Is My Father.*

3. This study focusses on learning motivation to develop verb, adjective, and noun vocabulary using TPR and songs.

H.   Significances of The Study

The study has two significances. The first is practical significances and the second is theoretical significances.

Practically, to give a contribution in teaching English, especially in improving students' vocabulary. The result of this writer as a reference for English teachers in teaching vocabulary at elementary school and

introduce English songs for teachers and students as a mean of teaching listening skill.

Theoretically, it is expected that result of the study can give contribution to support the theory on teaching English as foreign language, especially for the English teachers.

I.   Operational of Key Terms

a.   TPR method

TPR is a language learning method which is based onthe coordination of speech and action.

b.   Song

The songs for children contain simple vocabulary. Sometimes about objects around, so it makes students familiar English word.

c.   Vocabulary Mastery

The receptive vocabulary mastery is the vocabulary in which one knows its meaning and usage in a certain context, while the productive vocabulary is the vocabulary that he knows and uses actively to express his ideas, opinions, and feelings in communication.

d.   Learning Motivation

Motivation refers to "the reasons underlying behavior".

J.   Frame of Discussion

The framework of discussion in this study as follows:

Chapter I : Introduction, that consists of background of the study, previous study, and limitation of the study, significance of the study, operational definition and frame of discussion.

Chapter II: Review of related literature, definition of teaching English vocabulary, finds the songs music to young learners, definition TPR method.

Chapter III: The research method, that consists of writer type, writer design, variable of the study, population and sample, research instrument, data collection, and data analyze.

Chapter IV: Result of the study, it is description of data and result of data, and discussion.

Chapter V: Conclusion and Suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the Previous study, definition of TPR method, definition songs, teaching english vocabulary, definition and learning motivation.

A. Previous Study

Related to the study, the writer reviews some related previous studies. These previous studies give insight about the issues discussed in the study. This chapter has dealt with the theoretical background of the study with the basic but necessary knowledge of English vocabulary using TPR method and song for teaching vocabulary. In order to find out the current situation of teaching vocabulary as well as the application of song for teaching vocabulary of the fifth grader MIS NU Palangkaraya.

The table showed literature review there were 6 previous study as follows:

Table 2.1 Previous Study

Previous Study	Findings	Result of The Study
Misra Fadillah : The Effectiveness of Teaching Vocabulary through Total Physical Response Method)	students' feel more interesting in learning give students' opportunities to be active.	test result after learning the vocabulary using TPR method in instructional activities, it was proved that the use of TPR method in instructional activities in teaching learning process is important for student's achievement.
Yong Juo Han : Effective Ways to Use TPR And	Students feel non-stressful, inspiring way to	TPR-s is not a complete method and cannot be

Songs for Young Learners in EFL Teaching Context.	invite students to speak.	used for all levels of students. However, TPR-s is a very promising approach for young learners.
Nihada Delibegovic Dzanic: The Effect of Using Songs on Young Learners and Their Motivation for Learning English	Students were unquestionably motivated, enthusiastically participated and enjoyed singing activities.	Song have positive influence on vocabulary retention of young learners. Then, songs have aids motivation and helps learners to develop love for language learning. Students motivated in this way are imaginative, creative, and eager to learn and succeed.
Filhayati Aghnaita: Using TPR Song to Enhance Students' Vocabulary Mastery in Understanding "Part of Body" Lesson	students understand the lesson quickly because they enjoy the songs and practice the movement directly.	TPR song can enhance students' achievement in vocabulary mastery. Therefore, TPR songs effective to make students understand more on learning vocabulary and know part of body in English easily.
Hsiao-Lin Tuan: The Development of A Questionnaire To Measure Students' Motivation Towards Science Learning	students learning environment stimulation has a higher correlation with science attitude.	students' motivation was significantly correlated with both their previous and current science achievement scores indicates the stability of motivation in relation to students' achievement.
Hsiang-Yung Feng: The Relationship of Learning Motivation and Achievement in EFL: Gender as An Intermediated Variable.	students feel they need English as a foreign language had stronger motivations to study. From expectancy-value theory, students will be more involved in learning if they value either the outcome or the process of learning.	learning motivation is a key factor in learning English as a foreign language and there are some differences on gender for students' learning motivations.

The table showed of previous study. Then the difference in this study is that the writer focuses on teaching of vocabulary using TPR method and song will affect the students' achievement and motivation at MIS NU Palangka Raya, beside that the writer uses quantitative researches. In the first day, the learners are given a pretest. The test is develop based on the syllabus of MIS NU Palangkaraya.

A.   Total Physical Response

1.   Definition Total Physical Response

Total physical response is stated by James T. Asher. TPR considers that people learn best when they actively involve and understand the language they hear. According to Richards and Rogers, "TPR is language teaching method build around the coordination of speech and action, it attempts to teach language through physical (motor) activity" Dorothy Grant Henning (1986:87). From the statements, it can be said that, the basic idea behind Total Physical Response Method is that students hear something from the teacher and then physical response to it. That is in Total Physical Response (TPR), a beginning or more advanced students learn to comprehend things said by a teacher.

Total physical response is limited to the "trace theory" of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association was and the more likely it was recalled. In a developmental sense, Asher sees

successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue (Jack, C. Richards and Theodore S. Rodgers:87). Asher said that listening before speaking is one of the basic principles of the TPR method. In other words, teaching should be emphasized meaning rather than form. And learner stress should be minimized. In Total Physical Response, students are demanded to be active, they listen and respond to the spoken target language commands of their teacher (Diane Larsen:110). When the students can all respond to commands correctly, one of them can then start giving instructions to the other classmates. In TPR students do not have to give instructions themselves until they are ready Jeremy Harmer (2001:10).

The process is just the same as the first time they start knowing their first language. The teacher was able to teach their students how to express a request. That is why Total Physical Response is suitable to teach vocabulary. Total Physical Response is an effective method in teaching foreign language for children and adults, especially for beginner students. "TPR has become a common and an effective means of introducing children and adults to a foreign language, and particularly to listening, especially in early stages of instruction" Helena Anderson

Curtain & Carol Ann Pesola (1988:127). This method was enjoyable and engaging as there are many positive research findings related to using this method in teaching English to children. (Sariyati:2013)

2.   Designof Total Physical Response

a.   *Language Objectives*

The general objectives of TPR are to teach oral proficiency at abeginning level. Comprehension is a means to an end, and the ultimateaim is to teach basic speaking skills. A TPR course aims to producelearners who are capable of an uninhibited communication that isintelligible to a native speaker, specific instructional objectives are notelaborated, for these will depend on the particular needs of the learner.Whatever goals are set, however, must be attainable through the use ofaction-based drills in the imperative form (Jack C, Richards and Theodore S. Rodgers).

b.   The Syllabus

The syllabus dawns from an analysis of the exercise types employed in TPR classes. The analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. TPR requires initial attention to meaning than to the form of items. Hence, grammar is taught inductively.

c.   Teacher and Learner Roles

There are some roles for students and teacher in teaching learning activities by using Total Physical Response method.

1). Learners Role

Learners in TPR method have the primary roles of listener and performer. They listen attentively and respond physically to commands was given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who most follows the imperative-based format for lesson. Learners are also expected to recognize and respond to novel combinations of previously taught items (Jack C, Richards and Theodore S. Rodgers). Besides, in teaching vocabulary, after several students have demonstrated comprehensions of the new vocabulary by responding to the teacher's commands, individual members of the class take the role of the teacher. Each gives the same commands, which have been demonstrated, and classmates perform the actions. Besides offering practice in the use of the new vocabulary, the activity helps to keep students" minds alert (Virginia French Allen).

2). Teacher Roles

In the TPR method, the teacher plays a central and active role in the sense that most of the activities are planned and coordinated by him. He serves as a model of the sentence structures, which are translated into imperative forms; in this way, he is the initiator of the process of learning. In addition to the previous roles, the teacher has the responsibility to it

direct the classroom activities, such as the various kinds of drills, exercise, modifications of previously learned patterns, and so forth. In sum, he is expected to finish all feasible opportunities for the students to achieve successful learning. Asher stressed, however that the teacher's role is not so much to teach as to provide opportunities for learning (Jack C, Richards and Theodore S. Rodgers:94).

3.   Principles of Total Physical Response Method

In regarding to Total Physical Response method, there are four principles TPR method stated by James T. Asher cited by Robert W. Blair (1992:20):

a. Languages are best learned when the learner receives lots of comprehensible (understandable) or comprehension must be developed first before learners are asked to speak.

b. Comprehension and memory is well acquired through physical movement. This statement is supported by Oller, Richard and Amato, "physically responding to commands seems to produce long term memory John W. Oller, Jr& Patricia A. Richard – Amato (1983:61). From the statements, it can be concluded that students will remember the lesson they learn longer, if it is involving their body movement.

c. Beginning language learners can benefit greatly from a "silent period" in which they learn to understand and response to parts of the language without attempting to speak it. This referred as delayed production; it means that students wasgin to speak when they are ready.

d. Meaning in the target language can be conveyed through actions. Memory is activated through learner response.

TPR allows students to acquire vocabulary in a manner similar to how children learn his or her first language. "By observing how a baby learns his mother tongue one can show that speech is learned, he learns by listening, understanding, and imitating" Jack C. Richards (1984:10). It means, when the students learn their first language, the first thing they do is listening to what the teacher says. By listening to what the teacher says, they will absorb the structure and the meaning of the language, then they will understand the language.

In a TPR lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word and phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles. Students who learn language through TPR method will not soon forget it.

4.   Procedure of TPR

Some procedures in Total Physical Response method is:

a. *Review* this was a fast-moving warm-up which individual students weremoved with commands.

b. *New commands* these verbs were introduced.

c. *Role reversal* students readily volunteered to utter commands thatmanipulated the behavior of the instructor and other students.

d. *Reading and writing*. The instructor wrote on the chalkboard each newvocabulary item and a sentence to illustrate the item. Then the spokeneach item and acted out the sentence. The students listened as she readsthe material. Some copied the importation in their notebooks (Jack C, Richards and Theodore S. Rodgers:95).

5. Advantages of Total Physical Response

There are some benefits in TPR method:

a. Students are not asked to produce in the second language until they decide they are ready

b. TPR can fill an entire class period with comprehensible input in the form of commands Stephen D. Krashen (1982:141).

c. The students can enjoy to study because TPR method be able to reduce students stress when learning foreign language.

d. Students remember the lesson longer. Memory is activated thorough students' response.

e. Students feel successful. Feeling of success and low anxiety facilitate learning (Jack C. Richards & Theodore S. Roger:87).

6. Disadvantages of Total Physical Response

Total physical response method has six serious limitations:

a. It is mainly in the imperative mode, generally excluding the rest of the target language.

b. It is often focused use on short phrases or single item vocabulary words.

c. It fosters only passive language skills.

d. It takes a long time.

e. TPR method seems to be especially effective in the beginning levels of language proficiency.

f. In reading and writing activities students are limited to spinning off from the oral work in the classroom H. Douglas Brown (1987: 164).

7. The teaching TPR method using songs

a. Teacher gave a song about part of body such as 'head, shoulders, knees, and toes' song.

b. Student follows the teacher's movement and practice it with the song.

c. Teacher repeated the movement and gradually practices it from slow motion to fast motion.

d. Teachers gave challenge to students to answer the question about part of body.

e. Students looked for another name part of body.

f. Teacher drew some picture on the board and students guess how the picture are.

g. Teacher gave conclusion about the lesson. Filhayati (2015:10)

8. The Implementation Using Total Physical Response Method

In TPR method, learners have primary role as listener and performer. They listen attentively and response physically to commands given by the teacher. learners are required to respond both individually

and collectively. The teacher gives instruction to the learners and practice it by using TPR method. "the instructor is the director of stage play in which the students or learners are the actor". It means that the teacher who decides the lesson, choose some learner to be models and presents the new materials, and also selects supporting materials for classroom use.

The activities of TPR instruction in the classroom are the teacher ask the students to be volunteer and at the front of the class, with students who be volunteer seated on either side of the teacher. And then, the teacher says, "Stand up" and the teacher along with her/his students then stand up. Next the teacher said, "sit down" and the teacher with the students sit down. After several demonstrations of *stand* and *sit down*, next model *walk, stop, turn, jump* etc. When the audience has observed teacher and the students on either side of the teacher act in response to commands, the observers are also internalizing the meaning of the spoken language. After modeling a sequence such as stand up, walk, stop, etc. For many times, the student become ready to act alone without the teacher. At this point, the teacher invites an individual student who was performing with the teacher to try it alone. The teacher utters a direction such as stand up, walk, stop, etc. and the individual student acts alone in response to each command. Once students are responding rapidly and with confidence to sequence of commands.

Next the teacher gives new words with expansions of the commands such as "Walk to the chair". "Walk to the door". "Walk to the blackboard" etc. As students become more and more comfortable and confident that they understand everything the teacher are saying in the target language, then recombine constituents to create imperative directions, ones the students have never heard before but understand perfectly. For the example, the students have experienced: Walk to the chair. Walk to the door. Walk to the blackboard. Now, they will understand if you recombine elements to create an imperative sentence such as: touch the blackboard. After students are responding rapidly and confidently to any direction from lessons, they are ready to begin TPR exercise in reading and writing Stephen Mark Silvers (1985:5).

8.   Problem in Teaching Total Physical Response method

If we want the students to be instead in the lesson given, there should be communication among teachers and students. Students should not be afraid to give argument to their teacher. One problem, which TPR method has related its special reliance on action (Physical Response).

For social reason, many adults and children, feel embarrassed marching around a room to do the teacher's comments. For that, the teacher is demanded to be creative. In the other hand, while the required action could be modified to lesson. So, there is not much else a teacher can do to remedy this situation. Adult become more accepting in time, especially after they see their teacher doing the same things that they must do.

B.   Song

1.   Definition Song

Song is a work of art was enjoyed by anyone. A song is a musical composition. Songs contain vocal parts that are performed with the human voice and generally features words (lyrics), common accompanied by other musical instruments. The songs for children contain simple vocabulary. Sometimes about objects around, so it makes students familiar English word. Songs also can be will use to teach English grammar, such as article. By using song students can enjoy the lesson, because song is considered as a bridge of pleasure learning. It can help students to enjoy the material and easy to memorize the material.

2.   Song lyrics as media to teach vocabulary of verb

Teaching media is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate media. Song is very effective especially when one needs to memorize something. Often, when music is will use learning a certain concept or lesson is more easily to be understood by the students Espie Estrella (2010:45).

In Indonesia, most of English students have difficulties in learning English; they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is

helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand H. Douglas Brown (2005:7). So, teacher as facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant.

English is foreign language, so English learning for Indonesian students is not easy. The teacher is asked to use suitable media to teach effectively because an affective teaching is basic factor for the success learning process that is including in learning vocabulary. There are many kinds of teaching media to teach English, one of them is song. Song could be will use to teach vocabulary because of its lyrics, teacher could choose song which has appropriate vocabulary that was be taught. According to Bovee as cited by Sanaky that Media is tool of format will use to convey information Hujair AH. Sanaky (2009:3). While Education Association as cited by Asnawir and Usman state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be will use well in teaching learning activity and can affect the effectiveness of instructional program H. Asnawir and M. Basyaruddin Usman (2002:11).

Media in teaching learning process very importance to help students become effective and interesting in learning process. There are many teaching media can be divided into various forms, they can be classified

in three kinds, they are: Umi Machmudah and Abdul Wahab R (2008:110)

1) Visual aids, it is media that can be seen such as picture, realia, Google earth, flashcard, newspaper, etc.

2) Audio aids, it is teaching media that can be heard such as radio, music or song, tape, MP3 player, etc.

3) Audio visual aid, it is teaching media that can be seen and can be heard such as video clips, film, TV news etc.

From the explanation above, the writer used song lyrics. It can be classified as audio visual aids because it can be seen and can be heard. In Arsyad's Sudjana and Rifai said that they have benefits in it Arsyad, Azhar (2006:6). They are:1) The teaching process was more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students' attention to the material given by him/ her. From explanations above, it is expected that by using media in teaching learning process, students were motivated in the learning the material given by the teacher by heart. If they learn by heart automatically they will get maximum result.2) The material was clear if the students can understand the material easily. Media make students easy in catching the material given by the teacher. Here, media acts as the means will use by the teacher to make the teaching material easily. If the students can catch the material easily so, automatically they can understand too.3) The teaching and learning process was variative. It

makes students enjoying the teaching learning process. Arsyad's Sudjana (2006). Students will have bored if the teacher only uses the explanation when present the material during teaching and learning process. Students will not feel bored if the teacher uses media in teaching learning process.

From references definition above, the writer concluded that teaching media are needed in teaching learning process because students are motivated to study. Students easily to catch the material from the material clearly. The teaching learning process was more varieties so that the students enjoy it. Students also was more active in giving responses to the material given by the teacher.

3.   The application of song lyrics in teaching vocabulary

In this case, the writer was applied song lyrics in teaching vocabulary of verbs, adjective and noun by using procedures as follow: first, teacher explains about verb, noun and adjective, and then teacher gives paper of song lyric, and then he plays the song and he asks the students to identify the vocabulary of verb, noun, and adjective of song lyric and asks one of students to write on the whiteboard. If the answer is wrong, the teacher will explain correctly. (ChrisBrewer:2010)

4.   The advantages and disadvantages of using song

As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication, those are: (ChrisBrewer:2010)

1) Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process.

2) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.

3) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.

4) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make they active again.

5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.

6) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.

7) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song.

8) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.

9) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.

10) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

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

1) Music disturbs concentrations when applying to people who hate a genre of music.

2) Music can hurt eardrums if it is set up so loud.

According the advantages and the disadvantages above, the writer concluded that the use of song in teaching learning process has good effect than bad effect. It gives good effects to activate understanding and make students easy to memorize the material. Happy Septria Ariati (2015: 4)

C.   Vocabulary

1.   Definition Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills.

2.   Kinds of Vocabulary

A person's knowledge of words is divided into two broad kinds of vocabulary. There are two kinds of Vocabulary:

a. Active Vocabulary - Working Vocabulary or Functional Vocabulary

It consists of words a person uses for a speech or writing as he fully understands the meanings of the words.

b. Passive Vocabulary - Recognition Vocabulary

It consists of words a person encounters in a newspaper and editorials or in others speech. These are unfamiliar words where it can be judged based on its context of use.

3.   The Mastery of Vocabulary

Valetta as cited by Kustaryo (1988:3) says that the ability to understand the target language greatly depends on one's knowledge of vocabulary. The words one knows depend on the experience one has got. A child's experience is very limited in his range and therefore his vocabulary is limited, too. The students usually have a certain motivation to master certain vocabulary, usually in relation to their need. For instance, when a student wants to go abroad, he needs to know the expression for asking someone else's information, booking a room in a hotel, buying some items in a department store, ordering meals in a restaurant and so on. Faerch as cited by Palmberg (1986:18) says that: "Actually, there are two kinds of vocabulary mastery, such as the receptive or passive vocabulary mastery and productive or active vocabulary mastery.

The receptive vocabulary mastery is the vocabulary in which one knows its meaning and usage in a certain context, while the productive vocabulary is the vocabulary that he knows and uses actively to express his ideas, opinions, and feelings in communication. Sometimes, one uses his receptive vocabulary in communication so I can say that there is a continuum between the ability to know the sense of words and to activate them for productive purposes." However, when the volume of English words is huge, it is very rare to find people even highly educated ones who know the total number of words. Outstanding linguists may

have vocabulary of 30,000 to 40,000 words. An average educated person may have 15,000 to 20,000 words in his vocabulary (William, 1970:47).

Besides that, people still have a job to steadily build up their stock of words, especially those who are still learning English. It may make the curiosity for the learners to know the requirements of vocabulary mastery. Wallace (1982:27) says that to master or fully know about a foreign English word, the learners are expected to be able to:

1) recognize it in its spoken and written forms

2) recall it at will

3) relate it to appropriate objects or concepts

4) use it in appropriate grammatical forms

5) pronounce it in recognizable way

6) know it in what ways it can combine with other words

7) know the relation between the word to another word

8) to be aware of its connotation and denotation

9) to use it in appropriate level of formality in the appropriate situation.

Kustaryo (1988:24) says that to enrich the vocabulary, people must expand or enlarge their range of words. The larger they have the range; the better them performance was in all aspects of English. Vocabulary proficiency not only affects the students' reading skills, but also their speaking, listening and writing. In composition, large vocabulary is very helpful in expressing ideas precisely, vividly and without repetition. Comprehension was done well

with large vocabulary for the passages and questions because it involves a range of words wider than that of daily conversation.

Finally, I'd like to conclude that vocabulary mastery is necessary for the English learners. This is since people cannot communicate their ideas as clearly as they would like to and they cannot grasp the ideas transmitted to them when their vocabulary is still minimum. This will also influence their ability in writing, listening, reading and speaking.

4. The Teaching of Vocabulary

Vocabulary teaching also invites notable reaction. Some people believe that the teaching of vocabulary is a waste of time since it is an unlimited number. They think that grammar and pronunciation are the right things to be taught in teaching a foreign language and vocabulary can be gained in communication. Specialists in methodology fear that students will make a lot of mistakes in sentence construction if too many words are learned before the basic grammar has been mastered. Consequently, the teachers are led to believe that it is better not to teach vocabulary much.

Besides that, they think that word meanings can be learned through experience so that the words don't need to be adequately taught in the classroom. It is true that vocabulary can be gained through experience, and even without attending vocabulary classes; the students are able to master many words. This is because they become familiar with the situation where the words frequently occur.

In addition to those several specialists in methodology at that time, it seemed to believe that the meanings of words could not be adequately taught so it was better not to teach them (Allen, 1983:12). The mastery of vocabulary itself includes how to pronounce and how to spell it, and then it will very much help the students to learn the other components of language, such as structure, fluency and vocabulary itself. Vocabulary selection must be adjusted to the goal of teaching and learning of a foreign language; for instance, the function words necessary for the structural patterns should be selected in relation to the teaching of those patterns. On the other occasion, when the students want to learn communication in English, the teacher can use the textbook with a communicative approach in teaching his students to practice guided conversation. The words are selected for dialogues and other communicative purposes. Therefore, the teachers who teach vocabulary must be able to make their teaching successful. For that reason, Wallace (1982:27) explains the following principles in teaching vocabulary:

1) Aims

In teaching learning process, the teacher should clear about his aims. she must decide on what is involved in vocabulary learning. She must decide the words that should be mastered by his students.

2) Quantity

The teacher should decide on the quantity of vocabulary to be learned. The decision of the number of words in a lesson is very

important. The actual number still depends on many factors varying from class to class and the learners. If there are too many new words the learners may become confused, discouraged and frustrated.

3) Need

In teaching vocabulary, the teacher should choose the words really needed by his students in communication. The students should be put in a situation where they should communicate and get words they need.

4) Frequent exposure and repetition

It means that the teacher should give so much practice and repetition that his students can master the target words well. They also should give an opportunity to the students to use the words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary, the teacher should present the target words in such a way that their meanings are perfectly clear and unambiguous. Therefore, the new words should be presented in contexts not in isolation.

6) Situation for presentation

The teacher should tell the students that they should use the words appropriately. The use of words depends on the situation in which they are speaking and depends on the person to whom they are speaking. Those principles of teaching vocabulary are to reach the target language.

However, the teacher should consider vocabulary selection based on these following considerations as pointed out by Wallace:

(1) Commonest words

The commonest words are the words that are commonly used or words that the students need. It means that vocabulary is chosen based on its frequency first before mastering the vocabulary of low frequency.

(2) Student's need

The words that are needed by the students are usually worth teaching. It means that an English teacher should give more emphasis on vocabulary that is very useful for the students both in writing and speaking. In other words, they must master vocabulary that is really needed in communication. Finally, I may conclude from the previous information about the teaching of vocabulary that the teachers may teach vocabulary to their students in the classroom though it can be gained through experience. Teachers who teach vocabulary have to understand the aim of teaching vocabulary. When teachers present a new vocabulary, they should consider some factors, as follows:

1) They primarily try to enable the students to recognize the words and their meanings perfectly.

2) They should teach their students about how to use some certain words on the appropriate context.

3) They should give more emphasis that vocabulary is very useful for them in learning English.Dani Zaenal Arifin (2007:13)

D.   MOTIVATION

1.   Definition Motivation

Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p. 658). Writers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level

self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" Emily R. Lai (2011:6).

2.   Motivation as a process

In a recent comprehensive volume on motivation in education, Pintrich and Schunk (1996) draw attention to a fundamental shift that has occurred in the field of motivation during the last two decades, namely the increasing tendency of motivational psychologists to incorporate cognitive concepts and variables in their theories. As Pintrich and Schunk (1996: v) conclude, 'Explanations of behavior have moved away from stimuli and reinforcement contingencies and instead emphasize learners' constructive interpretations of events and the role that their beliefs, cognitions, affects, and values play in achievement situations'.

Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action. Thus, in Pintrich and Schunk's view, motivation involves various *mental processes* that lead to the initiation and maintenance of action; as they define it, 'Motivation is the process whereby goal-directed activity is instigated and sustained' (1996: 4). From this process-oriented perspective, the main disagreements in motivation writer concern *what* mental processes are involved in motivation, *how* these operate and affect

learning and achievement, and *by what means* they can be enhanced and sustained at an optimal level. Although this process-oriented view of motivation is convincing in many respects, we must note that it is at odds with the traditional usage of 'motivation' in everyday parlance, where 'motivation' is usually understood as a fairly static mental or emotional state (e.g. 'his motivation was so strong that nothing could discourage him'), or as a goal ('my main motivation to become a doctor is to be able to help people') but not as a process. Drawing on action control theory (e.g. Heckhausen, 1991; Kuhl, 1987, 1992), Dornyei (1998) attempted to achieve a synthesis of the static and dynamic conceptions of motivation by defining it as a 'process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached'.Zolt´n Dörnyei (2009:3)

3.   Types of motivation and factors influencing it

In order to summarize briefly the ideas presented so far, we could define it in terms of two factors: learners' communicative needs and their social and educational attitudes. An extension of the first part of the definition was take into consideration thy types of motivation as identified by writers at different moments in time (Gardner, 1985; Lightbown & Spada, 1993; Wright, 1987; Spolsky, 1989).

They all have come to draw a distinction between two types of motivation: when the only reason for learning, a foreign language is to

gain something outside the activity itself, such as passing an exam, obtaining financial rewards, getting a job or pleasing another person(s), the motivation is likely to be *extrinsic/instrumental*. As the terms, themselves indicate, it is cawill use by a combination of external factors and will use as a means or instrument to obtain something. When its purpose is to enable one to communicate with the members of a specific language community, then motivation is considered to be *intrinsic* or *integrative*. To offer a clear image of the intrinsic-extrinsic dichotomy, Spolsky (1989:124) borrows Harter's model (1982) and represents it in the following way:

Table 2.2 Intrinsic and Extrinsic

Intrinsic	VS	Extrinsic
Preference for challenge	VS	Preference for easy work
Curiosity/interest	VS	Pleasing a teacher/getting grades
Independent mastery	VS	Dependence on teacher in figuring out problems
Independent judgement	VS	Reliance on teacher's judgment about what to do
Internal criteria for success	VS	External criteria for success

The table shown, it comes out clearly that the greater the value the individuals attach to the accomplishment of an activity, the more highly motivated they was to engage in it and later to put sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners.

4.   **Factors influencing motivation**

a. *Motivation and personality variables*

In general, many people see an association between personality attributes and the successful acquisition of a second language. While successful student may display different types of characteristics (they may be extrovert, self-confident, active, passive, independent as well as introvert or shy), unsuccessful students are more frequently described as demonstrating a lack of self-confidence and being shy, afraid to express their opinions and nervous. Whatever their form of behavior, students who try to adopt a more flexible attitude towards the learning of a foreign language seem to have greater chances of success than those whose affective filter is constantly up.

b. *Attitudes and motivation*

In general, most people seem to agree that attitudes and motivation are closely related to success in language learning. This explains perhaps why some people have a much easier time of learning languages than others; in the same classroom setting, some students progress rapidly, while others just struggle along and never achieve command of a second language. Krashen has drawn attention to the fact that variables in second language acquisition derive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the affective filter.

c. *The role of the teacher/professor in all the stages of the motivational process*

In an article published in 1982, Mary Finocchiaro has added to all these the importance of (a) making sure the students comprehend every dialogue, utterance, the gist of the reading passage; (b) giving them extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items; (c) correcting important errors tactfully by rephrasing a question, expanding an answer, or by merely saying "listen" and giving the correct answer; (d) letting them either grade their own papers or do so with a partner; (e) showing concern for school or community problems of individuals; (f) making it possible for them to enjoy small successes and the feeling that they are making definite – even if slow – progress toward their goals.

As Finocchiaro argues in points (c), (d), (e), the problem of error correction plays a very important role in the process of motivating or de-motivating students. Being constantly aware that all human learning is fundamentally a process involving the making of mistakes may help any teacher in using mistakes and errors creatively during the teaching activity, for they hold in them some of the keys to the understanding of the process. When teachers help the learners to develop an internal sense of control as well as feelings of effectiveness in their ability to carry out tasks, then there are great chances for the learners to become motivated to learn. External reinforces in the form of rewards, good marks or simple praise, are often considered to be excellent ways of motivating underachieving or reluctant learners.

So, extra homework, punishment or other sanctions, proved not only ineffective in bringing about positive change, but also having exactly the opposite effect. As Williams and Burden (1997) have rightly observed when "feedback actually provides information to learners that enables them to identify specific aspects of their performance (…) it should prove both motivating and helpful to them to move into the zone of next development. If, on the other hand, the feedback fails to provide this kind of information, it could have entirely the opposite effect". Abrudan Caciora Simona Veronica (2003:2)

5. How to Assess Learning Motivation

The Self-Assessment Process Self-monitoring, a skill necessary for effective self-assessment, involves focused attention to some aspect of behavior or thinking (Schunk 2004). Self-monitoring students pay deliberate attention to what they are doing, often in relation to external standards. Thus, self-monitoring concerns awareness of thinking and progress as it occurs, and as such, it identifies part of what students do when they self-assess. A second component of self-assessment, self-judgment, involves identifying progress toward targeted performance. Made in relation to established standards and criteria, these judgments give students a meaningful idea of what they know and what they still need to learn (Bruce 2001). The standards are benchmarks and the criteria are guidelines for interpreting the level of performance students have demonstrated.

The development and application of criteria in evaluating current performance enable meaningful evaluations, as long as the criteria are appropriately challenging (Rolheiser and Ross 2001). The third essential step is that students choose subsequent learning goals and activities to improve partially correct answers, to correct misunderstandings, and to extend learning. Because students at this stage need skills in determining learning targets and further instruction that will enhance their learning, they should be aware of options for further goals and instruction. Once the appropriate "instructional correctives," as they are referred to, are complete, students resume self-monitoring. The growing literature on formative assessment has implications for self-assessment. Formative assessment can be defined as employing appropriate activities to provide feedback to enhance student motivation and achievement during instruction—as students learn. Providing helpful information as learning occurs contrasts with providing feedback solely after instruction. There is substantial evidence that appropriate formative assessment activities relate positively to student motivation and achievement (Black and Wiliam 1998). In addition, self-assessment is a valuable skill in effective formative assessment. Both Sadler (1989) and Black and Wiliam (1998) contend that self-assessment is essential to using feedback appropriately. Indeed, according to Black and Wiliam it is "a sine qua non for effective learning". James H. McMillan (2008:2)

6. **Questioners**

Methodology Questioners from Hsiao-Lin Tuan he used six factors of motivation into designing our scales in the new questionnaire. In the following, we define each factor in the questionnaire.

1. *Self-efficacy*. Students believe in their own ability to perform well in science learning tasks.

2. *Active learning strategies*. Students take an active role in using a variety of strategies to construct new knowledge based on their previous understanding.

3. *Science learning value*. The value of science learning is to let students acquire problem-solving competency, experience the inquiry activity, stimulate their own thinking, and find the relevance of science with daily life. If they can perceive these important values, they was motivated to learn science.

4. *Performance goal*. The student's goals in science learning are to compete with other students and get attention from the teacher.

5. *Achievement goal*. Students feel satisfaction as they increase their competence and achievement during science learning.

6. *Learning environment stimulation*. In the class, learning environment surrounding students, such as curriculum, teachers' teaching, and pupil interaction influenced students' motivation in science learning.

After establishing these six scales, we also adjusted the items from some relevant motivation questionnaires such as the MSLQ (Pintrich et al. 1991), the Patterns of Adaptive Learning Survey (Midgley et al. 1993), and the

Multidimensional Motivational Instrument (Uguroglu, Schiller and Walberg, 1981) into developing self-efficacy, performance goal, and achievement goal scales. There are two reasons for not directly applying existing scales from other questionnaires: many items from the previous questionnaires were not designed primarily for junior high school students, and the statements in many items of the previous questionnaires did not address science learning.

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the writer method that used in this study. It consists of research design, population and sample, research instrument, techniques of collecting data, and techniques of data analysis.

A. Research Design

In this research, quasi-experimental design that used. A quasi-experiment is an empirical study used to estimate the causal impact of an intervention on its target population without random assignment. Quasi-experimental research shares similarities with the traditional experimental design or randomized controlled trial, but it specifically lacks the element of random assignment to treatment or control. This study is conducted in a classroom setting, so it may not be possible for the writer to assign subjects randomly to groups. In this case, one must use design that was provided as much control as possible under the exciting situation Camphell and Stanley (1963:34).

This research has aim at finding out whether English is improving student's vocabulary with TPR method using English songs. The writers need delivered an experiment research, which have plan for about 4 meetings. During 4 meetings, the writer gave instructions to two groups of sample, Experimental group was taught by using TPR method and songs as media and control group was taught by using Songs.

B. Population and Sample

1. Population

According to Ary "population was all members of well-defined class of events, or subject. Donal Ary At All (2010:316) it means all the member of the object observation is the population in which the larger group about the generalization is made. Population is all individuals from the data collected. In this study, the population is all individuals from whom the data collected. In this study population is the students of the fifth grader at MIS NU Palangka Raya. The number of population is about 70 students.

Table 3.1
Population of the study

No	Class	Number
1.	V-A	34
2.	V-B	34
	Total	68

The number of the student population was 70 students and consist of two classes. And then has 34 students.

2. Sample

In this study writer, use cluster sampling technique. Cluster sampling improvise on stratified random sampling by further reducing costs, but with a risk of increasing sampling error. A cluster sample is probability sampling which the element are all the members of randomly

selected sampling units, each of which is a collection or cluster of elements from the population sampledRoger Sapsford and Victor Jupp (2006:34).

Table 3.2
Sample

No.	Classes	The Number of Students
1.	Experiment (V.A)	34
2.	Control (V.B)	34
	All Students	68

In this study, experimental class V.A was taught by using TPR method and English song's and control class V.B taught by using the English Songs. Meanwhile, the try out is conducted to other classes at MIS NU Palangka Raya.

C. Research Instrument

1. Research Instrument Development

According to Ary, et al., instrument is a device for operationally defining a variable. Selecting appropriate and useful measuring instruments in critical to the success of any research study. One must select or develop scales and instruments that can measure complex constructs such as intelligence, achievement, personality, motivation, attitudes, aptitudes, interests, and self-concept. There were two instruments used in this study, namely, test, questionnaire and tryout:

a. Test

According to Heaton "Test may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a

means of as seeing the student's performance the language J.B.Heaton (1987:1). Test is questions that was used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data. In this research, this is two kinds of test pre-test and post-test was giving to the students as participants. Before carrying out the teaching, pre-test was giving to experiment groups to make sure that the groups have similar and equal level of proficiencies. The post-test was giving to the experimental group after being taught by TPR method and English songs. The instrument of the test in this writer is objective test. Test was giving multiple choice from which consists of 50 items tryout, 30 items for pre-test and 30 items for post-test. And then, using the design lyric songs about Let's Shake Hands, Friends, 'Hello Hello How Are You, Greeting, Clap Your Hands, The Finger Family. So, this is table rating score for vocabulary test. When scoring the students' worksheet, the writer scored the rating as follow: Hapizuddin (2013)

Table 3.3: the rating scored for vocabulary test

Criteria of Mastery	Level
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

(After Madsen, 1983)

The table showed about criteria of vocabulary mastery and that were 91-100 level excellent, that were 81-90 level very good, that were 71-80 level good,

that were 61-70 level fair, that were 51-60 level poor, that were less than 50 level very poor.

b. Questionnaires

A questionnaire is a structured from, either written or printed consist of a formalized set of questions designed to collect information on some subject or subject from one or more respondents. In other words, a data collection technique wherein the respondents are asked to give answer to the series of questions, written or verbal, about a pertinent topic is called as a questionnaire. In this questionnaire adopted from Hsiao-Lin Tuan. 'In science, he thinks it is important to learn to solve problems'. In active learning strategies scale, we incorporated both constructivist learning with Patterns of Adaptive Learning Survey surface and deep learning strategies. A sample item related to this domain is 'During the learning process, I attempt to make connections between the concepts that I learn'. Finally, in learning environment stimulation, we incorporated previous research finding such as 'teachers' pay attention to me' and 'teachers use a variety of teaching methods' (Tuan and Chin 2000) in designing items.

> *1. Self-efficacy.* Students believe in their own ability to perform well in science learning tasks.

2. *Active learning strategies*. Students take an active role in using a variety of strategies to construct new knowledge based on their previous understanding.

3. *Science learning value*. The value of science learning is to let students acquire problem-solving competency, experience the inquiry activity, stimulate their own thinking, and find the relevance of science with daily life. If they can perceive these important values, they will be motivated to learn science.

4. *Performance goal*. The student's goals in science learning are to compete with other students and get attention from the teacher.

5. *Achievement goal*. Students feel satisfaction as they increase their competence and achievement during science learning.

6. *Learning environment stimulation*. In the class, learning environment surrounding students, such as curriculum, teachers' teaching, and pupil interaction influenced students' motivation in science learning.

An exemplar item is 'I am willing to participate in this science course because the teacher pays attention to me'. The items were constituted using five-point Likert-type scales. Items on the scales are anchored at 1 = strongly disagree, 2 = disagree, 3 = no opinion, 4 = agree and 5 strongly agree. To examine whether the SMTSL questionnaire could identify students with different levels of learning motivation, we asked five science teachers to identify students with high, moderate, and low motivation from their classes.

One-way analysis of variance was used to analyses whether students with high, moderate and low motivation showed significant difference on SMTSL scores. Hsiao-Lin Tuan (2005:5). And then questionnaire was give some students, the writer must accompany to provide explanation to the questionnaire so that the students better understanding in filling the questionnaire.

3. Research Instrument Try Out

To prove the test is suitable for the sample of this study, the writer was conducted a try out test. Test that was gave multiple choice from which consist 50 items. And then has of 38 items verb, 5 items noun, 7 items adjective, Then the writer chooses students in different class to try out the test. Then the writer was chosen student in different class to try out is test. The try out is test was conducted to V-C of MIS NU Palangka Raya. The result tryout there were 33 valid and was used 30 questions.

4. Instrument Validity

The validity of a test is the extent to which it measures what is supposed to measure and nothing else. The test can be said valid if it is able to measure what it is supposed to be measure.

a. Content Validity

Content validity is concerned with what goes into the test. A test is said to have content validity if the items are representative of the population of possible task. The content of a test should be decided by considering the purpose of the assessment and then drawn up as a list known as a content specification. The

instrument must be valid in content. It means that the items in the instrument are equal and proportional in their distribution as the indicators of the test. There were 3 indicators are: Hello, Intan!, Let Me Introduce Myself, and He is My Father.

b. Construct Validity

According to Heaton construct validity assumes the existence of certain learning theories and constructs underlying yhe acquisition of abilities and skills. If a test has construct, it is capabel of measuring certain specific characteristics in accordance with a theory of language.

The validities done in order to know the degree of the validity of the test items based on the coefficient correlation. To measure The validity of the instrument, the writer used the formulation of Product Moment by Pearson as follows(Riduwan 2007;110):

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

Where:

r_{xy} : The coefficient of correlation

$\sum X$: Total Value of Score X

$\sum Y$: Total Value of Score Y

$\sum XY$: Multiplication Result between Score X and Score Y

N   : Number of students

Furthermore, it was calculated using Test-t calculation below:

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t $\qquad$ = The value of $t_{observed}$

r $\qquad$ = The coefficient of correlation of the result of $r_{observed}$

n $\qquad$ = Number of students

The distribution of t_{table} at alpha 5% and the degree of freedom (n-2) with the measurement of validity using these criteria:

$$t_{observed} > t_{table} = \text{Valid}$$

$$t_{observed} < t_{table} = \text{Invalid}$$

To know the validity level of the instrument, the result of the test was interpreted to the criteria or the correlation index as follows:

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400 – 0.599 = Fair Validity

0.200 – 0.399 = Poor Validity

0.000 – 0.199 = Very Poor Validity

In the measurement of validity, the criteria are:

a. If the value of $t_{observed}$ is greater than t_{table} , the instrument is valid.

b. If the value of $t_{observed}$ is lower than t_{table} , the instrument is invalid.

c. The value of t_{table} can be seen at alpha= 5%

5. Instrument Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. In rather

reliability, there are inter-rater reliability and intra-rater reliability. Inter-rater reliability is the consistency of the judgement of several raters on how they see a phenomenon or interpreted the responses of the subject. It indicates accuracy in scoring composition of two different raters. Meanwhile, intra-rater reliability referred to the consistency of the rater in scoring the same paper at two different points of time. It points out an individual accuracy in scoring a particular composition. In this study, the writer uses intra-rater reliability. The reliability of the whole test can be estimated by using this formula: suharsimi (1992:108)

$$r_{11} = \left(\frac{k}{k-1}\right) \times \left(1 - \frac{M(k-M)}{k.Vt}\right)$$

Note: k = number of items

M = The mean score on the test for all the testers

Vt = the standard deviation of all the testers' score

The steps in determining the reliability of the test are:

a.   Making tabulating of testes' scores

b.   Measuring the mean of the testes' score with the formula: M=$\frac{\sum Y}{N}$

c.   Measured the total variants with the formula:

$$Vt= \frac{\sum Y^2 - \frac{\left(\sum Y\right)^2}{N}}{N}$$

Where:

Vt   = the total variants

$\sum Y$ = the total of score

$\sum Y^2$ = the square of score total

N   = the number of testes

d. Calculated the instrument reliability using KR-21.

e. The last decision was compared the value of Γ_{11} and Γ_t

Γ_{11} > r_{table} = Reliable

f. T| Γ_{11} < Γ_{table} = Not Reliable |y of instrument, the value of Γ_{11} was

interpreted based on the qualification of reliability as follows:

0.800- 1.000: Very High Reliability

0.600-0.799: High Reliability

0.400-0.599: Fair Reliability

0.200-0.399: Poor Reliability

0.000-0.199: Very Poor Reliability

From the measurement of instrument try out reliability know that the numbers of test items were reliable or not.

D. Data Collecting Procedure

To collect the accurate data in this study, the writer used the instruments that appropriate to the problem statement:

1. Test

Test is a set of questions or exercises and other tools which are used to measure skill, intelligence, knowledge, and ability those are had by individual or group. This method is used to get data about score of the pre-test and post-test that was given for both of groups. The test in this study is to measure students' vocabulary and learning motivation.

2. Questionnaire

For collecting the data, the writer used some steps in the procedure as follows:

1. The writer observed the school to know the number of class of students and the class activity.

2. The writer determined the class experimental group.

3. The writer gave try out to another class before testing for pre-test and post-test.

4. The writer gave score to the students' sheet of try out to test the validity.

5. The writer gave pre-test to the experimental and control groups. Lynch sates: pre-test plays a crucial role: it is using to attempt a statistical adjustment of potential preexisting difference between the program and control groupBrian K. Lynch (1966:76).

6. The writer taught the experimental group using song and TPR method.

7. The writer taught the control group using English book and songs media as teacher use to do.

8. The writer gave post-test to the experimental group and control group.

9. Measure the normality and homogeneity.

10. The writer analyzed the obtained data from mean of post test score the experiment group and control group.

11. The writer interpreted the statically result.

12. The writer concluded the activity of the study whether the use of effect TPR and songs towards students' fifth grader vocabulary and learning motivation.

13. The writer discussed about the conclusion.

E. Data Analysis Procedure

In this study, the writer used ANOVA for analysis the data. Simple or one-way analysis of variance (ANOVA) is a statistical procedure used to analyze the data from a study with more than two groups. The data of this study is score of students' pre-test and post-test and the result of SMTSL questionnaire. Therefore, the data were in quantitative data. The data analyzed by means of inferential statistics. This statistical analysis is suitable to answer the research problem. In this case, the writer applied one way ANOVA to examine the students' score vocabulary and students' learning motivation use which TPR method and song.

1. Techniques of Data Analysis

Before analyzing data using ANOVA Test, the writer should fulfill the requirements of ANOVA Test. They are Normality test, Homogeneity test and Hypothesis test.

a. Normality Test

It is used to know the normality of the data that is going to be analyze whether both groups have normal distribution or not. In this study to test the normality, the writer was applied SPSS 23.0 program using Kolmogorov Smirnov with level of significance =5%. Calculation result of asymptotic significance is higher than α (5%) so the distribution data was normal. In the contrary, if the result of an asymptotic significance is lower than α (5%) , it meant the data was not normal distribution.

b. Homogeneity Test

Homogeneity is used to know whether experimental group and control group that are decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the writer applied SPSS 23.0 program used Levene's testing with level of significance α (5%). If calculation result was higher than 5% degree of significance, so H_a was accepted, it means both groups had same variant and homogeneous.

c. Testing Hypothesis

The writer applied the one-way ANOVA statistical to test hypothesis with level of significance 5% one-way ANOVA could be applied to test a difference mean or more. The steps are as follows:

1). Find out the grand mean (X) each group: $\sum X_t^2 = \sum X^2 - (\frac{\sum X^2}{N})$

2). Find out the sum of square among group:

$$SS_t = \sum X^2 - \frac{(\sum X_t)^2)}{N}$$

Where:

SS_t = sum of square total

$\sum X^2$ = each score squared, then summed

$(\sum X_t)^2$ = all the scores summed first, then this sum squared

 N   = number of score

3).The sum of squares between groups

$$SS_b = \frac{(\sum X_1)^2)}{n_1} + \frac{(\sum X_2)^2)}{n_2} - \frac{(\sum X_2)^2)}{N}$$

4).The sum of squares within groups

$$SS_w = SS_t - SS_b$$

5).Find out degree of freedom between group:

$$Df_b = G-1$$

6).Calculated the between-groups mean square (MSb) :

$$MSb = \frac{SST}{dfb}$$

7).Find out the degree of freedom within group :

$$Df_w = N-1$$

8).Calculated within group mean score (MSw) :

$$MSw = \frac{SSb}{dfw}$$

9).Find the F ratio

$$F = \frac{MSb}{MSw}$$

10).Determined the level of significant of $F_{observed}$ by comparing the $F_{observed}$

with the $F_{table.}$

2. Data Analysis Procedure

The writer did some steps in data analysis procedure, they are as follows:

a. Collected the students' vocabulary score of pre-test and post-test.

b. Arranged the obtained score into the distribution of frequency of score table.

c. Calculated mean, median, modus, standard deviation and standard error of students' score.

d. Measured the normality and homogeneity.

e. Analyzed the data by using one-way analysis of variance to answer the problem of the study. In addition, the SPSS program is applied.

f. Interpreted the result of analyzing data.

g. Make discussion to clarify the research finding.

h. Drawn conclusion.

i. Summary.

CHAPTER IV

RESULT OF THE STUDY

In this chapter, the writer presents the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

A. Data Presentation

1. The Result of Pre-Test and Post Test Score Students' Vocabulary of the Experiment and Control Class

a. The Result of Pre-Test and Post Test Score of Students' Vocabulary in the Experiment Class

The pre-test at the experiment class had been conducted in class A with the number of student was 34 students on Wednesday, 30th August 2017. Then the posttest at the experiment class had been conducted in class A with the number of student was 34 students on Wednesday, 20th September 2017. The pre-test and post test score of students' vocabulary achievement were presented in table 4.1 below:

Table 4.1 the Result of Pre-Test and Post Test Scores of Students' Vocabulary in Experiment Class

No.	Students' Code Name	Experiment Class				Improvement
		Pre-Test	Catego-Ry	Post Test	Catego-Ry	
1	E01	43	very poor	80	Good	37
2	E02	66	Poor	86	very good	20
3	E03	76	Good	96	Excellent	20
4	E04	63	Fair	89	very good	26
5	E05	69	Fair	76	Good	7

6	E06	76	Good	96	Excellent	20
7	E07	73	Good	93	Excellent	20
8	E08	76	Good	79	Good	3
9	E09	73	Good	83	Good	10
10	E10	66	Fair	90	very good	24
11	E11	73	Good	86	very good	13
12	E12	66	Fair	79	Good	13
13	E13	49	very poor	79	Good	33
14	E14	76	Good	96	Excellent	20
15	E15	73	Good	83	very good	10
16	E16	66	Fair	96	Excellent	30
17	E17	73	Good	86	very good	13
18	E18	73	Good	73	Good	0
19	E19	76	Good	74	Good	2
20	E20	66	Fair	85	very good	19
21	E21	76	Good	88	very good	2
22	E22	76	Good	86	very good	10
23	E23	76	Good	80	Good	4
24	E24	66	Fair	80	Good	14
25	E25	73	Good	83	very good	10
26	E26	66	Fair	76	Good	10
27	E27	76	Good	83	very good	7
28	E28	76	Good	86	very good	10
29	E29	73	Good	89	very good	16
30	E30	66	Fair	83	very good	17
31	E31	76	Good	76	Good	0
32	E32	66	Fair	90	very good	24
33	E33	73	Good	76	Good	3
34	E34	66	Fair	85	very good	19
MEAN		69.9		84.2		
STANDARD DEVIATION		7.5		6.6		
HIGHEST		76.6		96.6		
LOWEST		43.3		73.3		

It can be seen in the table 4.1 above, based on the result of research in

class A as experiment class before giving treatment, the highest pre-test score of

students in experiment class was 76 and the lowest score was 43 with mean was 69.9, and standard deviation was 7.5. Then the result of research in class A as experiment class after taught using TPR and song, the highest post test score of students in experiment class was 96 and the lowest score was 73 with mean was 84.2, and standard deviation was 6.7. In conclusion, mean of pre-test score was 69.9 and in the post test was 84.2.

In the pre-test, there were 11 students got fair category with percentage 32.35%, 20 students got good category with percentage 58.82% and 1 student got poor category with percentage 2.94%, 2 students got very poor category with percentage 5.88%, there was no one got excellent.

Then in the posttest there was no one got fair category, 13 students got good category with percentage 38.2% and 16 students got very good category with percentage 47% then, 5 students got excellent category with percentage 14.70%. It could be concluded that the students' vocabulary scores of experiments class was increased from pre-test to post test.

b. The Result of Students vocabulary in pre-test Experimental Group

To determine the range of score, the class of interval, interval of temporary, the writer calculated using formula as follow:

The highest score (H)   = 76,6
The lowest score (L)   = 43,3
The range of score (R)   = H-L+1
                              = 76,6 – 43,3 + 1
                              = 34,3
The class interval (K)   = 1+(3.3) x Log n
                              = 1 +(3.3) x log 34

$$= 1 + (3,3) \text{ x } 1.53147892$$

$$= 1 + 5.05388044$$

$$= 6.05388044$$

$$= 6$$

Interval of Temporary (I) $\quad = \dfrac{R}{K} = \dfrac{34}{6}$

$$= 5,6$$

So, the range of score was 34, the class interval was 7, and interval of temporary was 4. Then, it is presented using frequency distribution in the following table:

Table 4.2 The Frequency Distribution of the Pre-Test Scores of the Experimental Group

Class (K)	Interval (I)	Frequency (F)	Midpoint (X)	The Limitation of Each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	73-78	20	75	72.5-78.5	58.82352941	100
2	67-72	1	69	66.5-72.5	2.941176471	41.17647059
3	61-66	11	63	60.5-66.5	32.35294118	38.23529412
4	55-60	0	57	54.5-60.5	0	5.882352941
5	49-54	1	51	48.5-54.5	2.941176471	5.882352941
6	43-48	1	45	42.5-48.5	2.941176471	2.941176471
		ΣF=34			ΣP=100	

Figure 4.1 The Frequency Distribution of the Pretest Score of the Experimental Group
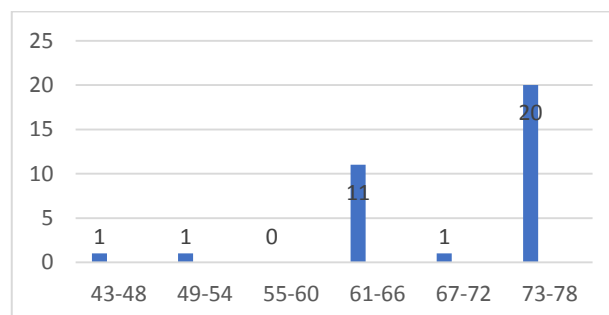
The table and figure above show the pretest score students in experiment group. It can be seen that there were 1 student who got score 42.5-48.5. There were 1 student who got score 48.5-54.5. There were 10 students who got score 60.5-66.5. There were 1 student who got score 66.5-72.5. There were 20 students who got score 72.5-78.5.

c. The Result of Students vocabulary in post-test Experimental Group

To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

The Highest Score (H)	$= 96.6$
The Lowest Score (L)	$= 73.3$
The Range of Score (R)	$= H - L + 1$
	$= 96.6 - 73.3 + 1$
	$= 24.3$
The Class Interval (K)	$= 1 + (3.3) \times \text{Log n}$
	$= 1 + (3.3) \times \text{Log 34}$
	$= 1 + (3.3) \times 1.53147892$
	$= 1 + 5.05388044$
	$= 6.05388044$
	$= 6$
Interval of Temporary (I)	$= \frac{R}{K} = \frac{24.3}{6}$
	$= 40.5$
	$= 4 \text{ or } 5$

So, the range of score was 24.3, the class interval was 6, and interval of temporary was 4. Then, it was presented using frequency distribution in the following table:

**Table 4.3 The Frequency Distribution of the Posttest Score of the
Experimental Group**

Class (K)	Interval (I)	Frequency (F)	Midpoint (X)	The Limitation of Each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	94-97	6	95.5	93.5-97.5	17.64705882	100
2	90-93	4	91.5	89.5-93.5	11.76470588	82.35294118
3	85-89	10	87	84.5-89.5	29.41176471	70.5882353
4	81-84	5	82.5	80.5-84.5	14.70588235	41.17647059
5	77-80	4	78.5	76.5-80.5	11.76470588	29.41176471
6	73-76	5	75	72.5-76.5	14.70588235	14.70588236
		ΣF=34			100	

**Figure 4.2 The Frequency Distribution of the Posttest Score of the
Experimental Group**
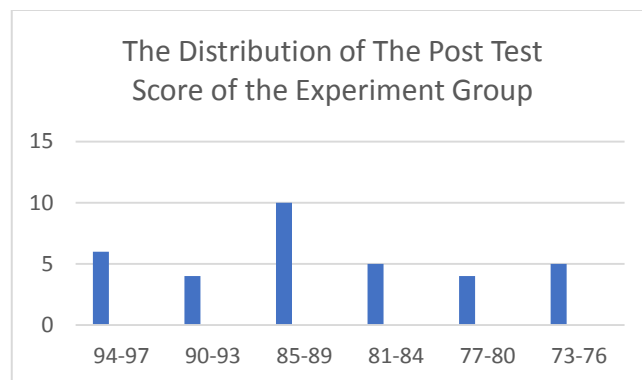
The table and figure above show the pretest score students in experiment group. It can be seen that there were 5 students who got score 73-76. There were 4 students who got score 77-80. There were 5 students who got score 81-84. There were 10 students who got score 85-89. There were 4 students who got score 90-93. That were 6 students who got score 94-97.

d. **The Result of Pre-Test and Post Test Score Students' Vocabulary of the Control Class**

The pre-test at the control class had been given in class B with the number of student was 34 students on Thrusday,31th August 2017. Then the post test at the control class had been given in class B with the number of student was 34 students on Thursday, 21th September 2017. The post test scores of students' Vocabulary achievement were presented in table 4.2.

Table 4.4 the Result of Pre-Test and Post Test Scores of Students' Vocabulary in Control Class

No.	Students' Code Name	Control Class				Improv- ement
		Pre-Test	Catego- Ry	Post Test	Catego- Ry	
1	C01	49	very poor	73	good	24
2	C02	66	Fair	76	good	10
3	C03	66	Fair	76	good	10
4	C04	73	Good	70	Fair	3
5	C05	46	very poor	73	good	27
6	C06	66	Fair	70	Fair	4
7	C07	46	very poor	66	Fair	20
8	C08	66	Fair	70	Fair	4
9	C09	49	very poor	69	Fair	20
10	C10	73	Good	80	good	7
11	C11	49	very poor	73	good	24
12	C12	73	Good	70	Fair	3
13	C13	73	Good	71	good	2
14	C14	66	Fair	79	good	13
15	C15	53	Poor	66	Fair	13
16	C16	73	Good	70	Fair	3
17	C17	66	Fair	70	Fair	4
18	C18	66	Fair	60	poor	6
19	C19	46	very poor	66	Fair	20
20	C20	69	Fair	70	Fair	1
21	C21	46	very poor	66	Fair	20
22	C22	66	Fair	79	good	13

23	C23	69	Fair	73	good	4
24	C24	69	Fair	79	good	10
25	C25	59	Poor	69	Fair	10
26	C26	73	Good	80	good	7
27	C27	66	Fair	79	good	13
28	C28	69	Fair	86	very good	17
29	C29	73	Good	89	very good	16
30	C30	66	Fair	79	good	13
31	C31	73	Good	67	Fair	6
32	C32	73	Good	70	Fair	3
33	C33	59	Poor	73	good	14
34	C34	73	Good	83	very good	10
MEAN	**64.3**			**73.2**		
STANDARD DEVIATION	**9.57**			**6.34**		
HIGHEST	**73.3**			**89**		
LOWEST	**46.6**			**60**		

It can be seen in the table 4.2 above, based on the result of research in class B as control class, the highest pre-test score of students in control class was 73.3 and the lowest score was 46.6 with mean was 64.3, and standard deviation was 9.57. Then, class B as control class which was not taught using TPR method, the highest post test score of students in control class was 89 and the lowest score was 60 with, mean was 73.2, and standard deviation was 6.34. In conclusion, mean of pre-test score was 64.3 and in the post test was 73.2.

In the pre-test, there were 10 students got good category with percentage 29.41%, there were 3 students got poor category with percentage 8.82%, there were 14 students got fair category with percentage 47.17%, there were 7 students got very poor category with percentage 20.58, there was no one got excellent category, there was no one got very good category.

Then in the posttest there were 15 students got good category with percentage 44.41%, there were 1 student got poor category with percentage 2.94%, there were 15 students got fair category with percentage 44.41%, there were 3 students got very good category with percentage 8.82%, and there was no one got excellent category, then there was no one got very poor category. It could be concluded that the students' vocabulary achievement scores of control class was increased from pre-test to post test.

The comparison reading score pre-test and posttest between experiment and control class presented in the figure 4.1 below:

f. The Result of Pre-Test Score Students' Vocabulary of the Control Class

To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

The Highest Score (H)   = 73.3

The lowest Score (L)   = 46.6

The Range of Score (R) $= H - L + 1$

                             $= 73.3 - 46.6 + 1$

                             $= 27.7$

The Class Interval (K) $= 1 + (3.3)$ x log n

                             $= 1 + (3.3)$ x log 34

                             $= 1 + (3.3)$ x 1.53147892

                             $= 1 + 5.05388044$

                             $= 6.05388044$

                             $= 6$

Interval of Temporary (I) $= \dfrac{R}{K} = \dfrac{27}{6}$

                             $= 4.5$

$$= 4 \text{ or } 5$$

So, the range of score was 27.7, the class interval was 4, and interval of temporary was 4. Then, it was presented using frequency distribution in the following table:

Table 4.5 The Frequency Distribution of the Pretest Score of the Control Group

Class (K)	Interval (I)	Frequency (F)	Midpoint(X)	The Limitation of Each Group	Relative Frequency (%)	Cumulative Frequency (%)
1	70-74	9	72	69.5-74.5	26.47058824	100
2	65-69	15	67	64.5-69.5	44.11764706	55.8824
3	60-64	0	62	59.5-64.5	0	100
4	55-59	2	57	54.5-59.5	5.882352941	94.1176
5	50-54	1	52	49.5-54.5	2.941176471	97.0588
6	46-49	7	47,5	45.5-49.5	20.58823529	79.4118
		ΣF=34			ΣP=100	

Figure 4.3 The Frequency Distribution of The Pretest Scores of the Control Group
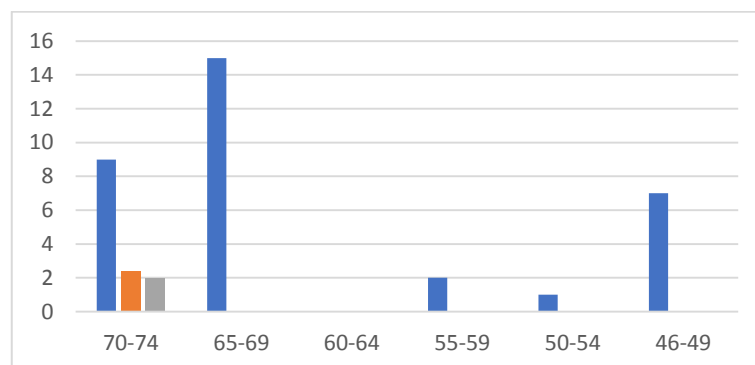
The table and figure above show the pretest score students in experiment group. It can be seen that there were 7 student who got score 46-49. There were 1 student who got score 50-54. There were 2 students

who got score 55-59. There were 15 student who got score 65-69. There

were 9 students who got score 70-74.

g. **The Result of Post-Test Score Students' Vocabulary of the Control Class**

To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

The Highest Score (H) $= 89$

The Lowest Score (L) $= 60$

The Range of Score (R) $= H - L + 1$

$= 89 - 60 + 1$

$= 30$

The Class Interval (K) $= 1 + (3.3) \times \text{Log n}$

$= 1 + (3.3) \times \text{Log 34}$

$= 1 + (3.3) \times 1.53147892$

$= 1 + 5.053880436$

$= 6.053880436$

$= 6$

Interval of Temporary (I) $= \frac{R}{K} = \frac{30}{6}$

$= 5$

So, the range of score was 30, the class interval was 6, and interval of temporary was 5. Then, it was presented using frequency distribution in the following table:

Table 4.6 The Frequency Distribution of The Post Test Scores of The Control Group

Class	Interval	Frequency	Midpoint(X)	The Limitation	Relative	Cumulative

(K)	(I)	(F)		of Each Group	Frequency (%)	Frequency (%)
1	85-90	2	87.5	84.5-90.5	5.882352941	97.05882353
2	80-84	2	82	79.5-84.5	5.882352941	91.17647059
3	75-79	7	77	74.5-79.5	20.58823529	70.58823529
4	70-74	15	72	69.5-74.5	44.11764706	26.47058824
5	65-69	7	67	64.5-69.5	20.58823529	5.882352942
6	60-64	1	62	59.5-64.5	2.941176471	2.941176471
		ΣF=34			ΣP=100	

Figure 4.4 The Frequency Distribution of the Post Test Scores of the Control Group
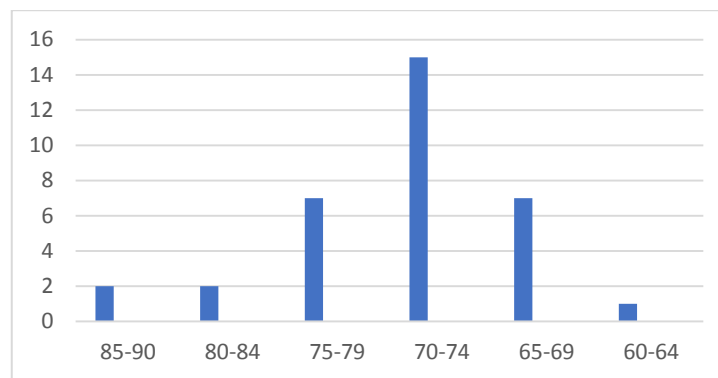
The table and the figure show the post test score of students in control group. It can be seen that there were 1 student who got score 60-64. There were 7 students who got score 65-69. There were 15 students who got score 70-74. There were 7 students who got score 75-79. There were 2 students who got score 80-84. There were 2 students who got score 85-90.

The Comparison Result of Pre-test of Experimental and Control Group
Table. 4.7 The Comparison Score of Pre-Test and Post Test

EXPERIMENTAL GROUP						CONTROL GROUP						
		Score					No	C	Score			
No	C	Pre Test	P	Post test	P	IMP			Pre Test	P	Post test	P	IMP

1	E01	43	VP	80	G	37	1	C01	49	VP	73	G	24
2	E02	66	P	86	VG	20	2	C02	66	F	76	G	10
3	E03	76	G	96	E	20	3	C03	66	F	76	G	10
4	E04	63	F	89	VG	26	4	C04	73	G	70	F	3
5	E05	69	F	76	G	7	5	C05	46	VP	73	G	27
6	E06	76	G	96	E	20	6	C06	66	F	70	F	4
7	E07	73	G	93	E	20	7	C07	46	VP	66	F	20
8	E08	76	G	79	G	3	8	C08	66	F	70	F	4
9	E09	73	G	83	G	10	9	C09	49	VP	69	F	20
10	E10	66	F	90	VG	24	10	C10	73	G	80	G	7
11	E11	73	G	86	VG	13	11	C11	49	VP	73	G	24
12	E12	66	F	79	G	13	12	C12	73	G	70	F	3
13	E13	49	VP	79	G	33	13	C13	73	G	71	G	2
14	E14	76	G	96	E	20	14	C14	66	F	79	G	13
15	E15	73	G	83	VG	10	15	C15	53	P	66	F	13
16	E16	66	F	96	E	30	16	C16	73	G	70	F	3
17	E17	73	G	86	VG	13	17	C17	66	F	70	F	4
18	E18	73	G	73	G	0	18	C18	66	F	60	P	6
19	E19	76	G	74	G	2	19	C19	46	VP	66	F	20
20	E20	66	F	85	VG	19	20	C20	69	F	70	F	1
21	E21	76	G	88	VG	2	21	C21	46	VP	66	F	20
22	E22	76	G	86	VG	10	22	C22	66	F	79	G	13

23	E23	76	G	80	G	4	23	C23	69	F	73	G	4
24	E24	66	F	80	G	14	24	C24	69	F	79	G	10
25	E25	73	G	83	VG	10	25	C25	59	P	69	F	10
26	E26	66	F	76	G	10	26	C26	73	G	80	G	7
27	E27	76	G	83	VG	7	27	C27	66	F	79	G	13
28	E28	76	G	86	VG	10	28	C28	69	F	86	VG	17
29	E29	73	G	89	VG	16	29	C29	73	G	89	VG	16
30	E30	66	F	83	VG	17	30	C30	66	F	79	G	13
31	E31	76	G	76	G	0	31	C31	73	G	67	F	6
32	E32	66	F	90	VG	24	32	C32	73	G	70	F	3
33	E33	73	G	76	G	3	33	C33	59	P	73	G	14
34	E34	66	F	85	VG	19	34	C34	73	G	83	VG	10
TOTAL		2377		2866					2168		2490		
Mean		69.9		84.2					64.3		73.2		
SD		7.5		6.6					9.57		6.34		
SE		1.28		1.12					1.64		1.08		
H		76.6		96.7					73		89		
L		43.3		73.3					46		60		

NOTE :

C : Code

P : Predicate

IMP : Improvement

VP : Very poor

P : Poor

G : Good

VG : Very Good

F   : Fair

The table above showed us the score of pre-test and post-test score achieved by experimental group, with mean 69.9 and 84.2, standard deviation were 7.5 and 6.6, standard error 1.28 and 1.12, the highest score were 76 and 96, the lowest score were 43 and 73.

In the pre-test, there were 11 students got fair category with percentage 32.35%, 20 students got good category with percentage 58.82% and 1 student got poor category with percentage 2.94%, 2 students got very poor category with percentage 5.88%, there was no one got excellent.

Then in the posttest there was no one got fair category, 13 students got good category with percentage 38.2% and 16 students got very good category with percentage 47% then, 5 students got excellent category with percentage 14.70%.

In addition, score pretest and post-test score achieved by control group mean was 73.2, and standard deviation was 6.34. In conclusion, mean of pre-test score was 64.3 and in the post test was 73.2.

In the pre-test, there were 10 students got good category with percentage 29.41%, there were 3 students got poor category with percentage 8.82%, there were 14 students got fair category with percentage 47.17%, there were 7 students

got very poor category with percentage 20.58, there was no one got excellent category, there was no one got very good category.

Then in the posttest there were 15 students got good category with percentage 44.41%, there were 1 student got poor category with percentage 2.94%, there were 15 students got fair category with percentage 44.41%, there were 3 students got very good category with percentage 8.82%, and there was no one got excellent category, then there was no one got very poor category.

Figure 4.5 The Comparison Vocabulary Score Pre-test and Post Test Experiment and Control Class
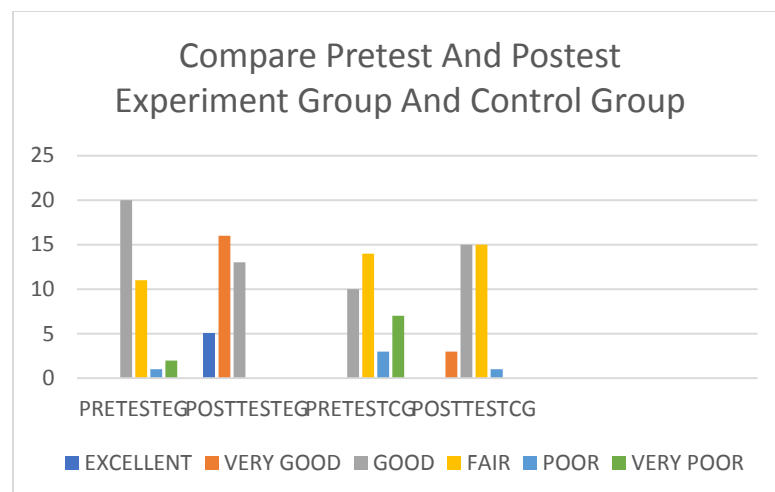
It could be seen from figure 4.1 above students' vocabulary achievement of control class and experiment class was increased from pre-test to post test. The discussion was available in the description before.

h. The Level of Learning Motivation

Intrinsic motivation is highest level of motivation internally generated (91-100). Integrated is regulation are adopted into one's value and needs but it also contingent upon reward (81-90). Identified is behavior personally important

(71-80). Introjected is behaviors not fully accepted one's own (61-70). External behavior performed to satisfy external demand or reward (60-50). Amotivation is lack of intent to act (51-60). Nada Salem (2002).

i. The Result of Learning Motivation Students' Experiment And Control Group

No	Code	Score	Category	Code	Score	Category
1	E1	91	Intrinsic	C01	67	Introjected
2	E2	88	integrated	C02	66	Introjected
3	E3	70	introjected	C03	57	External
4	E4	84	integrated	C04	72	Indentified
5	E5	79	indentified	C05	77	indentified
6	E6	94	intrinsic	C06	76	indentified
7	E7	91	intrinsic	C07	74	indentified
8	E8	70	introjected	C08	81	integrated
9	E9	81	integrated	C09	64	introjected
10	E10	76	indentified	C10	89	integrated
11	E11	61	introjected	C11	67	introjected
12	E12	70	introjected	C12	76	indentified
13	E13	91	Intrinsic	C13	89	integrated
14	E14	72	indentified	C14	75	indentified
15	E15	91	Intrinsic	C15	81	integrated
16	E16	75	indentified	C16	79	indentified
17	E17	75	indentified	C17	72	indentified
18	E18	94	Intrinsic	C18	84	integrated
19	E19	76	indentified	C19	72	indentified
20	E20	88	integrated	C20	85	integrated
21	E21	85	integrated	C21	86	integrated
22	E22	70	introjected	C22	87	integrated
23	E23	60	external	C23	69	introjected
24	E24	70	introjected	C24	85	integrated
25	E25	87	integrated	C25	60	External
26	E26	75	indentified	C26	92	Intrinsic
27	E27	75	indentified	C27	80	indentified
28	E28	94	Intrinsic	C28	81	integrated
29	E29	76	indentified	C29	73	indentified
30	E30	70	introjected	C30	79	indentified
31	E31	84	integrated	C31	77	indentified
32	E32	61	introjected	C32	73	indentified

33	E33	81	integrated	C33	67	introjected
34	E34	75	indentified	C34	84	integrated
		2680			**2596**	
	highest	**94**			**92**	
	Lowest	**60**			**67**	
	Mean	**78.82353**			**76.35294**	

Based on the data above, it can be seen that the students' highest score of experimental group was 94 and the students' lowest score 60 and mean 78.824. Then, highest score of control group was 92 and the students' lowest 67 and mean 76.353.

Figure 4.6 The Comparison learning motivation of experiment and control group
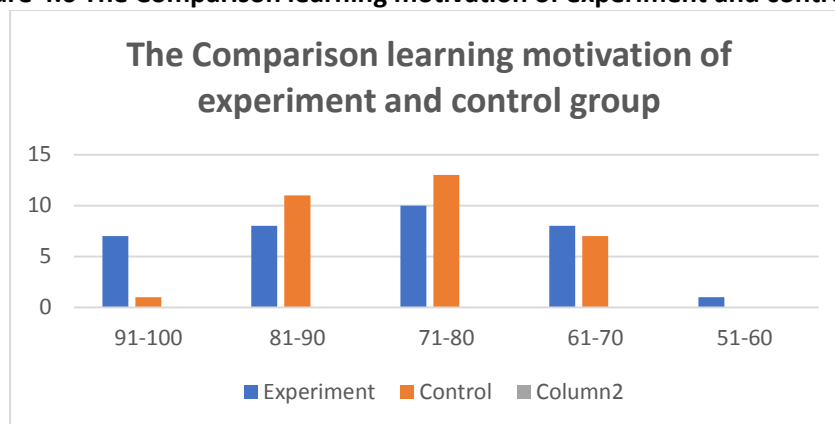
The table showed there were 6 students who got score 91-100, there were 7 students who got score 81-90, there were 13 students who got score 71-80, there were 5 students who got score 61-70, there were 1 student got score 51-60.

B. Research Findings

1. Testing the Normality and Homogeneity

a. Testing the Normality

In this study, the writer used SPSS 23.0 program to calculated the normality. The testing of normality used to know that the distribution of the data was normal or not. The result of testing the normality using SPSS 23.00 program could be seen as follows:

Table 4.7 Testing the Normality Using SPSS 23.00 Program Testing of Normality Pre-Test and Post Test Experiment Group and Control Group

One-Sample Kolmogorov-Smirnov Test

		PRETESTEX	POSTTESTEX	PRETESTCO	POSTTESTCO
N		34	34	34	34
Normal Parameters[a,b]	Mean	69.91	84.29	64.35	73.24
	Std. Deviation	7.501	6.558	9.571	6.344
Most Extreme Differences	Absolute	.248	.103	.299	.166
	Positive	.208	.103	.175	.166
	Negative	-.248	-.081	-.299	-.112
Test Statistic		.248	.103	.299	.166
Asymp. Sig. (2-tailed)		.000[c]	.200[c,d]	.000[c]	.019[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Based on the result of testing the normality, it was found that the value of the significance of the posttest of experiment group was 2.00 and the value of the and the value of the significance of posttest the control group was 0.19. It meant that the distribution of the data was normal because the value of the significance was greater than 0.05.

Table 4.8 Testing the Normality Using SPSS 23.00 Program Testing of Normality Learning Motivation Experiment Group and Control Group

One-Sample Kolmogorov-Smirnov Test

		Motivation_EX	Motivation_CO
N		34	34
Normal Parameters[a,b]	Mean	78.8235	76.3529

	Std. Deviation	9.87949	8.59134
Most Extreme Differences	Absolute	.142	.078
	Positive	.142	.068
	Negative	-.098	-.078
Test Statistic		.142	.078
Asymp. Sig. (2-tailed)		.080[c]	.200[c,d]

Based on the result of testing the normality, it was found that the value of the significance learning motivation of the experiment group was 0.80 and the value of the and the value of the significance learning motivation of the control group was 2.00. It meant that the distribution of the data was normal because the value of the significance was greater than 0.05.

Where:

If respondent > 50, so we used the Kolmogorov-Smirnov

If respondent > 50, so we used the Shapiro-Wilk

b. Testing the Homogeneity

The writer used SPSS 23.00 program to calculated the homogeneity used to know that data was homogenous or not. The result of testing the homogeneity using SPSS 23.00 program could be seen as follows:

Table 4.9 Test of Homogeneity of Variance Using SPSS 23.00 Test of Homogeneity of Variances Pretest Experiment Group and Control Group Test of Homogeneity of Variances

PretestEX

Levene Statistic	df1	df2	Sig.

3.984	5	27	.008

From the table output above can be known the pretest of experiment and control significance about 0.08. Because the value of significance higher than 0.05 so can be conclude that the data of both group have the same variance or homogeneity. Number of Levene Statistic showed that more lower the value so more higher the homogeneity of the data.

Table 4.10 Test of Homogeneity of Variance Using SPSS 23.00 Test of Homogeneity of Variances Posttest Experiment Group and Control Group

Test of Homogeneity of Variances

PosttestEx

Levene Statistic	df1	df2	Sig.
1.254	6	21	.320

From the table output above can be known the posttest of experiment and control significance about 3.20 Because the value of significance higher than 0.05 so can be conclude that the data of both group have the same variance or homogeneity. Number of Levene Statistic showed that more lower the value so more higher the homogeneity of the data.

Table 4.11 Test of Homogeneity of Variance Using SPSS 23.00 Test of Homogeneity of Variances Learning Motivation Experiment Group and Control Group

Test of Homogeneity of Variances

EXPERIMENTMOTIVATION

Levene Statistic	df1	df2	Sig.

2.525^a	9	13	.063

From the table output above can be known the learning motivation of experiment and control significance about 0.63. Because the value of significance higher than 0.05 so can be conclude that the data of both group have the same variance or homogeneity. Number of Levene Statistic showed that more lower the value so more higher the homogeneity of the data.

2. Testing Hypothesis

The writer used One - Ways Anova to test the hypothesis with significance level α= 0.05. The writer used manual calculation and SPSS 23.0 Program to test the hypothesis using One - ways Anova. The criteria of H_o is accepted when F_{value} ≤ F_{table}, and the H_o is refused when F_{value} ≥ F_{table}. Then the criteria H_a is accepted when F_{value} ≥ F_{table}, and H_a is refused when F_{value} ≤ F_{table}. Or The criteria of H_o was accepted when the significant value ≥ 0.05, and H_o was refused when the significant value ≤ 0.05.

To make sure the manual calculation, SPSS 23.0 statistic program was conducted in this study.

ANOVA

Hypothesis

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2079.137	2	1039.569	17.245	.000
Within Groups	5968.118	99	60.284		
Total	8047.255	101			

Based on SPSS 23.0 statistic program calculation, the result showed that Degree of Freedom Between Group (DFb) = 2 and Degree of Freedom Within Group (DFw) = 99 (F_{table} = 3.09) and F_{value} was 17.245. It showed F_{value} was higher than F_{table} (17.245 $\geq$ 3.09). So, H_o was refused and H_a was accepted. There was signifcant differences among groups after doing the treatment,with F_{value} = 17.245 and the significant level was lower than alpha (α) (0.00 $\leq$ 0.05).

Knowing that there was a significant difference among groups after doing the treatment, researcher needed to test the hypotheses. Because ANOVA was only to know that there was significant differences among groups, not to know where the differences among groups are, to answer problems of the study and test the hypotheses, the writer applied **Post Hoc Test.**

Multiple Comparisons

Dependent Variable: Hypothesis

LSD

(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Posttest Ex	2	11.059*	1.883	.000	7.32	14.80
	3	5.471*	1.883	.007	1.73	9.21
2Posttest Con	1	-11.059*	1.883	.000	-14.80	-7.32
	3	-5.588*	1.883	.000	-9.32	-1.85
3Motivation	1	-5.471*	1.883	.007	-9.21	-1.73
	2	5.588*	1.883	.000	1.85	9.32

The criteria of H_o is accepted when the significant value is higher than alpha (α) (0.05), and H_o is refused when the significant value is lower than alpha (α) (0.05).

First, based on the calculation above used SPSS program of Post Hoc Test, experiment class of Posttest Experiment showed the significant value was lower than the alpha ($0.00 \geq 0.05$). It meant that there was significant effect of TPR and songs of vocabulary and learning motivation. Thus, H_a that state there is significant effect of TPR method and songs towards fifth grader of MIS NU vocabulary and learning motivation was accepted and H_o that state there is no significant effect of TPR method and songs towards fifth grader of MIS NU vocabulary and learning motivation was rejected.

Second, based on the calculation above used SPSS program of Post Hoc Test, TPR method and songs use of experiment class showed the significant value was lower than the alpha ($0.00 \geq 0.05$). It meant that there was significant effect of TPR method and songs toward students score and learning motivation. Therefore, H_a that state there is significant effect of TPR and songs towards fifth grader of MIS NU vocabulary and learning motivation was accepted and H_o that state there is no significant effect of TPR method and songs towards fifth grader of MIS NU vocabulary and learning motivation was rejected.

Third, based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha ($0.07 \geq 0.05$). It meant that there is no different effect between score vocabulary and learning motivation. Therefore, H_a that state there is significant effect of TPR and songs

towards fifth grader of MIS NU vocabulary and learning motivation was rejected and H_o that state there is no significant effect of TPR and songs towards fifth grader of MIS NU vocabulary and learning was accepted.

C. DISCUSSION

The result of the data analysis shows that English songs and TPR method gave significant effect on the student's vocabulary of the fifth-grade at MIS NU Palangka Raya. The students who were taught using English songs got higher than the result of pretest after were taught using English songs and TPR method. It was proved by the difference the mean of vocabulary score of experimental and control group was 6.4 points. And for the difference mean pretest and posttest of experimental group was 14.5 points   and the difference mean of pretest and posttest of control group was 9 points.

The result of analysis showed there was significant effect TPR and songs towards fifth grader of MIS NU vocabulary and learning motivation. It was shown that using reading log was gave significant effect toward students' vocabulary and learning motivation the significant value was lower than alpha (0.00 lower $\leq$ 0.05) and using TPR and song was gave significant effect also toward students' vocabulary and learning motivation with significant value was lower than alpha (0.00 lower $\leq$ 0.05).

It is suitable with the result of pre-test and posttest for Experiment and control Group. In the pre-test of experiment group there were two students who got *very poor* predicate. There was one student who got *poor* predicate. There were eleven students that who *fair* predicate. There were twenty students who got

good predicate Then, in the pre-test score of control group there were seven students who got *very poor* predicate. There were three students who got *poor* predicate. There were fourteen students that got *fair* predicate. There were ten students who got score *good* predicate. Based on the result of post-test for experimental and control group.

In the posttest experimental, there was no student that got in *very poor* and *poor* predicate. There was no one student that got in *fair* predicate. There were fifth students who got *excellent* predicate. They were There were thirteen students who got *good* predicate. There were sixteen students who got *very good* predicate. In the control group, there were one student who got in *poor* predicate. There were fifteen students who got fair predicate. There were fifteen students who got *good* predicate. There were three of students that got *very good* predicate.

The result of the study shows the significant effect of TPR and song toward students' vocabulary showed in the increase of vocabulary scores with 6.4 points. Moreover, it is also seen from the number of students whose score increased from *poor* category to *good* category with 13 students, 16 students at the category *very good* category, 0 students at the *fair* category and 0 students at the *poo*r and *very poor* category. There were several reasons why using TPR method and song is effective toward students' vocabulary and learning motivation use:

First, by using TPR method can easy memorize vocabulary then reduce students stress when learning foreign language. Using song can connect the topics students are expected to understand the topic. The finding confirms Misra

Fadillah, Filhayati and Nihada Delibegovic Dzanic on the chapter 2 page 11 that vocabulary using TPR method in instructional activities process important for students' achievement. Then, song have positive influence on vocabulary. Students motivated are imaginative, creative, and eager to learn and succeed. The result also revealed teaching vocabulary using TPR method and song was more effective in the experiment class, the students enjoy the teaching and learning activities given by the teacher because make they motivated to learn and memorize vocabulary actually about verb, noun, and adjective.

This contrast confirm Yong Juo Han on chapter 2 page 11 that teaching TPR-s allows students to be active learners, show observable result, and does not involves the use of textbooks. Teaching portfolio TPR-s strategies incorporate songs that students can later sing after basic action words and key word have been taught using TPR. The result different this study without portfolio strategies then, this study used involves of textbooks.

Second, the result of TPR and songs learning motivation this finding confirms Hsiao-Lin Tuan and Hsiang-Yung Feng on chapter 2 page 11 The questionnaire has proved such a theoretical position and revealed that, among five scales, self-efficacy and active learning strategies have higher correlation with achievement scores, while learning environment stimulation has a higher correlation with science attitude. The calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha ($0.07 \geq 0.05$). It meant that there is no different effect between score vocabulary and learning motivation. Therefore, H_a that state there is significant effect of TPR and

songs towards fifth grader of MIS NU vocabulary and learning motivation was accepted and H_o that state there is no significant effect of TPR and songs towards fifth grader of MIS NU vocabulary and learning was rejected.

CHAPTER V

CLOSING

In this chapter, the writer would like to give conclusion and suggestion to the result of the study. The conclusion of the study was the answer of Problem of the Study that found the based on the result of data analysis. The suggestion are expected to make better improvement and motivation for students, teachers, and researchers related to the teaching learning process of English vocabulary.

A. Conclusion

Based on the calculation using T-test, the result showed:

1. There was significant effect of TPR and songs towards fifth grader of MIS NU vocabulary. It was shown that the result showed the significant value was lower than alpha (0.00 lower $\leq$ 0.05).It meant that the use of TPR and songs effective toward fifth grader of MIS NU vocabulary.

2. There was significant effect of TPR and songs towards fifth grader of MIS NU learning motivation. It was shown that the result showed the significant value was lower than alpha (0.00 lower $\leq$ 0.05). It meant that use of TPR and songs effective toward fifth grader of MIS NU learning motivation.

3. There was significant effect of TPR and songs towards fifth grader of MIS NU vocabulary and learning motivation. It was shown that the result showed the significant value was lower than alpha (0.00 lower $\leq$ 0.05). it meant that use of TPR and songs towards fifth grader of MIS NU vocabulary and learning motivation.

B. Suggestions

In order to improve the student's vocabulary TPR method and songs and to make the process of teaching learning process more and fun can be caught well, the researcher suggest for all the English teacher, that English TPR method and songs should be implemented for all students, it aims to avoid the student's boredom and to attract the student's motivation to learn more about English, especially vocabulary skill. It causes the form of English TPR method and songs is fun and easy to understand.

1. Students

Therefore, the writer recommended the students to learn and improve their vocabulary of adjective, noun, and verb use English Song lyrics media.

2. English Teachers

The English teachers in school were recommended to develop and improve their basic ability in teaching English vocabulary. Teachers need to simulate active, not passive learning, and to encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over. They need to create a process of active learning by English vocabulary.

1. Future Researchers

In this study, there are still many weaknesses that could be seen. Therefore, for further writer; it is expected that the other writers can improve this study with better design and different object in order to support the result finding.

In other word, the other writer can use this study as the reference for conducting their research.

In addition, the writer suggests to future researcher to make deeper analysis about students' vocabulary using TPR method and song use make underline which students use because in this study the writer only describe about the frequency of students' method use.

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