## APPENDIX

## Appendix I School Permitt



## Appendix II Lesson Plan

## PEMERINTAH KABUPATEN BULELENG AS PENDIDIKAN PEMUDA DAN OLAH RAGA SMP NEGERI 1 SINGARAJA

Gajah Mada No. 109 Telp. (0362) 22441 Fax. (0362) 25970
: http://www.smpn1singaraja.sch.id E-mail: smpn1_singaraja@yahoo.co.id

MODUL AJAR 5 BAHASA INGGRIS SMP/MTs FASE D

## A. Informasi Umum

| Kode Modul | Bhs Inggris D.VII.5 |
| :--- | :--- |
| Penyusun/Tahun | MGMP Bahasa Inggris SMP N 1 Singaraja/2023 |
| Kelas/Fase Capaian | VII/Fase D |
| Elemen/Topik | Menyimak - Berbicara <br> Membaca - Memirsa <br> Menulis - Mempresentasikan / adverb of <br> frequency, vocabulary related to tv programmes |
| Alokasi Waktu | 480 menit (12 Jam Pelajaran) |
| Pertemuan Ke- | $1-4$ |
| Profil Pelajar <br> Pancasila | Have faith, fear of God Almighty and have noble <br> character |
| Sarana Prasarana | LCD, Proyektor, Papan Tulis,Spotify apps |
| Target Peserta Didik | Regular/tipikal |
| Model Pembelajaran | Problem-Based Learning |
| Mode Pembelajaran | Tatap Muka |

## B. Komponen Inti

## Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi the simple present tense dengan adverbs of frequency.
2. Peserta didik dapat menggunakan the simple present tense dengan adverbs of frequency dalam percakapan lisan dan tulis.
3. Peserta didik dapat menguasai penggunaan simple present serta kosakata hari dan bulan dalam bahasa Inggris.
4. Peserta didik dapat menguasai kosakata waktu dan menggunakannya dalam percakapan lisan dan tulis.

## Pertanyaan Pemantik

- How often do you watch TV?
- What do you do every morning after you wake up?


## Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi the simple present tense dan adverbs of frequency, kosakata hari, dan bulan dalam bahasa Inggris.

## Materi Pembelajaran

1. Days of the week (Bright VII hal. 80)
2. Months of the year (Bright VII hal. 81)
3. Adverbs of frequency (Bright VII hal. 82)
4. Ask and tell about time (Hal. 87)

## Langkah Pembelajaran

a) Pertemuan ke-1

|  | Kegiatan Pembelajaran |
| :---: | :---: |
| Pendahuluan | - Guru dan siswa berdoa dan mengucapkan salam. <br> - Guru melakukan absensi dan menanyakan kondisi siswa. <br> - Guru menyampaikan tujuan pembelajaran. |
| Inti | Pre-task <br> - Guru mengenalkan siswa pada topik "simple present tense" dengan memberikan pertanyaan pemantik berupa "What do you usually do on Sunday? And How often do you watch tv" <br> - Siswa diberikan kesempatan untuk membagikan mengenai apa yang mereka aktivitas yang dilakukan sehari - hari . <br> - Guru menunjukkan Lagu Bahasa Inggris mengenai " Scars to Your Beautiful" by Alessia Cara kemudian Guru memutar lagu untuk didengarkan oleh siswa. <br> - Siswa diminta untuk memperhatikan lirik pada lagu. |


|  | - Siswa memperhatikan cara pengucapan setiap kata. <br> - Siswa bersama-sama berlatih untuk mengucapkan pengucapan setiap kata yang terdapat pada teks. <br> - Siswa diminta menyebutkan kata kerja bentuk present yang terdapat dalam lagu. Dan menemukan kata sifat. <br> - Guru menjelaskan materi simple pesent dan penggunaannya <br> - Guru memberi arahan mengenai tugas yang akan siswa buat selanjutnya. |
| :---: | :---: |
|  | Task Cycle <br> - Siswa diminta untuk berdiskusi dan mencari informasi lebih dalam mengenai "simple present tense". <br> - Siswa diminta untuk membuat 5 kata sifat dan kata benda yang ada pada lirik lagu beserta artinya. <br> - Guru bersama siswa mendiskusikan hasil pekerjaan siswa. <br> - Guru memberikan umpan balik kepada hasil diskusi. |
|  | Language Focus <br> - Guru memberi penekanan mengenai kosa kata dan cara pengucapan pada kosa kata yang siswa gunakan. <br> - Siswa membuat kalimat menggunakan kata kerja dan kata sifat bentuk present yang disediakan guru. <br> - Guru memberikan siswa kesempatan untuk mendengarkan lagu " Scars to Your Beautiful" by Alessia Cara |
| Penutup | - Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. <br> - Guru menyimpulkan pembelajaran secara menyeluruh. <br> - Guru dan siswa mengucapkan salam dan berdoa. |

b) Pertemuan ke-2

| Kegiatan Pembelajaran |  |
| :---: | :---: |
| Pendahuluan | - Guru dan siswa berdoa dan mengucapkan salam. <br> - Guru melakukan absensi dan menanyakan kondisi siswa. <br> - Guru menyampaikan tujuan pembelajaran. |
| Inti | Pre-task <br> - Guru memberikan siswa beberapa gambar terkait dengan aktivitas sehari-hari. <br> - Guru memberikan siswa pertanyaan pemantik mengenai materilanjutan simple present "Adverbs of frequency" berupa - What do you know about adverbs of frequency? <br> - Mention the example of adverbs of frequency. <br> - Guru menjelaskan apa itu adverbs of frequency dan contohnya. <br> - Guru memberi arahan mengenai tugas yang akan siswa buat selanjutnya. |
|  | Task Cycle <br> - Guru meminta siswa untuk duduk membentuk lingkaran besar. <br> - Guru menyiapkan kertas yang berisi pertanyaan tentang adverbs of frequency . <br> - Siswa diminta untuk membaca dan menjawab pertanyaan sesuai kebiasaan masing - masing. <br> - Siswa dan guru memberikan umpan balik kepada hasil kegiatan siswa. |
|  | Language Focus |


|  | - Guru memberikan penekanan pada penggunaan adverbs of frequency yang telah siswa gunakan pada suatu kalimat. <br> - Guru dan siswa bersama-sama membahas mengenai hal tersebut. <br> - Guru meminta siswa secara berpasangan membuat dialog sederhana mengenai kegiatan yang sudah dilakukan berdasarkan adverbs of frequency yang Guru sediakan. <br> - Siswa mesnsimulasikan percakapannya di depan kelas. |
| :---: | :---: |
| Penutup | - Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. <br> - Guru menyimpulkan pembelajaran secara menyeluruh. <br> - Guru dan siswa mengucapkan salam dan berdoa. |

C. Pertemuan ke-3

|  | Kegiatan Pembelajaran |
| :---: | :---: |
| Pendahuluan | - Guru dan siswa berdoa dan mengucapkan salam. <br> - Guru melakukan absensi dan menanyakan kondisi siswa. <br> - Guru menyampaikan tujuan pembelajaran. |
| Inti | Pre-task <br> - Guru melanjutkan materi siswa pada topik <br> " Day and Month " dengan memberikan pertanyaan pemantik berupa <br> How often do you watch TV? <br> What is your favourit TV programmes? <br> - Siswa diberikan kesempatan untuk membagikan mengenai apa yang mereka lakukan kemarin. <br> - Guru memutar lagu " Sevent" by latto and "The months of the year" by the Kiboomers untuk didengarkan oleh siswa. |


|  | - Siswa memperhatikan cara pengucapan setiap kata. <br> - Siswa diminta menyebutkan kosakata yang terdapat dalam lagu. <br> - Siswa juga diminta untuk menuliskan nama hari dan bulan yang ada dalam lagu. Setelah itu membuat ejaan kata kerja yang ditemukan ke dalam bentuk bahasa inggris. <br> - Guru memberi arahan mengenai tugas yang akan siswa buat selanjutnya. |
| :---: | :---: |
|  | Task Cycle <br> - Siswa secara berpasangan diminta untuk mendengarkan lagu mengenai " the months of the year". <br> - Siswa diminta menyimak isi lagu yang didengar dan mengerjakan tugas. <br> - Guru bersama siswa mendiskusikan hasil pekerjaan siswa. <br> - Guru memberikan umpan balik kepada hasil diskusi. |
|  | Language Focus <br> - Guru memberi penekanan mengenai kosa kata dan cara pengucapan pada kosa kata yang siswa gunakan. <br> - Siswa menggunakan nama hari dan bulan pada sebuah kalimat. <br> - Guru memberikan siswa kesempatan untuk mendengarkan dan membaca lirik lagu" The months of the years". <br> - Guru meminta siswa untuk menceritakan kembali isi dari lagu pada lagu tersebut dalam bentuk persentase sederhana |
| Penutup | - Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. <br> - Guru menyimpulkan pembelajaran secara menyeluruh. <br> - Guru dan siswa mengucapkan salam dan berdoa. |


|  | Kegiatan Pembelajaran |
| :---: | :---: |
| Pendahuluan | - Guru dan siswa berdoa dan mengucapkan salam. <br> - Guru melakukan absensi dan menanyakan kondisi siswa. <br> - Guru menyampaikan tujuan pembelajaran. |
| Inti | Pre-task <br> - Guru dengan memberikan pertanyaan pemantik berupa <br> What do you say if you want to ask about time? <br> What do you say if you want to tell about time? <br> - Guru Menjelaskan tentang ekspresi bertanya soal waktu dan memberitahukan tentang waktu. <br> - Guru mempersilakan siswa untuk menuliskan waktu berdasarkan gambar yang disediakan <br> - Guru mempersilakan siswa untuk melengkapi dialog berdasarkan gambar yang disediakan <br> - Guru memberi arahan mengenai tugas yang akan siswa buat selanjutnya. |
|  | Task Cycle <br> - Siswa diminta untuk berdiskusi untuk menjawab soal tentang jam" <br> - 5 Siswa diminta bergantian maju kedepan untuk mengerjakan soal yang diberikan oleh Guru. <br> - Guru bersama siswa mendiskusikan hasil pekerjaan siswa. <br> - Guru memberikan umpan balik kepada hasil diskusi. |
|  | Language Focus |


|  | - Guru memberi penekanan mengenai penggunan jam dalam bahasa inggris. <br> - Guru memberikan siswa kesempatan untuk mengetahui pengguaan a.m. dan p.m. <br> - Guru meminta siswa untuk mempraktekkan cara penggunaan jam di papan tulis |
| :---: | :---: |
| Penutup | - Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. <br> - Guru menyimpulkan pembelajaran secara menyeluruh. <br> - Guru dan siswa mengucapkan salam dan berdoa. |

## Lampiran

## Lembar Aktivitas

Silakan kerjakan Let's Practise dan Critical Thinking Tasks dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 91-95.

## Bahan Bacaan Guru dan Peserta Didik

Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 79-98.

## Daftar Pustaka

Zaida, Nur. 2022. Bright and English Course for SMP/MTs Grade VII. Jakarta: PT Penerbit Erlangga

Mengetahui
Peneliti

Yudi.G.Simanullang

Singaraja,8Januari 2024
Guru Mata Pelajaran


# Appendix III Expert Judgment For Vocabulary Mastery Test " Simple Present Tense" 

Theme : " Simple Present tense"

Vocabulary mastery by learners is essential for comprehension of the language. The ability to convey our thoughts and comprehend what other people are saying both require a command of our vocabulary. Learning vocabulary is a key aspect in learning English. This is a major aspect in learning a foreign language (Ambarwati \& Mandasari, 2020) . According to Thornbury (2002), " if you spend much of your time learning grammar, your English will not change very much; you can see the most progress if you learn more vocabulary and expression; you can tell very little with grammar, but almost all with words." Similarly, (Simamora \& Oktaviani, 2020) stated, if students want to be proficient in English, they must leran as much vocabulary as possible. Futhermore, Vocabulary can simply be defined as the total umber of word, which makes up language. The vocabulary constructs sentences we use from smaller part of the words.

According Hiebert and Kamil cite in (Istiara \& Sutiyono, 2023) provide another defenition for the term of vocabulary. Which is the knowledge that the learners should have about the meanings of words. They argued that words come into two types, namely oral and print vocabulary. Too, comes in at least two types: receptive (understand or recognize) and productive ( write or speak). The oral vocabulary belongs to a set of words for which the learners know the meanings while speaking or reading orally. The print vocabulay consists of words for which the learners know the meaning when they write or read silently. According Hieber and Kamil (2005), the productive vocabulary is a set of words that are well-known and used frequently by the learners in speaking or writing. The receptive vocabulary is a set of words, which are less frequent and for which learner assign meanings while listening or reading.

Also, the vocabulary has two types as active and passive. The active vocabulary refers to the words taught to students, and the can use these words in speech or writing as oral or written expressions. In contrast to passive vocabulary, which refers to the capacity to recognize both the form and the meaning of words. The high ability to process words in a language is referred to as vocabulary mastery. It is an achievement of a person's have and possession (Rivers, 1989). It implies that mastering a vocabulary is a vital aspect of language proficiency.

The greater the vocabulary mastered by students, the better their language skills. By having limited vocabulary, students will have difficulty mastering

English skills. Furthermore, mastering vocabulary well is important for language learners. To achieve good vocabulary mastery, one must follow the process. Mastery of students' vocabulary is shown by their ability to produce and understand words in their daily lives. Futhermore, we can draw the conclusion that one requirement for students to comprehend language is the ability to comprehend vocabulary. Understanding the lesson can be aided by learners having a strong command of vocabulary when learning and teaching English.

According to Lade as cited in Nurchurifiani et al., (2021), There are five aspects of vocabulary which are needed to be learned by the students. The first aspect is meaning. Meaning becomes one of the essential aspects that should be learned by students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more then one meaning when it is used in different context.

The second aspect is spelling. Spelling refers to what a word looks like. By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, it is really important for students to know the spelling of the word.

The third aspect is pronounciation. When the students learn vocabulary, they also need to know what a word sound like. It will help the students to understand what the other means to say. If a word sound incorrectly, it will be difficullt for someone to understand it. Therefore, it is really essential for students to know how to pronounce a word correctly because it will avoid misunderstanding in spoken communication.

The forth aspect is word classes. Word classes can be defined as categories of words. The categories of words can be classified in some categories such as noun, verb, adjective, adverb and preposition. The clarification of the words of a language in this was depends on their function in communication.

The fifth aspect is word use. Word use refers to how a word is used in a language. Word use also involve grammar and thus be subject of profound analysis.

| Aspect vocabulary <br> According to Lade as cited in Nurchurifiani <br> et al., (2021), There are five aspects of <br> vocabulary which are needed to be learned <br> by the students | item | Frequency |
| :---: | :--- | :---: |
|  |  |  |
| 1. Aspect meaning | $1,3,5,17$ | 4 |
| 2. Aspect spelling | $11,16,18,20$ | 4 |
| 3. Aspect pronounciation | $9,12,19,14$ | 4 |
| 4. Aspect word classes | $2,6,10,13$ | 4 |
| 5. Aspect word use | $4,7,8,15$ | 4 |

## Expert Judgment For Vocabulary Mastery Test " Simple Present Tense"

Expert 1

| No | Questions | Judgement |  |  |
| :--- | :--- | :---: | :---: | :---: |
|  | My Brother always study <br> at night. <br> What does the word " <br> always " mean? |  |  |  |
| a. Jarang <br> b. Selalu <br> c. Kadang- kadang <br> d. Biasanya | $\checkmark$ |  | Comments/ <br> Suggestions |  |
| 2 | What is the opposite of <br> happy from this sentence: <br> "He is very happy" |  |  |  |
| a. glad <br> b. funny <br> c. sad | $\checkmark$ |  |  |  |


|  | d. angry |  |  |
| :---: | :---: | :---: | :---: |
| 3 | Rudy plays guitar in the school <br> What is the meaning of " play"? <br> a. menangis <br> b. bemain <br> c. mengajar <br> d. membaca | $\checkmark$ |  |
| 4 | Putu santi ... song every day. <br> a. sings <br> b. sing <br> c. does <br> d. is | $\checkmark$ |  |
| 5 | My sister needs to see a teacher in her school. <br> What is the meaning of " teacher"? <br> a. petani <br> b. guru <br> c. peternak <br> d. pelayan | $\checkmark$ |  |
| 6 | Kadek Sutrisna is a diligent student <br> The antonym of underlined word is.... <br> a. clever <br> b. smart <br> c. lazy <br> d. stupid | $\checkmark$ |  |
| 7 | Aditya is a student, he... at school. <br> a. studying <br> b. studies <br> c. study | $\checkmark$ |  |


|  | d. studied |  |  |
| :---: | :---: | :---: | :---: |
| 8 | I... breakfast every day at 7 Am. <br> a. eat <br> b. ate <br> c. eaten <br> d. to eat | $\checkmark$ |  |
| 9 | She plays the guitar every day. <br> Identify the correct pronounciation of the word "plays" <br> a. /pleız/ <br> b. /pleis/ <br> c. /plæis/ <br> d. /pli:z/ | $\checkmark$ |  |
| 10 | Secilia is so beautiful. <br> The antonym of bolded word is... <br> a. ugly <br> b. stupid <br> c. pretty <br> d. smily | $\checkmark$ |  |
| 11 | My teacher starts teaching in March. <br> How do you spell the term for " March" <br> a. Em-ay-ar-si -eich <br> b. Em-ei-ar-ci-eich <br> c. Em-i-ar-si-eich <br> d. Em-i-ar-ci-eich | $\checkmark$ |  |
| 12 | My father always goes to his office by vehicle. <br> What is the correct pronounciation of the word "vehicle" |  |  |


|  | a. /'vi:ekl/ <br> b. /':vi:əkl/ <br> c. /'vi:əkl/ <br> d. /'vi:əkle/ | $\checkmark$ |  |
| :---: | :---: | :---: | :---: |
| 13 | "Agung cooks fried rice. It is amazing." <br> What is the verb in that sentence. <br> a.Agung <br> b.fried rice <br> c.cooks <br> d. amazing | $\checkmark$ |  |
| 14 | Satria sometimes study in the library. <br> How is the word "library" pronounced? <br> a. /'leabrəri/ <br> b. /'larbrəri/ <br> c. /'larbra:ari/ <br> d. /'laii;brəri/ | $\checkmark$ |  |
| 15 | Surya and Yuni....in library. They read some books A. am B. are C. is D. have | $\checkmark$ |  |
| 16 | Which of the following words is spelled correctly? <br> a. Acommodate <br> b. Accommodate | $\checkmark$ |  |


|  | c. Acommmodate <br> d. Accomodate |  |  |
| :---: | :---: | :---: | :---: |
| 17 | My sister is very strong What is the meaning of " strong"? <br> a. lemah <br> b. rajin <br> c. kuat <br> d. malas | $\checkmark$ |  |
| 18 | Which word is spelled correctly? <br> a. Seperate <br> b. Separate <br> c. Separete <br> d. Separat | $\checkmark$ |  |
| 19 | I always arrange my schedule before I go to school. <br> What is the correct pronunciation of the word "schedule"? <br> a. /'skedj.u:/ <br> b. /'sked3.u:1/ <br> c. /' sked3.u/:1 <br> d. /'ske.u:1/ | $\checkmark$ |  |
| 20 | "She wants to achieve her dreams" <br> How do you spell the term of "dreams"? <br> a. di-a-i-ie-em-es <br> b. di-ai-i-ei-em-es | $\checkmark$ |  |


|  | c. di-ar-i-ei-em-es <br> d. di-ar-i-ai-em-es |  |  |  |
| :--- | :--- | :--- | :--- | :--- |

Singaraja, 3 Januari 2024
Expert 1,


Prof.Dr.Ni Made Ratminingsih,MA
Nip : 196609081991022002

Key answer

1. B. Selalu
2. A. sad
3. B. bermain
4. C. Sings
5. B. Guru
6. C. lazy
7. B. studies
8. A. eat
9. A. /pleiz/
10. C. pretty
11. B. Em-ei-ar-ci-eich
12. C. /'vi:əkl/
13. C. cooks
14. B. /'larbrəri/
15. B. Are
16. B. Accommodate
17. C. Kuat
18. B. Separate
19. B. /'sked3.u:1/
20. C. di-ar-i-ei-em-es

## Theme : " Simple Present tense"

Vocabulary mastery by learners is essential for comprehension of the language. The ability to convey our thoughts and comprehend what other people are saying both require a command of our vocabulary. Learning vocabulary is a key aspect in learning English. This is a major aspect in learning a foreign language (Ambarwati \& Mandasari, 2020) . According to Thornbury (2002), " if you spend much of your time learning grammar, your English will not change very much; you can see the most progress if you learn more vocabulary and expression; you can tell very little with grammar, but almost all with words." Similarly, (Simamora \& Oktaviani, 2020) stated, if students want to be proficient in English, they must leran as much vocabulary as possible. Futhermore, Vocabulary can simply be defined as the total umber of word, which makes up language. The vocabulary constructs sentences we use from smaller part of the words.

According Hiebert and Kamil cite in (Istiara \& Sutiyono, 2023) provide another defenition for the term of vocabulary. Which is the knowledge that the learners should have about the meanings of words. They argued that words come into two types, namely oral and print vocabulary. Too, comes in at least two types: receptive (understand or recognize) and productive ( write or speak). The oral vocabulary belongs to a set of words for which the learners know the meanings while speaking or reading orally. The print vocabulay consists of words for which the learners know the meaning when they write or read silently. According Hieber and Kamil (2005), the productive vocabulary is a set of words that are well-known and used frequently by the learners in speaking or writing. The receptive vocabulary is a set of words, which are less frequent and for which learner assign meanings while listening or reading.

Also, the vocabulary has two types as active and passive. The active vocabulary refers to the words taught to students, and the can use these words in speech or writing as oral or written expressions. In contrast to passive vocabulary, which refers to the capacity to recognize both the form and the meaning of words. The high ability to process words in a language is referred to as vocabulary mastery. It is an achievement of a person's have and possession (Rivers, 1989). It implies that mastering a vocabulary is a vital aspect of language proficiency.

The greater the vocabulary mastered by students, the better their language skills. By having limited vocabulary, students will have difficulty mastering English skills. Furthermore, mastering vocabulary well is important for language learners. To achieve good vocabulary mastery, one must follow the process. Mastery of students' vocabulary is shown by their ability to produce and understand words in their daily lives. Futhermore, we can draw the conclusion that one requirement for students to comprehend language is the ability to comprehend vocabulary. Understanding the lesson can be aided by learners having a strong command of vocabulary when learning and teaching English.

According to Lade as cited in Nurchurifiani et al., (2021), There are five aspects of vocabulary which are needed to be learned by the students. The first aspect is meaning. Meaning becomes one of the essential aspects that should be learned by students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more then one meaning when it is used in different context.

The second aspect is spelling. Spelling refers to what a word looks like. By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, it is really important for students to know the spelling of the word.

The third aspect is pronounciation. When the students learn vocabulary, they also need to know what a word sound like. It will help the students to understand what the other means to say. If a word sound incorrectly, it will be difficullt for someone to understand it. Therefore, it is really essential for students to know how to pronounce a word correctly because it will avoid misunderstanding in spoken communication.

The forth aspect is word classes. Word classes can be defined as categories of words. The categories of words can be classified in some categories such as noun, verb, adjective, adverb and preposition. The clarification of the words of a language in this was depends on their function in communication.

The fifth aspect is word use. Word use refers to how a word is used in a language. Word use also involve grammar and thus be subject of profound analysis.

| Aspect vocabulary <br> According to Lade as cited in Nurchurifiani <br> et al., (2021), There are five aspects of <br> vocabulary which are needed to be learned <br> by the students | item | Frequency |
| :---: | :--- | :---: |
| 6. Aspect meaning | $1,3,5,17$ | 4 |
| 7. Aspect spelling | $11,16,18,20$ | 4 |
| 8. Aspect pronounciation | $9,12,19,14$ | 4 |
| 9. Aspect word classes | $2,6,10,13$ | 4 |
| 10. Aspect word use | $4,7,8,15$ | 4 |

## Expert Judgment For Vocabulary Mastery Test " Simple Present Tense"

Expert 2

| No | Questions | Judgement |  |  |
| :--- | :---: | :---: | :---: | :---: |
|  |  | Relevant | Irrelevant | Comments/ <br> Suggestions |
| 1 | My Brother always study <br> at night. <br> What does the word " <br> always " mean? <br> e. Jarang <br> f. Selalu <br> g. Kadang- kadang <br> h. Biasanya |  |  |  |
| 2 | What is the opposite of <br> happy from this sentence: <br> "He is very happy" |  |  |  |
| e. glad <br> f. funny <br> g. sad <br> h. angry | $\checkmark$ |  |  |  |


| 3 | Rudy plays guitar in the school <br> What is the meaning of " play"? <br> e. menangis <br> f. bemain <br> g. mengajar <br> h. membaca | $\checkmark$ |  |
| :---: | :---: | :---: | :---: |
| 4 | Putu santi ... song every day. <br> e. sings <br> f. sing <br> g. does <br> h. is | $\checkmark$ |  |
| 5 | My sister needs to see a teacher in her school. <br> What is the meaning of " teacher"? <br> e. petani <br> f. guru <br> g. peternak <br> h. pelayan | $\checkmark$ |  |
| 6 | Kadek Sutrisna is a diligent student <br> The antonym of underlined word is.... <br> a. clever <br> b. smart <br> c. lazy <br> d. stupid | $\checkmark$ |  |
| 7 | Aditya is a student, he.. at school. <br> e. studying <br> f. studies <br> g. study <br> h. studied | $\checkmark$ |  |


| 8 | I... breakfast every day at 7 Am. <br> e. eat <br> f. ate <br> g. eaten <br> h. to eat | $\checkmark$ |  |
| :---: | :---: | :---: | :---: |
| 9 | She plays the guitar every day. <br> Identify the correct pronounciation of the word "plays" <br> e. /pleiz/ <br> f. /pleis/ <br> g. /plæı/ <br> h. /pli:z/ | $\checkmark$ |  |
| 10 | Secilia is so beautiful. <br> The antonym of bolded word is... <br> e. ugly <br> f. stupid <br> g. pretty <br> h. smily | $\checkmark$ |  |
| 11 | My teacher starts teaching in March. <br> How do you spell the term for "March" <br> e. Em-ay-ar-si -eich <br> f. Em-ei-ar-ci-eich <br> g. Em-i-ar-si-eich <br> h. Em-i-ar-ci-eich | $\checkmark$ |  |
| 12 | My father always goes to his office by vehicle. <br> What is the correct pronounciation of the word "vehicle" <br> a. /'vi:ekl/ |  |  |


|  | b. /':vi:əkl/ <br> c. /'vi:əkl/ <br> d. /'vi:2kle/ | $\checkmark$ |  |
| :---: | :---: | :---: | :---: |
| 13 | "Agung cooks fried rice. It is amazing." <br> What is the verb in that sentence. <br> a.Agung <br> b.fried rice <br> c.cooks <br> d. amazing | $\checkmark$ |  |
| 14 | Satria sometimes study in the library. <br> How is the word "library" pronounced? <br> a. /'leabrəri/ <br> b. /'larbrəri/ <br> c. /'larbro:ari/ <br> d. /'lair;brəri/ | $\checkmark$ |  |
| 15 | Surya and Yuni....in library. They read some books <br> E. am <br> F. are <br> G. is <br> H. have | $\checkmark$ |  |
| 16 | Which of the following words is spelled correctly? <br> a. Acommodate <br> b. Accommodate <br> c. Acommmodate | $\checkmark$ |  |


|  | d. Accomodate |  |  |
| :---: | :---: | :---: | :---: |
| 17 | My sister is very strong What is the meaning of " strong"? <br> e. lemah <br> f. rajin <br> g. kuat <br> h. malas | $\checkmark$ |  |
| 18 | Which word is spelled correctly? <br> a. Seperate <br> b. Separate <br> c. Separete <br> d. Separat | $\checkmark$ |  |
| 19 | I always arrange my schedule before I go to school. <br> What is the correct pronunciation of the word "schedule"? <br> a. /'skedj.u:/ <br> b. /'sked3.u:1/ <br> c. /'sked3.u/:1 <br> d. /'ske.u:1/ | $\checkmark$ |  |
| 20 | "She wants to achieve her dreams" <br> How do you spell the term of "dreams"? <br> a. di-a-i-ie-em-es <br> b. di-ai-i-ei-em-es <br> c. di-ar-i-ei-em-es | $\checkmark$ |  |


|  | d. di-ar-i-ai-em-es |  |  |  |
| :--- | :--- | :--- | :--- | :--- |

Singaraja, 3 Januari 2024
Expert 2,


Prof.Dr.IGA Lokita Purnamika
Utami, S.Pd., M.Pd
Nip : 198304022006042001

## Key answer

1.B. Selalu
2.A. sad
3.B. bermain
4.C. Sings
5.B. Guru
6.C. lazy
7.B. studies
8.A. eat
9.A. /pleiz/
10.C. pretty
11.B. Em-ei-ar-ci-eich

12C. /'vi:2kl/
13.C. cooks
14.B. /'larbrəri/
15.B. Are
16.B. Accommodate
17.C. Kuat
18.B. Separate
19.B. /'sked3.u:1/
20.C. di-ar-i-

Theme : "Days and Month"
Vocabulary mastery by learners is essential for comprehension of the language. The ability to convey our thoughts and comprehend what other people are saying both require a command of our vocabulary. Learning vocabulary is a key aspect in learning English. This is a major aspect in learning a foreign language (Ambarwati \& Mandasari, 2020) . According to Thornbury (2002), " if you spend much of your time learning grammar, your English will not change very much; you can see the most progress if you learn more vocabulary and expression; you can tell very little with grammar, but almost all with words." Similarly, (Simamora \& Oktaviani, 2020) stated, if students want to be proficient in English, they must leran as much vocabulary as possible. Futhermore, Vocabulary can simply be defined as the total umber of word, which makes up language. The vocabulary constructs sentences we use from smaller part of the words.

According Hiebert and Kamil cite in (Istiara \& Sutiyono, 2023) provide another defenition for the term of vocabulary. Which is the knowledge that the learners should have about the meanings of words. They argued that words come into two types, namely oral and print vocabulary. Too, comes in at least two types:
receptive (understand or recognize) and productive ( write or speak). The oral vocabulary belongs to a set of words for which the learners know the meanings while speaking or reading orally. The print vocabulay consists of words for which the learners know the meaning when they write or read silently. According Hieber and Kamil (2005), the productive vocabulary is a set of words that are well-known and used frequently by the learners in speaking or writing. The receptive vocabulary is a set of words, which are less frequent and for which learner assign meanings while listening or reading.

Also, the vocabulary has two types as active and passive. The active vocabulary refers to the words taught to students, and the can use these words in speech or writing as oral or written expressions. In contrast to passive vocabulary, which refers to the capacity to recognize both the form and the meaning of words. The high ability to process words in a language is referred to as vocabulary mastery. It is an achievement of a person's have and possession (Rivers, 1989). It implies that mastering a vocabulary is a vital aspect of language proficiency.

The greater the vocabulary mastered by students, the better their language skills. By having limited vocabulary, students will have difficulty mastering English skills. Furthermore, mastering vocabulary well is important for language learners. To achieve good vocabulary mastery, one must follow the process. Mastery of students' vocabulary is shown by their ability to produce and understand words in their daily lives. Furthermore, we can draw the conclusion that one requirement for students to comprehend language is the ability to comprehend vocabulary. Understanding the lesson can be aided by learners having a strong command of vocabulary when learning and teaching English.

According to Lade as cited in Nurchurifiani et al., (2021), There are five aspects of vocabulary which are needed to be learned by the students. The first aspect is meaning. Meaning becomes one of the essential aspects that should be learned by students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more then one meaning when it is used in different context.

The second aspect is spelling. Spelling refers to what a word looks like. By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, it is really important for students to know the spelling of the word.

The third aspect is pronounciation. When the students learn vocabulary, they also need to know what a word sound like. It will help the students to understand what the other means to say. If a word sound incorrectly, it will be difficullt for someone to understand it. Therefore, it is really essential for students
to know how to pronounce a word correctly because it will avoid misunderstanding in spoken communication.

The forth aspect is word classes. Word classes can be defined as categories of words. The categories of words can be classified in some categories such as noun, verb, adjective, adverb and preposition. The clarification of the words of a language in this was depends on their function in communication.

The fifth aspect is word use. Word use refers to how a word is used in a language. Word use also involve grammar and thus be subject of profound analysis.

| Aspect vocabulary <br> According to Lade as cited in Nurchurifiani <br> et al., (2021), There are five aspects of <br> vocabulary which are needed to be learned <br> by the students | item | Frequency |
| :--- | :--- | :---: |
| 11. Aspect meaning | $1,3,5,17$ | 4 |
| 12. Aspect spelling | $11,16,18,20$ | 4 |
| 13. Aspect pronounciation | $9,12,19,14$ | 4 |
| 14. Aspect word classes | $2,6,10,13$ | 4 |
| 15. Aspect word use | $4,7,8,15$ | 4 |

## Expert Judgment For Vocabulary Mastery Test "Day and Month"

Expert 1

| No | Questions | Judgement |  |  |
| :--- | :---: | :---: | :---: | :---: |
|  | Relevant | Irrelevant | Comments/ <br> Suggestions |  |
| 1 | What does the word |  |  |  |





| 17 | What is the meaning of " weekend"? <br> i. Akhir bulan <br> j. Akhir tahun <br> k. Akhir Pekan <br> 1. Awal bulan | $\checkmark$ |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 18 | My father is always "angry" to my brother. How do you spell the term for " Angry"? <br> a.i-en-ji-ar-wai <br> b. ay-en-ji-ar-wai <br> c. ei-en-ji-ar-wai <br> d.i-en-jai-ar-wai | $\checkmark$ |  |  |
| 19 | Choose the word that is pronounced correctly. <br> a. /Зænjuəri/ <br> b. /:'dзænjuәri/ <br> c. /'dзænjuәri/ <br> d. /'dзæn:juəri:/ | $\checkmark$ |  |  |
| 20 | How to spell "Saturday?" <br> a. Es $-\mathrm{i}-\mathrm{ti}-\mathrm{yu}-\mathrm{ar}-\mathrm{di}-$ ei-wai <br> b. Es - ai -ti -yu-ar-di-ei-wai <br> c. Es - ei -ti -yu-ar-di-ei-wai <br> d. Es $-\mathrm{ai}-\mathrm{ti}-\mathrm{yu}-\mathrm{ar}-\mathrm{di}-$ ei-wei | $\checkmark$ |  |  |

Singaraja, 17 Januari 2023
Expert 1,


## Prof.Dr.Ni Made <br> Ratminingsih,MA

Nip : 196609081991022002

## Key answer

1.D.Minggu
2.C. Verb
3.C. Rabu
4. C. Thursday
5. D. The sixth day of a week
6. A. Noun
7. B. Tuesday
8. B. Monday
9. D. /sep'tembə(r)/
10. A. In
11. B. Em-ei-ar-ci-eich
12. D. /'wenzdeı/
13. C. Beautiful
14. B. /'bju:tıfl/
15. A. Wednesday
16. A. Em-ow - en -di - ei -wai
17. C. Akhir pekan
18. C. ei-en-ji-ar-wai
19. C. /'dзænjuәri/
20. C. Es - ei -ti -yu-ar-di-ei-wai

## Theme : " Days and Month"

Vocabulary mastery by learners is essential for comprehension of the language. The ability to convey our thoughts and comprehend what other people are saying both require a command of our vocabulary. Learning vocabulary is a key aspect in learning English. This is a major aspect in learning a foreign language (Ambarwati \& Mandasari, 2020) . According to Thornbury (2002), " if you spend much of your time learning grammar, your English will not change very much; you can see the most progress if you learn more vocabulary and expression; you can tell very little with grammar, but almost all with words." Similarly, (Simamora \& Oktaviani, 2020) stated, if students want to be proficient in English, they must leran as much vocabulary as possible. Futhermore, Vocabulary can simply be defined as the total umber of word, which makes up language. The vocabulary constructs sentences we use from smaller part of the words.

According Hiebert and Kamil cite in (Istiara \& Sutiyono, 2023) provide another defenition for the term of vocabulary. Which is the knowledge that the learners should have about the meanings of words. They argued that words come into two types, namely oral and print vocabulary. Too, comes in at least two types: receptive (understand or recognize) and productive ( write or speak). The oral vocabulary belongs to a set of words for which the learners know the meanings while speaking or reading orally. The print vocabulay consists of words for which the learners know the meaning when they write or read silently. According Hieber and Kamil (2005), the productive vocabulary is a set of words that are well-known and used frequently by the learners in speaking or writing. The receptive vocabulary is a set of words, which are less frequent and for which learner assign meanings while listening or reading.

Also, the vocabulary has two types as active and passive. The active vocabulary refers to the words taught to students, and the can use these words in
speech or writing as oral or written expressions. In contrast to passive vocabulary, which refers to the capacity to recognize both the form and the meaning of words. The high ability to process words in a language is referred to as vocabulary mastery. It is an achievement of a person's have and possession (Rivers, 1989). It implies that mastering a vocabulary is a vital aspect of language proficiency.

The greater the vocabulary mastered by students, the better their language skills. By having limited vocabulary, students will have difficulty mastering English skills. Furthermore, mastering vocabulary well is important for language learners. To achieve good vocabulary mastery, one must follow the process. Mastery of students' vocabulary is shown by their ability to produce and understand words in their daily lives. Furthermore, we can draw the conclusion that one requirement for students to comprehend language is the ability to comprehend vocabulary. Understanding the lesson can be aided by learners having a strong command of vocabulary when learning and teaching English.

According to Lade as cited in Nurchurifiani et al., (2021), There are five aspects of vocabulary which are needed to be learned by the students. The first aspect is meaning. Meaning becomes one of the essential aspects that should be learned by students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more then one meaning when it is used in different context.

The second aspect is spelling. Spelling refers to what a word looks like. By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, it is really important for students to know the spelling of the word.

The third aspect is pronounciation. When the students learn vocabulary, they also need to know what a word sound like. It will help the students to understand what the other means to say. If a word sound incorrectly, it will be difficullt for someone to understand it. Therefore, it is really essential for students to know how to pronounce a word correctly because it will avoid misunderstanding in spoken communication.

The forth aspect is word classes. Word classes can be defined as categories of words. The categories of words can be classified in some categories such as noun, verb, adjective, adverb and preposition. The clarification of the words of a language in this was depends on their function in communication.

The fifth aspect is word use. Word use refers to how a word is used in a language. Word use also involve grammar and thus be subject of profound analysis.

| Aspect vocabulary <br> According to Lade as cited in Nurchurifiani <br> et al., (2021), There are five aspects of <br> vocabulary which are needed to be learned <br> by the students | item | Frequency |
| :--- | :--- | :---: |
| 16. Aspect meaning | $1,3,5,17$ | 4 |
| 17. Aspect spelling | $11,16,18,20$ | 4 |
| 18. Aspect pronounciation | $9,12,19,14$ | 4 |
| 19. Aspect word classes | $2,6,10,13$ | 4 |
| 20. Aspect word use | $4,7,8,15$ | 4 |

Expert Judgment For Vocabulary Mastery Test "Day and Month"

Expert 2

| No | Questions | Judgement |  |  |
| :--- | :--- | :---: | :---: | :---: |
|  |  | Relevant | Irrelevant | Comments/ <br> Suggestions |
| 1 | What does the word |  |  |  |
|  | "Sunday" mean? <br> m. Kamis <br> n. Jumat <br> o. Sabtu <br> p. Minggu | $\checkmark$ |  |  |
| 2 | Identify the word class of <br> "runs" in the following <br> sentence: "She run every <br> Saturday." |  |  |  |
| m. Noun <br> n. Adjective <br> o. Verb | $\checkmark$ |  |  |  |


|  | p. Adverb |  |  |
| :---: | :---: | :---: | :---: |
| 3 | What is the meaning of <br> " Wednesday"? <br> m. Senin <br> n. Selasa <br> o. Rabu <br> p. Kamis | $\checkmark$ |  |
| 4 | The day before Friday is.... <br> m. Wednesday <br> n. Sunday <br> o. Thursday <br> p. Saturday | $\checkmark$ |  |
| 5 | What is the meaning of "Saturday"? <br> m . The fifth day of the week <br> n. The first day of the week <br> o. The seventh day of the week <br> p. The sixth day of a week | $\checkmark$ |  |
| 6 | Identify the type of words in the sentence " Monday is the first day of a week." <br> a. Noun <br> b. Verb <br> c. Adjective <br> d. Adverb | $\checkmark$ |  |
| 7 | What day is after Monday? <br> m. Friday <br> n. Tuesday <br> o. Wednesday <br> p. Thursday | $\checkmark$ |  |


| 8 | Yesterday was Sunday, Today is.... <br> m. Tuesday <br> n. Monday <br> o. Wednesday <br> p. Thursday | $\checkmark$ |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 9 | Identify the correct pronounciation of the word "September" <br> m. /sep:tembəer <br> n. /sep/tembe(r)/ <br> o. /sep'tembə(r)/ <br> p. /sep:tembə(r)/ | $\checkmark$ |  |  |
| 10 | Complete the sentence with the appropriate word classes: "Every Monday, we hold a ceremony ... the school field" <br> m. in <br> n. between <br> o. on <br> p. above | $\checkmark$ |  |  |
| 11 | How do you spell the term for " March" <br> m. Em-ay-ar-si -eich <br> n. Em-ei-ar-ci-eich <br> o. Em-i-ar-si-eich <br> p. Em-i-ar-ci-eich | $\checkmark$ |  |  |
| 12 | Choose the word that is pronounced correctly: <br> e. /'wen:zdeI/ <br> f. /'wen/zd:eI/ <br> g. /'we/zdeI/ <br> h. /'wenzdei/ | $\checkmark$ |  |  |
| 13 | "Indah wore a beautiful dress to the party on Sunday." What is the adjective in this sentence. |  |  |  |



|  | c. ei-en-ji-ar-wai <br> d.i-en-jai-ar-wai |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 19 | Choose the word that is pronounced correctly. <br> e. /зænjuәri/ <br> f. /:'dзænjuәri/ <br> g. /'dzænjuәri/ <br> h. /'dзæn:juəri:/ | $\checkmark$ |  |  |
| 20 | How to spell "Saturday?" <br> e. Es - i -ti -yu-ar-di-ei-wai <br> f. Es - ai -ti-yu-ar-di-ei-wai <br> g. Es - ei $-\mathrm{ti}-\mathrm{yu}-\mathrm{ar}-\mathrm{di}-$ ei-wai <br> h. Es - ai -ti -yu-ar-di-ei-wei | $\checkmark$ |  |  |

Singaraja, 3 Januari 2023
Expert 2,


Prof.Dr.IGA Lokita Purnamika
Utami, S.Pd., M.Pd
Nip : 198304022006042001

## Key answer

21. D.Minggu
22. C. Verb
23. C. Rabu
24. C. Thursday
25. D. The sixth day of a week
26. A. Noun
27. B. Tuesday
28. B. Monday
29. D. /sep'tembə(r)/
30. A. In
31. B. Em-ei-ar-ci-eich
32. D. /'wenzdei/
33. C. Beautiful
34. B. /'bju:tıfl/
35. A. Wednesday
36. A. Em -ow - en -di - ei -wai
37. C. Akhir pekan
38. C. ei-en-ji-ar-wai
39. C. /'dзænjuəri/
40. C. Es - ei -ti -yu-ar-di-ei-wai

## Appendix IV Construct Validity of the Observation Sheet

| No | Theories | Aspects to be <br> observed | Judgement |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Relevant | Irrelevant | Comments/ <br> Suggestions |  |

The existence of the implementation English song in the classroom


|  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
|  |  | Using English song <br> make students <br> express their spirit <br> and interest in <br> learning English. |  |  |
|  |  |  |  |  |


|  | peers about the performance in front of the class |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| The Procedures of using English Songs |  |  |  |  |  |
|  | The implementations of song in english teaching can create an enjoyable environment in the classroom, increase students' learning interest in the learning process, Motivate the students toward English language learning, beneficial in teaching and learning English vocabulary and the last students got the better achievement in English learning (Gafor \& Sihvola Hartman (2020); Yulianto (2017); Hasanah (2017). To implement it, the teacher should pay attention to several procedures to using English song as a learning media in teaching English namely, choosing the appropriate song, selecting the proper activity, and creating a memorable closing activity (Ratminingsih, 2017) | The learning process contained activities that can enhance students' vocabulary mastery. |  |  |  |
|  | - The first aspect is meaning. Meaning becomes one of the essential aspects that should be learned by students because meaning refers to how the word give its meaning to te language users. | The learning process contained aspect integrated students vocabulary mastery. |  |  |  |



| etc. (Doughty \& Long, <br> 2003; Ratminingsih, <br> 2019) |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |

Singaraja, 17 January 2023
Expert 1,


Prof.Dr.Ni Made Ratminingsih,MA
Nip : 196609081991022002

## Instrument Validation for Observation Sheet

Expert 1

| No | Statements | Judgement |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Relevant | Irrelevant | Comments/ Suggestions |
| The existence of Implementation English song in the classroom |  |  |  |  |
| 1 | The teacher uses English songs in the classroom. | $\checkmark$ |  |  |
| 2 | Students can develop their confidence and selfesteem while listening to English songs in the classroom. | $\checkmark$ |  |  |
| 3 | The students express enjoyment in learning English because the use of English song. | $\checkmark$ |  |  |
| 4 | The students learn a lot of vocabulary through songs. | $\checkmark$ |  |  |
| 5 | The students use technology while learning process. | $\checkmark$ |  |  |
| 6 | The use English songs create a comfortable feeling | $\checkmark$ |  |  |
| 7 | Teacher and students use lyrics from English songs are analyzed for vocabulary and expressions. | $\checkmark$ |  |  |
| 8 | The use of English songs in the classroom can motivate students. | $\checkmark$ |  |  |
| 9 | Using English song makes students express their spirit and interest in learning English | $\checkmark$ |  |  |
| 10 | Using 5 aspects of vocabulary are | $\checkmark$ |  |  |


| No | Statements | Judgement |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Relevant | Irrelevant | Comments/ Suggestions |
|  | succesfully covered through song. |  |  |  |
| 11 | The teacher encourages students to analyze and discuss the meaning of English song lyric. | $\checkmark$ |  |  |
| 12 | The teacher uses TBLT Framework during the learning process Component of TBLT Framework: <br> - Pre-task <br> - Task Cycle <br> - Language Focus | $\checkmark$ |  |  |
| The Procedures of using English Songs |  |  |  |  |
| 12 | The learning process contained activities that can enhance students' vocabulay. <br> Indikator/aspects: <br> - Meaning <br> - Spelling <br> - Pronounciation <br> - Word Classes <br> - Word use | $\checkmark$ |  |  |
| 13 | The learning process contained activities integrated to choosing the appropriate song : <br> - choosing the appropriate song. <br> - selecting the proper activity, and <br> - creating a memorable closing activity | $\checkmark$ |  |  |

Singaraja, 17 January 2023
Expert 1,


Prof.Dr.Ni Made Ratminingsih,MA
Nip : 196609081991022002

## Instrument Validation for Observation Sheet

## Expert 2

| No | Statements | Judgement |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Relevant | Irrelevant | Comments/ Suggestions |
| The existence of Implementation English song in the classroom |  |  |  |  |
| 1 | The teacher uses English songs in the classroom. | $\checkmark$ |  |  |
| 2 | Students can develop their confidence and selfesteem while listening to English songs in the classroom. | $\checkmark$ |  |  |
| 3 | The students express enjoyment in learning English because the use of English song. | $\checkmark$ |  |  |
| 4 | The students learn a lot of vocabulary through songs. | $\checkmark$ |  |  |
| 5 | The students use technology while learning process. | $\checkmark$ |  |  |
| 6 | The use English songs create a comfortable feeling | $\checkmark$ |  |  |
| 7 | Teacher and students use lyrics from English songs are analyzed for vocabulary and expressions. | $\checkmark$ |  |  |
| 8 | The use of English songs in the classroom can motivate students. | $\checkmark$ |  |  |
| 9 | Using English song makes students express their spirit and interest in learning English | $\checkmark$ |  |  |


| No | Statements | Judgement |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Relevant | Irrelevant | Comments/ Suggestions |
| 10 | Using 5 aspects of vocabulary are succesfully covered through song. | $\checkmark$ |  |  |
| 11 | The teacher encourages students to analyze and discuss the meaning of English song lyric. | $\checkmark$ |  |  |
| 12 | The teacher uses TBLT Framework during the learning process Component of TBLT Framework: <br> - Pre-task <br> - Task Cycle <br> - Language Focus | $\checkmark$ |  |  |
| The Procedures of using English Songs |  |  |  |  |
| 12 | The learning process contained activities that can enhance students' vocabulay. <br> Indikator/aspects: <br> - Meaning <br> - Spelling <br> - Pronounciation <br> - Word Classes <br> - Word use | $\checkmark$ |  |  |
| 13 | The learning process contained activities integrated to choosing the appropriate song : <br> - choosing the appropriate song. <br> - selecting the proper activity, and <br> - creating a memorable closing activity | $\checkmark$ |  |  |


| No | Statements | Judgement |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Relevant | Irrelevant | Comments/ <br> Suggestions |  |
|  |  |  |  |  |  |

Singaraja, 5 January 2023
Expert 2,


Prof.Dr.IGA Lokita Purnamika Utami, S.Pd., M.Pd
Nip: 198304022006042001

Appendix v Classroom Activities















## Appendix VI Result of Pre - Test

## Result of Pre - Test






## LEMBARJAWABAI

Nama :Ni Komang Indah Suryani
Kelas :7A1.
Topic :Simple Present Tense


LEMBARJAWABAN
Nama : Ni, Luh Nindyta Ardunti
nelas : 7Al
Topic : Simple Present Tense


| 1 | $A$ | $X$ | $C$ | $D$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | $X$ | $B$ | $C$ | $D$ |
| 3 | $A$ | $X$ | $C$ | $D$ |
| 4 | $A$ | $D$ | $C$ | $D$ |
| 5 | $A$ | $D$ | $C$ | $D$ |
| 6 | $A$ | $B$ | $X$ | $D$ |
| 7 | $A$ | $B$ | $X$ | $D$ |
| 8 | $A$ | $B$ | $D$ | $D$ |
| 9 | $A$ | $B$ | $C$ | $D$ |
| 10 | $A$ | $B$ | $X$ | $D$ |


| 11 | A | Pc | D |
| :---: | :---: | :---: | :---: |
| 12 | A | B C | D |
| 13 | A | B $\times$ | D |
| 14 | A |  | D |
| 15 | A | 1. C | D |
| 16 | D | B C | D |
| 17 | A | $B<$ | D |
| 18 | A | B C | $D \times$ |
| 19 | A | $B \times$ | D |
| 20 | A | H ${ }^{\text {a }}$ |  |


LEMBARJAWAB:N
Kama : Putu Ardianti Promestya Dewul
Kelas :7A1
Topic :Simple Present Tense
Nama : Runi Febranty
Kelas
Topic
VIIas/7a1
Simple Present Tense

| 1 | $A$ | $B$ | $C$ | $D$ |
| :--- | :--- | :--- | :--- | :--- |
| 2 | $A$ | $B$ | $C$ | $D$ |
| 3 | $A$ | $B$ | $C$ | $D$ |
| 4 | $A$ | $B$ | $C$ | $D$ |
| 5 | $A$ |  | $C$ | $C$ |
| 6 | $A$ | $D$ | $C$ | $D$ |
| 7 | $A$ | $B$ | $C$ | $D$ |
| 8 | $A$ | $B$ | $C$ | $D$ |
| 9 | $A$ | $B$ | $C$ | $D$ |
| 10 | $A$ | $B$ | $C$ | $D$ |


| 1 | $A$ | $B$ | $C$ | $D$ |
| :--- | :--- | :--- | :--- | :--- |
| 2 | $A$ | $B$ | $C$ | $D$ |
| 13 | $A$ | $B$ | $C$ | $D$ |
| 14 | $A$ | $B$ | $C$ | $D$ |
| 15 | $A$ | $B$ | $C$ | $D$ |
| 16 | $A$ | $B$ | $C$ | $D$ |
| 17 | $A$ | $B$ | $C$ | $D$ |
| 18 | $A$ | $B$ | $C$ | $D$ |
| 19 | $A$ | $B$ | $C$ | $D$ |
| 20 | $A$ | $B$ | C | $D$ |


| 1 | $A$ | $B$ | $C$ | $D$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | $A$ | $B$ | $C$ | $D$ |
| 3 | $A$ | $B$ | $C$ | $D$ |
| 4 | $B$ | $B$ | $C$ | $D$ |
| 5 | $A$ | $B$ | $C$ | $D$ |
| 6 | $A$ | $B$ | $C$ | $D$ |
| 7 | $D$ | $B$ | $C$ | $D$ |
| 8 | $A$ | $B$ | $D$ | $D$ |
| 9 | $A$ | $B$ | $C$ | $D$ |
| 10 | $A$ | $B$ | $D$ | $D$ |


| 11 | A | B |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 12 | D | B | C | D |
| 13 |  | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B |  | D |
| 17 | A | B |  | D |
| 18 |  | B |  | D |
| 19 | A | B |  | D |
| 20 | A | B) | C | D |

LEMBARJAWABAA



## Appendix VII Result of Post - Test 1

## Result of Post - test 1




## LEMBARJAWABAI

Nima : Kororg Evon Merthody wjijuga
Ketess :nill 1
Topic :Simplefresent Tence

[EMBARJAWABAN
Moma Made Dinda Ohtoren
Keles IVIIAI
Teple ISimple Preen Tense

|  | 1 | K | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 1 |  | $K$ | I) |
| 3 | 1 | $\ldots$ | * | D |
| 1 | * | 1 | f | D |
| 5 | 1 | M | C | D |
| 6 | $\times$ | $B$ | K | D |
| 1 | 1 | K | C | D |
| 8 | K | $B$ | C | D |
| 9 | 1 | B | ¢ | D |
| 10 | ¢ |  |  | D |


| 11 | A | 3 | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 12 | 1 | 入 | C | D |
| 13 | A | B | \& | D |
| 14 | A | ${ }^{2}$ | C | * |
| 15 | 1 | X | C | D |
| 16 | A | B | $\ldots$ | D |
| 17 | A | K | C | D |
| 18 | A | B | A | D |
| 19 | A | K |  | D |
| 20 | A | B | Y | D |






$$
\begin{array}{ll}
\text { Lembar Jawaban } \\
\text { Nama } & \text { : Hika Ulani Aspil } \\
\text { Kelas } & : 7 A 1 / \mathrm{g} \\
\text { Topic } & \text { : Simple Present Tense }
\end{array}
$$

$$
\begin{array}{|l|l|l|l|l|}
\hline 1 & A & B & C & D \\
\hline 2 & A & B & D & D \\
\hline 3 & A & B & C & D \\
\hline 4 & A & B & C & D \\
\hline 5 & A & D & C & D \\
\hline 6 & & B & C & D \\
\hline 7 & A & B & C & D \\
\hline 8 & A & B & C & D \\
\hline 9 & A & B & C & D \\
\hline 10 & A & B & C & D \\
\hline
\end{array}
$$

IEMBLR JAWALIN

$$
\begin{array}{ll}
\text { Nama } & \text { Gusti Ayu Pyan Alva foraveluooti vi ph } \\
\text { Kidas } & : 7 A 1 \\
\text { Topic } & \text { :Simple Present Tense }
\end{array}
$$

$$
\begin{array}{|l|l|l|l|l|}
\hline 1 & A & A & C & D \\
\hline 2 & A & B & X & D \\
\hline 3 & A & A & C & D \\
\hline 4 & A & B & C & D \\
\hline 5 & A & B & C & D \\
\hline 6 & A & X & C & D \\
\hline 7 & A & B & C & D \\
\hline 8 & A & B & C & D \\
\hline 9 & A & A & C & D \\
\hline 10 & A & B & C & D \\
\hline
\end{array}
$$

$$
\begin{array}{|l|l|l|l|l|}
\hline 11 & A & A^{2} & C & D \\
\hline 12 & A & B & K & D \\
\hline 13 & A & B & C & D \\
\hline 14 & A & B & K & 0 \\
\hline 15 & A & B & C & D \\
\hline 16 & A & B & x & D= \\
\hline 19 & h & B & K & D \\
\hline 18 & A & B & C & D \\
\hline 19 & A & B & C & D \\
\hline 20 & A & A & C & D \\
\hline
\end{array}
$$




## Appendix VIII The Result of Post Test 2






LEMBAR JAWABAN

$$
\begin{array}{ll}
\text { Nama } & \text { : I Cst Ayu Nio A.D } \\
\text { Kelas } & : \text { TA1 } \\
\text { Topic } & \text { :Day and Month }
\end{array}
$$

$$
\begin{array}{lllllll}
\hline 1 & A & B & C & D & C \\
\hline 2 & A & B & C & D & \\
\hline 3 & A & B & D & D \\
4 & A & B & D & D \\
\hline 5 & A & B & C & D \\
\hline 6 & X & B & C & D & \\
\hline 7 & A & D & C & D \\
\hline 8 & A & X & C & D \\
9 & A & B & C & D \\
\hline 10 & B & B & C & D \\
\hline
\end{array}
$$









## Appendix IX Table of Pre- test score

| Students' <br> Code | Meaning | Spelling | Pronounciation | Word Classes | Word use | Score |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 10 | 10 | 5 | 0 | 5 | 30* |
| 2 | 20 | 5 | 0 | 0 | 15 | 40* |
| 3 | 20 | 10 | 0 | 0 | 5 | 35* |
| 4 | 20 | 0 | 10 | 10 | 10 | 50* |
| 5 | 20 | 15 | 5 | 5 | 20 | 65 |
| 6 | 20 | 5 | 5 | 10 | 5 | 45* |
| 7 | 20 | 10 | 10 | 10 | 10 | 60 |
| 8 | 20 | 10 | 0 | 0 | 10 | 40* |
| 9 | 20 | 5 | 10 | 10 | 20 | 65 |
| 10 | 20 | 15 | 5 | 10 | 5 | 55* |
| 11 | 20 | 15 | 20 | 5 | 5 | 65 |
| 12 | 20 | 5 | 5 | 10 | 5 | 45* |
| 13 | 20 | 20 | 5 | 15 | 20 | 80 |
| 14 | 5 | 5 | 10 | 0 | 10 | 30* |
| 15 | 20 | 15 | 10 | 15 | 10 | 70 |
| 16 | 20 | 15 | 15 | 20 | 20 | 90 |
| 17 | 15 | 10 | 10 | 5 | 10 | 50* |
| 18 | 20 | 0 | 0 | 0 | 10 | 30* |
| 19 | 20 | 10 | 15 | 10 | 5 | 60 |
| 20 | 20 | 20 | 15 | 20 | 20 | 95 |
| 21 | 20 | 15 | 15 | 15 | 20 | 85 |
| 22 | 20 | 15 | 20 | 5 | 15 | 75 |
| 23 | 20 | 10 | 5 | 10 | 5 | 50* |
| 24 | 20 | 10 | 0 | 5 | 0 | 35* |
| 25 | 20 | 10 | 10 | 5 | 10 | 55* |
| 26 | 10 | 5 | 10 | 0 | 5 | 30* |
| 27 | 20 | 10 | 5 | 15 | 10 | 60 |
| 28 | 20 | 15 | 15 | 15 | 20 | 85 |
| 29 | 20 | 15 | 10 | 15 | 15 | 75 |
| 30 | 15 | 15 | 10 | 10 | 10 | 60 |
| 31 | 5 | 0 | 0 | 10 | 10 | 25* |
| 32 | 20 | 10 | 10 | 10 | 15 | 65 |
| SUM | 575 | 330 | 280 | 280 | 355 | 1800 |
| AVERAGE | 17.98 | 10.31 | 8.75 | 8.75 | 11.09 | 56,25 |
| Minimum Score |  |  |  |  |  | 25 |
| Maximum Score |  |  |  |  |  | 95 |

Appendix X Table of post - test 1 score

| Students’ <br> Code | Meaning | Spelling | Pronounciation | Word Classes | Word Use | Score |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 20 | 15 | 15 | 0 | 15 | 65 |
| 2 | 20 | 10 | 5 | 5 | 20 | 60 |
| 3 | 20 | 15 | 10 | 15 | 15 | 75 |
| 4 | 15 | 5 | 10 | 10 | 20 | 60 |
| 5 | 20 | 20 | 0 | 5 | 20 | 65 |
| 6 | 15 | 0 | 5 | 10 | 10 | 40* |
| 7 | 20 | 10 | 10 | 10 | 10 | 60 |
| 8 | 20 | 10 | 5 | 5 | 10 | 50* |
| 9 | 20 | 5 | 10 | 15 | 20 | 70 |
| 10 | 20 | 5 | 5 | 10 | 10 | 50* |
| 11 | 20 | 10 | 20 | 10 | 15 | 75 |
| 12 | 15 | 15 | 10 | 15 | 10 | 65 |
| 13 | 20 | 10 | 10 | 20 | 20 | 80 |
| 14 | 10 | 15 | 10 | 5 | 10 | 50* |
| 15 | 20 | 10 | 20 | 15 | 10 | 75 |
| 16 | 20 | 15 | 15 | 20 | 20 | 90 |
| 17 | 20 | 10 | 15 | 10 | 20 | 75 |
| 18 | 20 | 10 | 0 | 5 | 15 | 50* |
| 19 | 20 | 15 | 10 | 15 | 15 | 75 |
| 20 | 20 | 15 | 5 | 20 | 20 | 80 |
| 21 | 15 | 10 | 10 | 20 | 20 | 75 |
| 22 | 20 | 10 | 15 | 15 | 20 | 80 |
| 23 | 20 | 10 | 5 | 20 | 10 | 65 |
| 24 | 15 | 15 | 5 | 5 | 10 | 50* |
| 25 | 20 | 15 | 10 | 15 | 15 | 75 |
| 26 | 15 | 10 | 10 | 0 | 15 | 50* |
| 27 | 20 | 10 | 5 | 15 | 15 | 65 |
| 28 | 20 | 15 | 20 | 15 | 20 | 90 |
| 29 | 20 | 15 | 15 | 20 | 15 | 85 |
| 30 | 20 | 10 | 15 | 20 | 20 | 85 |
| 31 | 15 | 10 | 5 | 5 | 15 | 50* |
| 32 | 20 | 15 | 10 | 15 | 10 | 70 |
| SUM | 595 | 365 | 315 | 385 | 490 | 2150 |
| AVERAGE | 18.59 | 11.40 | 9.84 | 12.03 | 15.31 | 67.18 |
| Minimum score |  |  |  |  |  | 50 |
| Maximum score |  |  |  |  |  | 90 |

## Appendix XI Table of Post- test 2 score

| Students' Code | $\begin{array}{\|l} \hline \begin{array}{l} \text { Meanin } \\ \mathrm{g} \end{array} \\ \hline \end{array}$ | Spellin <br> g | Pronounciatio <br> n | Word Classe s | $\begin{aligned} & \text { Wor } \\ & \text { d } \\ & \text { Use } \end{aligned}$ | Scor e |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 20 | 15 | 20 | 15 | 20 | 90 |
| 2 | 15 | 5 | 15 | 10 | 15 | 60 |
| 3 | 20 | 20 | 15 | 15 | 15 | 85 |
| 4 | 20 | 10 | 10 | 15 | 15 | 70 |
| 5 | 20 | 20 | 5 | 5 | 15 | 65 |
| 6 | 15 | 15 | 0 | 10 | 15 | 55* |
| 7 | 20 | 15 | 15 | 10 | 20 | 85 |
| 8 | 20 | 0 | 10 | 10 | 15 | 55* |
| 9 | 20 | 20 | 15 | 20 | 20 | 95 |
| 10 | 20 | 20 | 15 | 15 | 20 | 90 |
| 11 | 20 | 15 | 10 | 15 | 15 | 75 |
| 12 | 20 | 15 | 5 | 15 | 20 | 75 |
| 13 | 20 | 20 | 15 | 20 | 20 | 95 |
| 14 | 15 | 20 | 10 | 20 | 20 | 85 |
| 15 | 20 | 20 | 10 | 15 | 15 | 80 |
| 16 | 20 | 20 | 20 | 15 | 20 | 95 |
| 17 | 20 | 20 | 15 | 15 | 20 | 90 |
| 18 | 20 | 20 | 5 | 15 | 20 | 80 |
| 19 | 20 | 0 | 0 | 10 | 20 | 50* |
| 20 | 15 | 20 | 15 | 20 | 20 | 90 |
| 21 | 20 | 20 | 10 | 15 | 20 | 85 |
| 22 | 20 | 20 | 10 | 15 | 20 | 85 |
| 23 | 20 | 20 | 15 | 15 | 20 | 90 |
| 24 | 20 | 20 | 10 | 15 | 20 | 85 |
| 25 | 15 | 20 | 10 | 15 | 20 | 80 |
| 26 | 20 | 15 | 10 | 15 | 20 | 80 |
| 27 | 20 | 20 | 10 | 15 | 15 | 80 |
| 28 | 15 | 20 | 20 | 20 | 20 | 95 |
| 29 | 15 | 15 | 10 | 20 | 20 | 80 |
| 30 | 20 | 20 | 10 | 5 | 20 | 75 |
| 31 | 20 | 20 | 10 | 10 | 20 | 80 |
| 32 | 15 | 15 | 10 | 15 | 20 | 75 |
| Sum | 600 | 535 | 360 | 460 | 595 | 2555 |
| Average | 18.75 | 16.71 | 11.25 | 14.37 | $\begin{gathered} 18.5 \\ 9 \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 79.8 \\ & 4 \\ & \hline \end{aligned}$ |
| Minimu m Score |  |  |  |  |  | 50 |
| Maximu m Score |  |  |  |  |  | 95 |

Spelling of Day and Month


No Putu Laksmi Proshanti M/30/Tapre: Nomes of the day




```
lama: ni kadek Bella Pueri widgastini
no/et kelas: 22/7A1
```



Task about Telling Time


Wayan Wiksamana (32)

1
2

04. 40 :


2


- 5

$\qquad$

RESULT OF TASK


Nama: Vomang Dinda restina puth:
No: 17
kis: 7 Al

- I Hucio bnotrabra (N0

5. adjective words: - Beautifulo = Cantik dindahus a gad $3 A-$ - Beauty.) cantilu Einit of orr glor vok-

- Envy = ri lelengli
- Dark:Gelap
- Pain = memyakitkan I saluit
exampie
- lou lodk so Beautiful when wear dress -a gril looks beauty from her heart - She is so envy with me - I cannot bee any thing in the dark - She yets pain because ahim

5. Verb words

- change $=$ merubah

| - understand | $=$ mengerti |
| ---: | :--- |
| - dream | $=$ bermimpi |
| - hope | berharap |
| -help | $=$ Meholong |





|  | Name kopels Deviko railoi sallabo |
| :---: | :---: |
|  | Na:3 |
|  | classi 7 al |
|  | 5 adjective morts |
|  | - Beatitul - cantir cindal. |
|  | - Beouly = cantik |
|  | - evavy aiti vory. |
|  | - Dark $=$ bebip |
|  | - Bersa menyuatitear (soleit |
|  | exomple |
|  | - You took so bmutitul when meardress |
|  | - a girl looks beauty fram beart |
|  | - She is so envy with me |
|  | - I conmet see anything in the datk |
|  | - Ste gets pain because a Wm |
| 1 |  |
|  | 5 verbs word |
|  | - charge $=$ merubsi |
|  | - understand $=$ mengerti |
|  | - dream $=$ dermime i |
|  | - hore $=$ berharar |
|  | - help = menolong |
|  | (509) |
|  |  |




