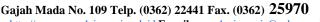
APPENDIX

Appendix I School Permitt



Appendix II Lesson Plan

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



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
	Membaca – Memirsa
	Menulis – Mempresentasikan / adverb of
	frequency, vocabulary related to tv programmes
Alokasi Waktu	480 menit (12 Jam Pelajaran)
Pertemuan Ke-	1-4
Profil Pelajar	Have faith, fear of God Almighty and have noble
Pancasila	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. Guru melakukan absensi dan menanyakan kondisi siswa. Guru menyampaikan tujuan pembelajaran.
Inti	 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" Siswa diberikan kesempatan untuk
	 membagikan mengenai apa yang mereka aktivitas yang dilakukan sehari - hari . Guru menunjukkan Lagu Bahasa Inggris mengenai "Scars to Your Beautiful" by Alessia Cara kemudian Guru memutar lagu untuk didengarkan oleh siswa. Siswa diminta untuk memperhatikan lirik pada lagu.

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

berdoa.

Guru dan siswa mengucapkan salam dan

b) Pertemuan ke-2

	Kegiatan Pembelajaran				
Pendahuluan	Guru dan siswa berdoa dan mengucapkan				
	salam.				
	Guru melakukan absensi dan menanyakan				
	kondisi siswa.				
	Guru menyampaikan tujuan pembelajaran.				
Inti	Pre-task				
	Guru memberikan siswa beberapa gambar terkait dengan aktivitas sehari-hari.				
	 Guru memberikan siswa pertanyaan pemantik mengenai materilanjutan simple present "Adverbs of frequency" berupa What do you know about adverbs of frequency? Mention the example of adverbs of frequency. Guru menjelaskan apa itu adverbs of frequency dan contohnya. Guru memberi arahan mengenai tugas yang akan siswa buat selanjutnya. 				
	Task Cycle				
	 Guru meminta siswa untuk duduk membentuk lingkaran besar. Guru menyiapkan kertas yang berisi pertanyaan tentang adverbs of frequency . Siswa diminta untuk membaca dan menjawab pertanyaan sesuai kebiasaan masing – masing. 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.				
	•	Guru dan siswa bersama-sama membahas mengenai hal tersebut.				
	•	Guru meminta siswa secara berpasangan membuat dialog sederhana mengenai				
		kegiatan yang sudah dilakukan				
		berdasarkan adverbs of frequency yang				
		Guru sediakan.				
	•	Siswa mesnsimulasikan percakapannya di				
		depan kelas.				
Penutup	•	Guru meminta siswa untuk menyimpulkan				
		kegiatan pembelajaran.				
	•	Guru menyimpulkan pembelajaran secara				
		menyeluruh.				
	•	Guru dan siswa mengucapkan salam dan				
		berdoa.				

C. Pertemuan ke-3

uan ke-3				
	Kegiatan Pembelajaran			
Pendahuluan	 Guru dan siswa berdoa dan mengucapkan salam. Guru melakukan absensi dan menanyakan kondisi siswa. Guru menyampaikan tujuan pembelajaran. 			
Inti	 Guru melanjutkan materi siswa pada topik " Day and Month " dengan memberikan pertanyaan pemantik berupa How often do you watch TV? What is your favourit TV programmes? Siswa diberikan kesempatan untuk membagikan mengenai apa yang mereka lakukan kemarin. 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. Siswa diminta menyebutkan kosakata yang terdapat dalam lagu. 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. Guru memberi arahan mengenai tugas yang akan siswa buat selanjutnya. Task Cycle Siswa secara berpasangan diminta untuk mendengarkan lagu mengenai "the months of the year". Siswa diminta menyimak isi lagu yang didengar dan mengerjakan tugas. Guru bersama siswa mendiskusikan hasil pekerjaan siswa. • Guru memberikan umpan balik kepada hasil diskusi. Language Focus Guru memberi penekanan mengenai kosa kata dan cara pengucapan pada kosa kata yang siswa gunakan. Siswa menggunakan nama hari dan bulan pada sebuah kalimat. Guru memberikan siswa kesempatan untuk mendengarkan dan membaca lirik lagu " The months of the years". Guru meminta siswa untuk menceritakan kembali isi dari lagu pada lagu tersebut dalam bentuk persentase sederhana Penutup Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. Guru menyimpulkan pembelajaran secara menyeluruh. Guru dan siswa mengucapkan salam dan berdoa.

D. Pertemuan ke-4

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

	 Guru memberi penekanan mengenai penggunan jam dalam bahasa inggris. Guru memberikan siswa kesempatan untuk mengetahui pengguaan a.m. dan p.m. Guru meminta siswa untuk mempraktekkan cara penggunaan jam di papan tulis
Penutup	 Guru meminta siswa untuk menyimpulkan kegiatan pembelajaran. Guru menyimpulkan pembelajaran secara menyeluruh. 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 Singaraja,8Januari 2024

Peneliti Guru Mata Pelajaran

Ni Made Sri ayu Hartini, S.Pd NIP. 196609221988032015

Yudi.G.Simanullang

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 vocabulary 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 difficult 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 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	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

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

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

	d. studied		
8	I breakfast every day at 7 Am. a. eat b. ate c. eaten d. to eat	√	
9	She plays the guitar every day. Identify the correct pronounciation of the word "plays" a. /pleɪz/ b. /pleɪs/ c. /plæɪs/ d. /pliːz/	✓	
10	Secilia is so beautiful. The antonym of bolded word is a. ugly b. stupid c. pretty d. smily	✓	
11	My teacher starts teaching in March. How do you spell the term for "March" a. Em –ay-ar-si -eich b. Em-ei-ar-ci-eich c. Em –i-ar-si-eich d. Em-i-ar-ci-eich	√	
12	My father always goes to his office by vehicle. What is the correct pronounciation of the word "vehicle"		

	a. /ˈviːekl/		
	b. /ˈːviːəkl/	./	
		•	
	c. /ˈviːəkl/		
	d. /ˈviːəkle/		
13	"Agung cooks fried rice. It is amazing."		
	What is the verb in that sentence.		
	a.Agungb.fried ricec.cooksd. amazing	√	
14	Satria sometimes study in the library.		
	How is the word "library" pronounced?		
	a. /ˈleabrəri/		
	b. /ˈlaɪbrəri/	✓	
	c./ˈlaɪbrə:ari/		
	d. /ˈlaiɪ;brəri/		
	,		
15	Surya and Yuniin		
	library. They read some		
	books	✓	
	A. am	•	
	B. are C. is		
	D. have		
16	Which of the following words is spelled correctly?		
	a. Acommodate		
	b. Accommodate	✓	

	c. Acommmodate		
	d. Accomodate		
17	My sister is very strong		
	What is the meaning of		
	"strong"?		
	a. lemah	✓	
	b. rajin c. kuat		
	d. malas		
18	Which word is spelled correctly?		
	a. Seperate		
	b. Separate		
	c. Separete	•	
	d. Separat		
19	I always arrange my schedule before I go to school.		
	What is the correct pronunciation of the word "schedule"?	✓	
	a./ˈskedj.uː/		
	b. /ˈskedʒ.uːl/		
	c. /ˈskedʒ.u/:1		
	d. /ˈske.uːl/		
20	"She wants to achieve her dreams"		
	How do you spell the term of "dreams"?	,	
	a. di-a-i-ie-em-es	✓	
	b. di-ai-i-ei-em-es		

c. di-ar-i-ei-em-es		
d. di-ar-i-ai-em-es		

Singaraja, 3 Januari 2024 Expert 1,

Run

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. /pleɪz/
- 10. C. pretty
- 11. B. Em-ei-ar-ci-eich
- 12. C. /'vi:əkl/
- 13. C. cooks
- 14. B. /ˈlaɪbrəri/
- 15. B. Are
- 16. B. Accommodate
- 17. C. Kuat
- 18. B. Separate
- 19. B. /'sked3.u:l/
- 20. C. di-ar-i-ei-em-es

Theme: "Simple Present tense"

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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 difficult 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.

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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

			Judgem	ent
No	Questions	Relevant	Irrelevant	Comments/ Suggestions
1	My Brother always study at night. What does the word "			
	always " mean ? e. Jarang f. Selalu g. Kadang- kadang h. Biasanya	√		
2	What is the opposite of happy from this sentence: "He is very happy" e. glad f. funny g. sad h. angry	✓		

3	Rudy plays guitar in the school		
	What is the meaning of "play"?	✓	
	e. menangis f. bemain		
	g. mengajar h. membaca		
4	Putu santi song every day.		
	e. singsf. singg. doesh. is	✓	
5	My sister needs to see a <u>teacher</u> in her school.		
	What is the meaning of "teacher"?	✓	
	e. petani f. guru g. peternak h. pelayan		
6	Kadek Sutrisna is a diligent student		
	The antonym of underlined word is	✓	
	a. clever		
	b. smart		
	c. lazy		
	d. stupid		
7	Aditya is a student, he at school.		
	e. studyingf. studiesg. studyh. studied	✓	

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

	b. /ˈːviːəkl/	√	
	c. /ˈviːəkl/		
	d./'viːəkle/		
13	"Agung cooks fried rice. It		
	is amazing."		
	What is the verb in that		
	sentence.		
	a.Agung	✓	
	b.fried rice		
	c.cooks		
	d. amazing		
14	Satria sometimes study in		
	the library.		
	How is the word "library"		
	pronounced?		
	a. /ˈleabrəri/		
	b./ˈlaɪbrəri/	✓	
	c./ˈlaɪbrə:ari/		
	d./ˈlaiɪ;brəri/		
15	Surya and Yuniin		
13	library. They read some		
	books		
	E. am	✓	
	F. are		
	G. is		
	H. have		
16	Which of the following		
	words is spelled correctly?		
	a. Acommodate		
	b. Accommodate	✓ ·	
	c. Acommmodate	•	

	d. Accomodate		
17	My sister is very strong		
	What is the meaning of		
	"strong"?		
	e. lemah f. rajin g. kuat h. malas	√	
18	Which word is spelled correctly?		
	a. Seperate		
	b. Separate	√	
	c. Separete		
	d. Separat		
19	I always arrange my schedule before I go to school.		
	What is the correct pronunciation of the word "schedule"?	√	
	a./ˈskedj.uː/		
	b. /ˈskedʒ.uːl/		
	c./ˈskedʒ.u/:l		
	d. /ˈske.uːl/		
20	"She wants to achieve her		
	dreams"		
	How do you spell the term of "dreams"?		
	a. di-a-i-ie-em-es	✓	
	b. di-ai-i-ei-em-es		
	c. di-ar-i-ei-em-es		

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:əkl/

13.C. cooks

14.B. /ˈlaɪbrəri/

15.B. Are

16.B. Accommodate

17.C. Kuat

18.B. Separate

19.B. /'sked3.u:l/

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 difficult 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 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	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

		Judgement		
No	Questions	Relevant	Irrelevant	Comments/ Suggestions
1	What does the word			

	"Sunday" mean ?		
	i. Kamis j. Jumat k. Sabtu l. Minggu	✓	
2	Identify the word class of "runs" in the following sentence: "She run every Saturday ." i. Noun j. Adjective k. Verb l. Adverb	✓	
3	What is the meaning of "Wednesday"? i. Senin j. Selasa k. Rabu l. Kamis	✓	
4	The day before Friday is i. Wednesday j. Sunday k. Thursday l. Saturday	✓	
5	What is the meaning of "Saturday"? i. The fifth day of the week j. The first day of the week k. The seventh day of the week l. The sixth day of a week	√	
6	Identify the type of words in the sentence "Monday is the first day of a week."		

	a. Noun	✓	
	b. Verb		
	c. Adjective		
	d. Adverb		
7	What day is after Monday?		
	i. Friday	✓	
	j. Tuesday		
	k. Wednesday		
	l. Thursday		
8	Yesterday was Sunday, Today is		
	i. Tuesday		
	j. Monday k. Wednesday	✓	
	1. Thursday		
9	Identify the correct		
	pronounciation of the word "September"		
	i. /sep:tembəer		
	j. /sep/tembe(r)/		
	k. /sep'tembə(r)/	~	
	l. /sep:tembə(r)/		
10	Complete the sentence		
	with the appropriate word	√	
	classes: "Every Monday, we hold a ceremony the	•	
	school field"		
	i. in		
	j. between		
	k. on l. above		
11	How do you spell the term		
	for "March"	√	
	i. Em –ay-ar-si -eich	•	
	j. Em-ei-ar-ci-eich		
	k. Em –i-ar-si-eich		

	1. Em-i-ar-ci-eich		
12	Choose the word that is pronounced correctly: a. /'wen:zdeɪ/ b. /'wen/zd:eɪ/ c. /'we/zdeɪ/ d. /'wenzdeɪ/	✓	
13	"Indah wore a beautiful dress to the party on Sunday." What is the adjective in this sentence. a.Wore b.dress c.beautiful d. she	✓	
14	Choose the word that is pronounced correctly. a./'bu:tɪfl/ b./'bju:tɪfl/ c./'bwuu:tɪful/ d./:yu:tuɪfl/	√	
15	The day after Tuesday is I. Wednesday J. Thursday K. Monday L. Friday	✓	
16	How do you spell the term for "Monday"? a. Em -ow - en -di - ei -wai b. Em -ow - en -di - ai -wai c. Em -ow - en -de - ei -wai d. Em -ow - en -di - ei -woi	✓	

17	What is the meaning of "weekend"? i. Akhir bulan j. Akhir tahun k. Akhir Pekan l. Awal bulan	✓	
18	My father is always "angry" to my brother. How do you spell the term for "Angry"? a.i-en-ji-ar-wai b. ay-en-ji-ar-wai c. ei-en-ji-ar-wai d.i-en-jai-ar-wai	✓	
19	Choose the word that is pronounced correctly. a. /ʒænjuəri/ b. /:ˈdʒænjuəri/ c. /ˈdʒænjuəri/ d. /ˈdʒæn:juəri:/	✓	
20	How to spell "Saturday?" a. Es - i -ti -yu-ar-diei-wai b. Es - ai -ti -yu-ar-diei-wai c. Es - ei -ti -yu-ar-diei-wai d. Es - ai -ti -yu-ar-diei-wai d. Es - ai -ti -yu-ar-diei-wei	✓	

Singaraja, 17 Januari 2023 Expert 1,



Prof.Dr.Ni Made 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. / wenzdei/
- 13. C. Beautiful
- 14. B. /ˈbjuːtɪfl/
- 15. A. Wednesday
- 16. A. Em –ow en –di ei -wai
- 17. C. Akhir pekan
- 18. C. ei-en-ji-ar-wai
- 19. C. /ˈdʒænjuəri/
- 20. C. Es ei –ti –yu-ar-di-ei-wai

Theme: "Days and Month"

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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.

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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

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

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

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

14	a.Wore b.dress c.beautiful d. she Choose the word that is pronounced correctly. e./'bu:tɪfl/ f./'bju:tɪfl/ g./'bwuu:tɪful/ h./:yu:tuɪfl/	✓	
15	The day after Tuesday is M. Wednesday N. Thursday O. Monday P. Friday	√	
16	How do you spell the term for "Monday"? e. Em -ow - en -di - ei -wai f. Em -ow - en -di - ai -wai g. Em -ow - en -de - ei -wai h. Em -ow - en -di - ei -woi	✓	
17	What is the meaning of "weekend"? m. Akhir bulan n. Akhir tahun o. Akhir Pekan p. Awal bulan	✓	
18	My father is always "angry" to my brother. How do you spell the term for "Angry"? a.i-en-ji-ar-wai b. ay-en-ji-ar-wai	✓	

	c. ei-en-ji-ar-wai d.i-en-jai-ar-wai		
19	Choose the word that is pronounced correctly. e. /ʒænjuəri/ f. /:ˈdʒænjuəri/ g. /ˈdʒænjuəri/ h. /ˈdʒæn:juəri:/	✓	
20	How to spell "Saturday?" e. Es — i —ti —yu-ar-diei-wai f. Es — ai —ti —yu-ar-diei-wai g. Es — ei —ti —yu-ar-diei-wai h. Es — ai —ti —yu-ar-diei-wai h. Es — ai —ti —yu-ar-diei-wei	√	

Singaraja, 3 Januari 2023 Expert 2,

Prof.Dr.IGA Lokita Purnamika Utami, S.Pd., M.Pd

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:tɪfl/
- 35. A. Wednesday
- 36. A. Em -ow en -di ei -wai
- 37. C. Akhir pekan
- 38. C. ei-en-ji-ar-wai
- 39. C. /ˈdʒænjuəri/
- 40. C. Es ei –ti –yu-ar-di-ei-wai

Appendix IV Construct Validity of the Observation Sheet

	Theories	Aspects to be	Judgement			
No		observed	Relevant	Irrelevant	Comments/ Suggestions	
The	existence of the implement	ation English song in t	the classroo	m		
	The implementation of English song enhance the	The teacher uses English songs in the				
	students' vocabulary and cultural information in	classroom.				
	learning process because they thinks by listening to	Students develop their confidence and				
	songs, they can cry, laugh, feel sad and even be enraged. English	self-esteem while listening to English songs in the				
	song also brings positive energy and impacts	classroom. The students express				
	students' motivation that will make the students more enthusiastic, interested, and enjoy	enjoyment in learning English because the use of English song.				
	learning English. Hence, students are able to improve their vocabulary mastery. (Ranggen,2016; Putri,2018)	The students learn a lot of vocabulary through songs.				
		The students use technology while learning process.				
The	use of English song in the	classroom				
2	By using song, the students can be more	The use English songs create a				
	enjoyable and the learning process will not be boring.	comfortable feeling. Teacher and students				
	The use of song can also increase student	using lyrics from English songs are				
	motivation and create a comfortable classroom	analyzed for vocabulary and				
	atmosphere (Tirtayani, Magta, & Lestari, 2017).	expressions. The use of English				
		songs in the classroom can				
		motivate students.				

			I	
		Using English song		
		make students		
		express their spirit		
		and interest in		
		learning English.		
		5 aspects of		
		vocabulary are		
		successfully covered		
		though song.		
3	The implementation of	The learning process		
	Framework TBLT in	contained activities		
	learning english.	based on TBLT		
	According to willis (1996)	Framework.		
	cite in (Zainaba Omar et	Trainework.		
	al., 2021) there are 3	Teachers will share		
	components of TBLT	the task and		
	namely:	objectives that		
	• At the pre-task	students need to		
	stage.	achieve.		
	The teacher introduces the	acineve.		
	topic and the required	The students will		
	vocabulary. Next, the	perform tasks in		
	teacher will explain the	front of class.		
	tasks and objectives that	from or class.		
	students need to achieve.			
	• The task cycle			
	stage students will perform			
	1			
	tasks in pairs or groups. The teacher only			
	J			
	observes, and the student is given the freedom to			
	make mistakes and try			
	again. This stage allows students to use the			
	language skills or			
	knowledge they have			
	which will strengthen them further.			
	• language focus			
	stage Tanchers focus on aspects			
	Teachers focus on aspects			
	of the language to be			
	taught. The post-task			
	phase ends with an			
	assessment made by their			

peers about the						
performance in front of						
the class						
The Procedures of using English	sh Songs					
G G						
The implementations of	The learning process					
song in english teaching	contained activities					
can create an enjoyable	that can enhance					
environment in the	students' vocabulary					
classroom, increase	mastery.					
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),						
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 first aspect is	The learning process					
meaning. Meaning	contained aspect					
becomes one of the	integrated students					
essential aspects that	vocabulary mastery.					
should be learned by						
students because						
meaning refers to how						
the word give its meaning to te						
language users.						
language users.						

 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. Pronounciation. 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 difficult for someone to understand it. Word classes can be defined as categories of words. The categories of words 			
some categories such as noun, verb, adjective, adverb and preposition. • Word use refers to how a word is used in a language. Word use also involve grammar and thus be subject of profound analysis.			
The learning of English requires activities that encourage the participation of the students which foster their language skills especially vocabulary which can be done by using audio, video, song,game, discussion,	The learning process contained activities that can improve Students' Vocabulary mastery.		

etc. (Doughty & Long, 2003; Ratminingsih, 2019)		
2019)		

Singaraja, 17 January 2023 Expert 1,

Prof.Dr.Ni Made Ratminingsih,MA

Instrument Validation for Observation Sheet

Expert 1

			Judgeme	ent
No	Statements	Relevant	Irrelevant	Comments/ Suggestions
The	existence of Implementation	on English so	ong in the clas	ssroom
1	The teacher uses English songs in the classroom.	V		
2	Students can develop their confidence and self- esteem while listening to English songs in the classroom.	V		
3	The students express enjoyment in learning English because the use of English song.	√ 		
4	The students learn a lot of vocabulary through songs.	V		
5	The students use technology while learning process.	V		
6	The use English songs create a comfortable feeling	V		
7	Teacher and students use lyrics from English songs are analyzed for vocabulary and expressions.	V		
8	The use of English songs in the classroom can motivate students.	√		
9	Using English song makes students express their spirit and interest in learning English	V		
10	Using 5 aspects of vocabulary are	$\sqrt{}$		

Judgement			Judgeme	ent
No	Statements	Relevant	Irrelevant	Comments/ Suggestions
	succesfully covered			
	through song.	,		
11	The teacher encourages	$\sqrt{}$		
	students to analyze and			
	discuss the meaning of			
10	English song lyric.	,		
12	The teacher uses TBLT	$\sqrt{}$		
	Framework during the			
	learning process			
	Component of TBLT Framework:			
	- Pre-task			
	- Task Cycle			
	- Language Focus			
The	Procedures of using English	sh Songs		
12	The learning process	√ √		
	contained activities that	·		
	can enhance students'			
	vocabulay.			
	Indikator/aspects:			
	- Meaning			
	- Spelling			
	- Pronounciation			
	Word ClassesWord use			
	- Word use			
	•			
13	The learning process			
	contained activities			
	integrated to choosing the			
	appropriate song:			
	1 1			
	- choosing the			
	appropriate song.			
	- selecting the			
	proper activity, and			
	- creating a			
	memorable			
	closing activity			

Singaraja, 17 January 2023 Expert 1,

Prof.Dr.Ni Made Ratminingsih,MA

Zam

Instrument Validation for Observation Sheet

Expert 2

			Judgeme	ent
No	Statements	Relevant	Irrelevant	Comments/ Suggestions
The	existence of Implementation	on English so	ong in the clas	ssroom
1	The teacher uses English songs in the classroom.	V		
2	Students can develop their confidence and self- esteem while listening to English songs in the classroom.	V		
3	The students express enjoyment in learning English because the use of English song.	1		
4	The students learn a lot of vocabulary through songs.	V		
5	The students use technology while learning process.	V		
6	The use English songs create a comfortable feeling	V		
7	Teacher and students use lyrics from English songs are analyzed for vocabulary and expressions.	V		
8	The use of English songs in the classroom can motivate students.	V		
9	Using English song makes students express their spirit and interest in learning English	V		

No	Statements	Judgement					
		Relevant	Irrelevant	Comments/ Suggestions			
10	Using 5 aspects of	$\sqrt{}$					
	vocabulary are						
	succesfully covered						
	through song.	T					
11	The teacher encourages	V					
	students to analyze and						
	discuss the meaning of						
12	English song lyric. The teacher uses TBLT	2					
12	Framework during the	V					
	learning process						
	Component of TBLT						
	Framework:						
	- Pre-task						
	- Task Cycle						
	- Language Focus						
	- Language Poeus						
The Procedures of using English Songs							
12	The learning process	V					
	contained activities that						
	can enhance students'						
	vocabulay.						
	T., 1!14/						
	Indikator/aspects:						
	MeaningSpelling						
	- Spennig - Pronounciation						
	- Word Classes						
	- Word use						
13	The learning process	$\sqrt{}$					
	contained activities						
	integrated to choosing the						
	appropriate song:						
	choosing the						
	 choosing the appropriate song. 						
	- selecting the						
	proper activity,						
	and						
	- creating a						
	memorable						
	closing activity						

No	Statements	Judgement		
		Relevant	Irrelevant	Comments/
				Suggestions

Singaraja, 5 January 2023 Expert 2,

Prof.Dr.IGA Lokita Purnamika Utami, S.Pd., M.Pd









Meeting 2









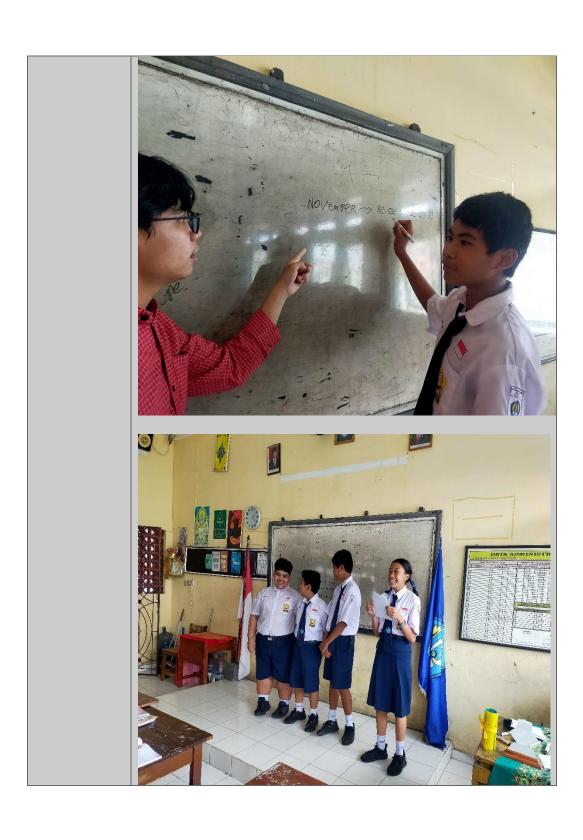












Meeting 4









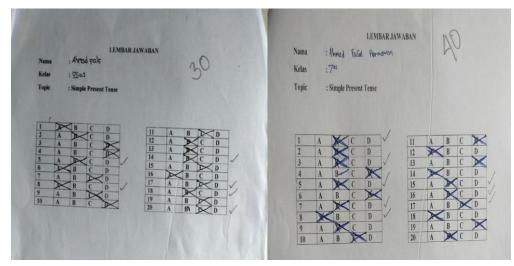


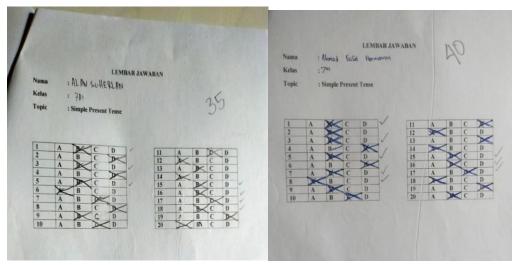


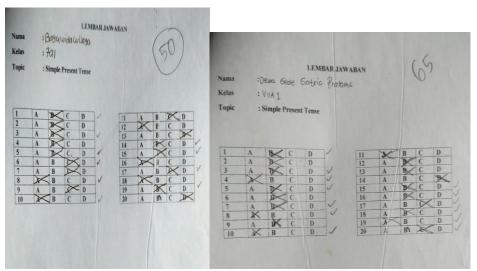


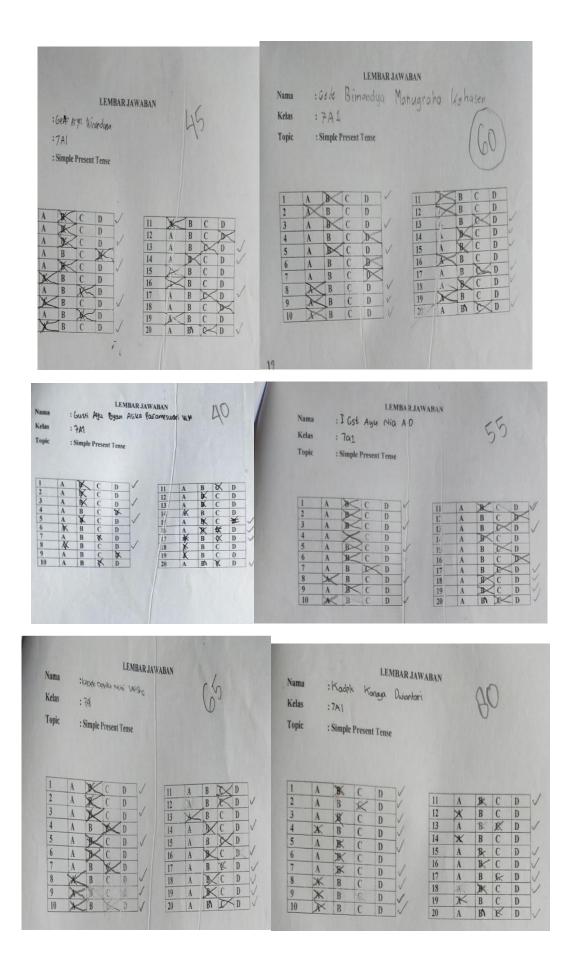
Appendix VI Result of Pre – Test

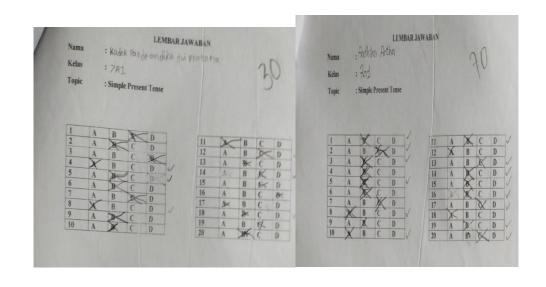
Result of Pre - Test

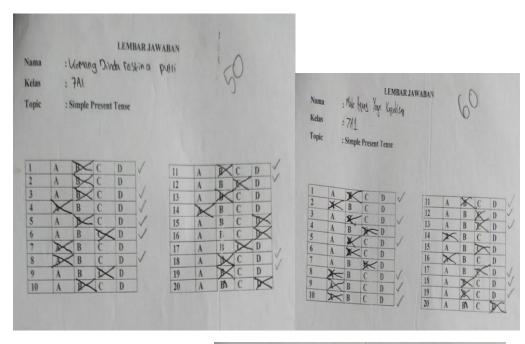


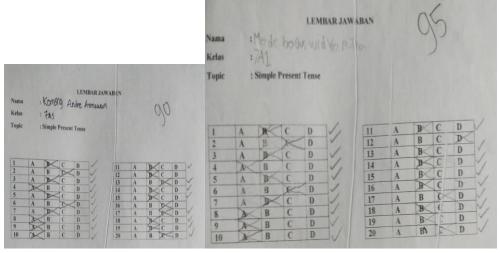


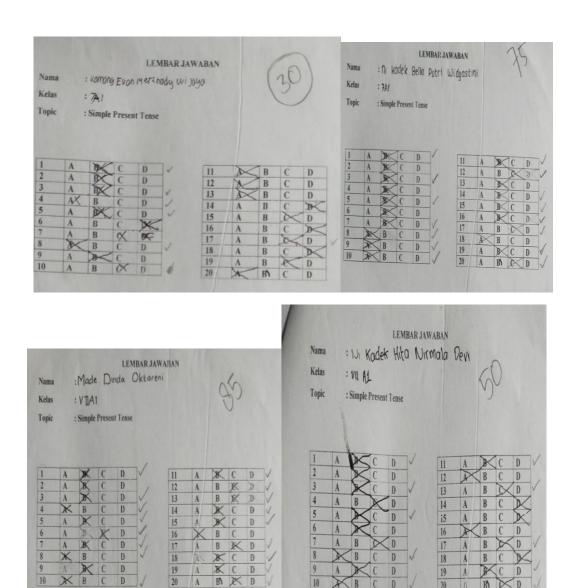




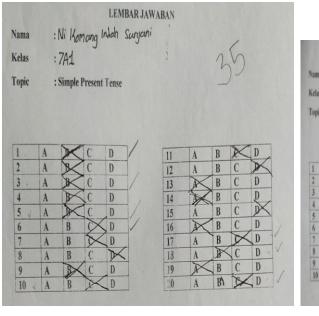


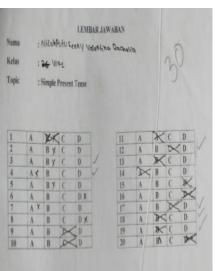


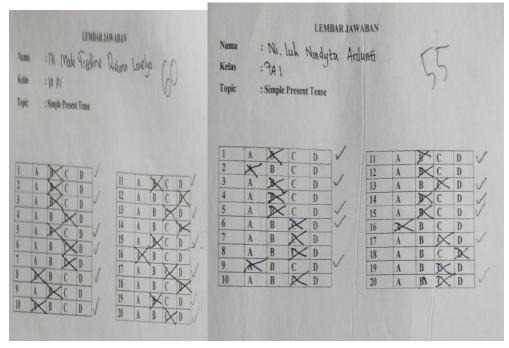


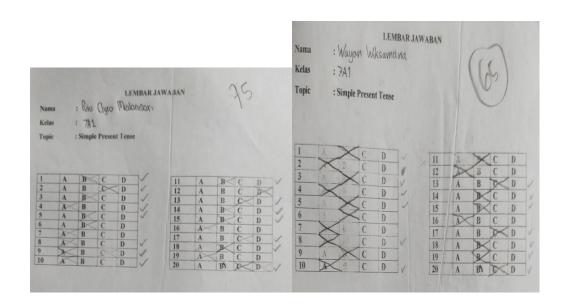


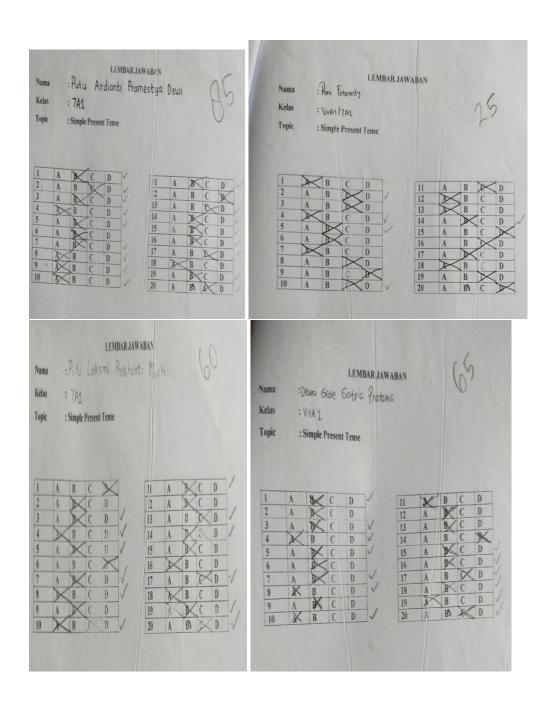
19 20





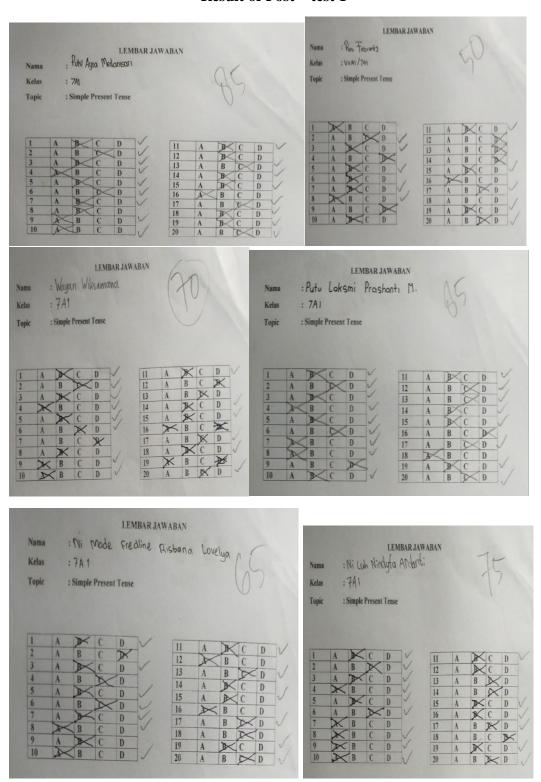


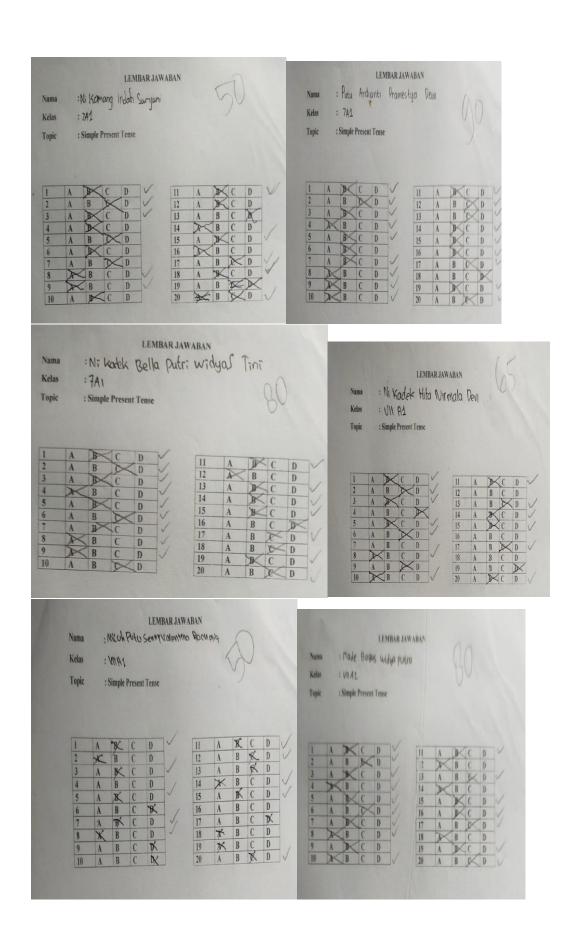


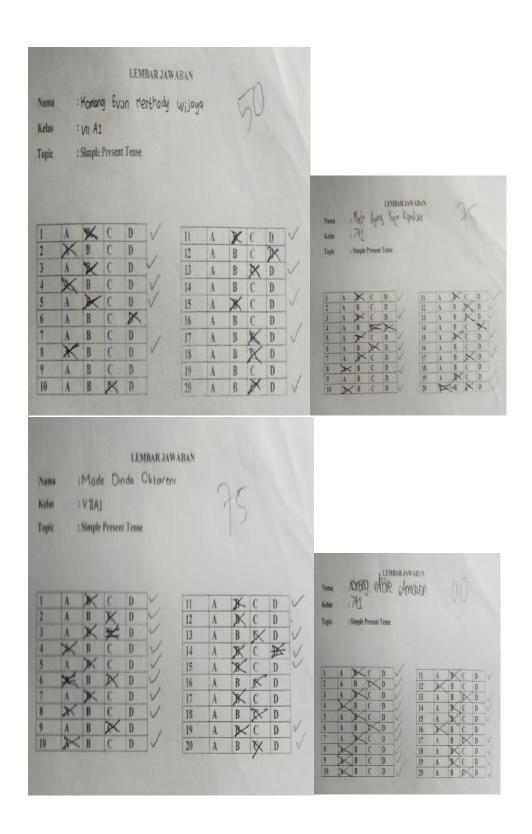


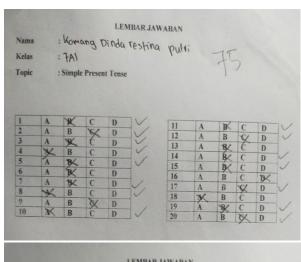
Appendix VII Result of Post – Test 1

Result of Post – test 1

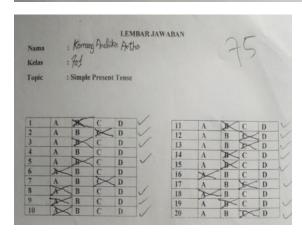


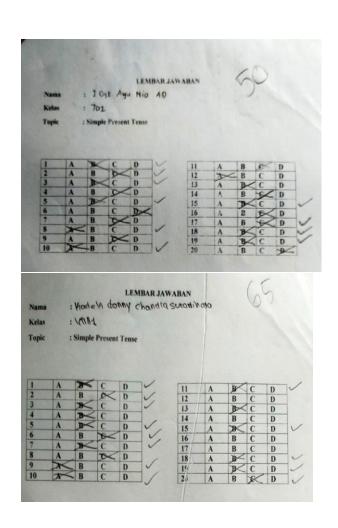


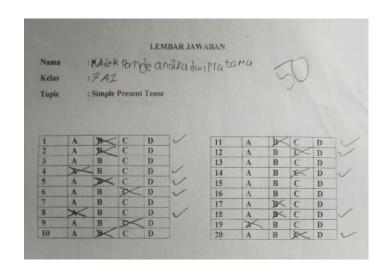


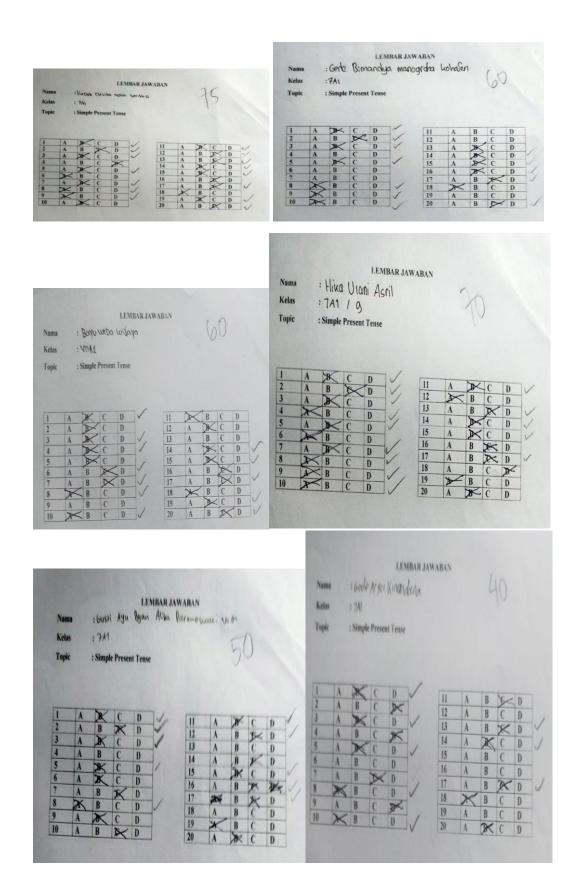


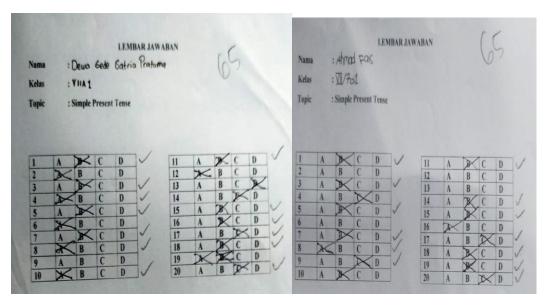
				LE	MBAR JAW	ABAN				
Nama	: Kd Kanaya Dwiantari									
Kelas	:741									
Topic	:	: Simple Present Tense								
		No.	C	n	7./			1:>		
1	A	B	×	D	-1/	11	A	K	C	D
		1.7			/	12	A	B	285	D
3	-	DK	C							
3	A)B<	C	D	1	13	A	B	× C	-
3	-		C		1	14	×	B B	C	D
3	A	B	C	D	1	14 15	A	B	C	D
3 4 5 6 7	A A	B	C	D D	1	14 15 16	A A	В	C	D
3 4 5 6 7 8	A A A	B B 28K B	C	D D	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	14 15	A	B B	C	DDA
3 4 5 6 7	A A A	B B	C C X C	D D D	7///	14 15 16 17	A A A	B B B	C	D D A D

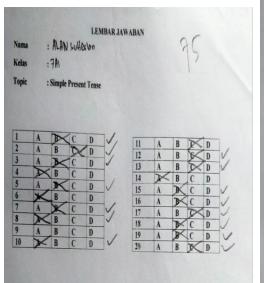


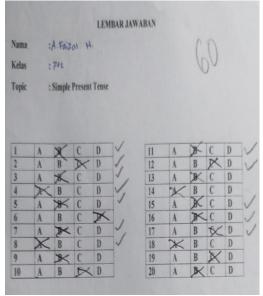




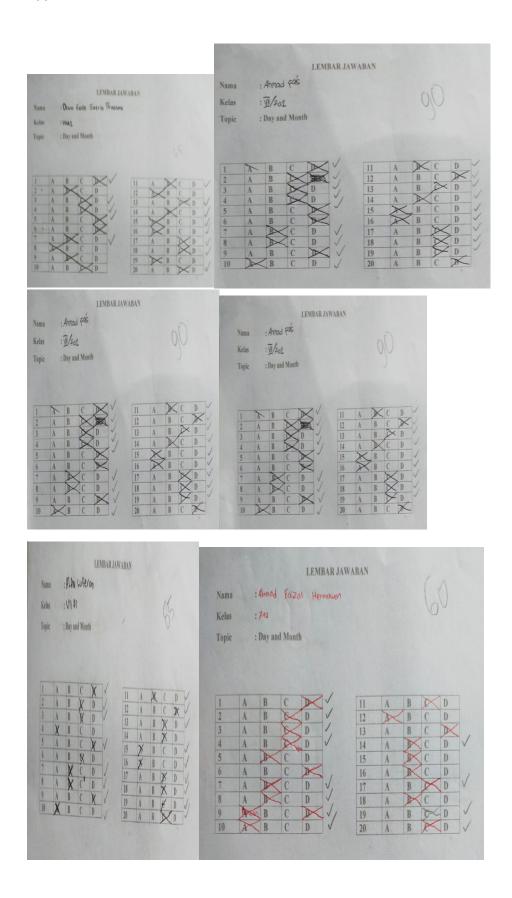


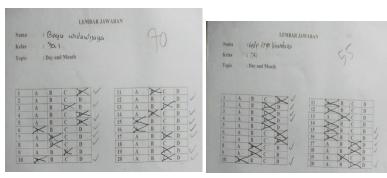




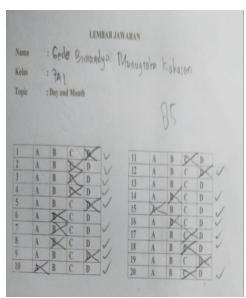


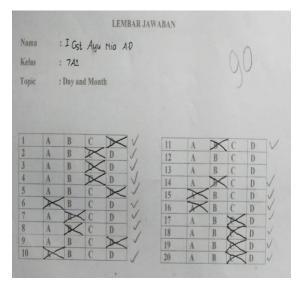
Appendix VIII The Result of Post Test 2

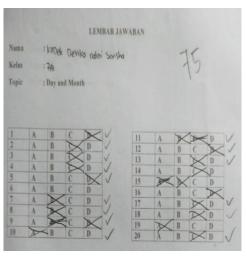


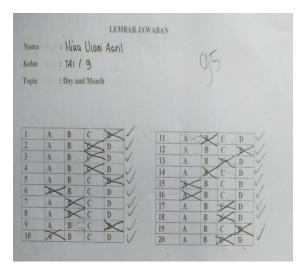


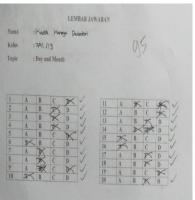


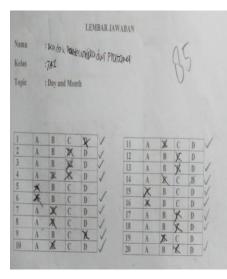


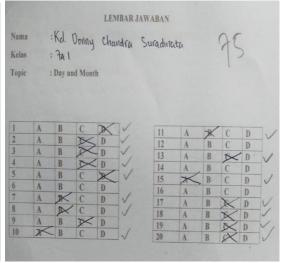




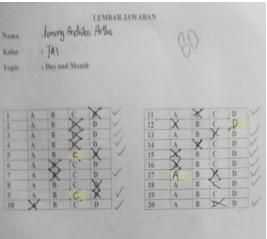


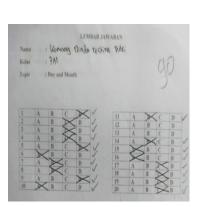


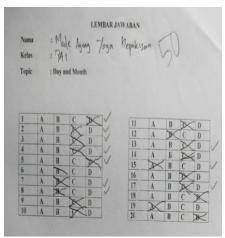


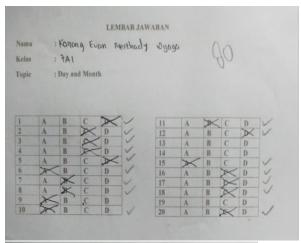


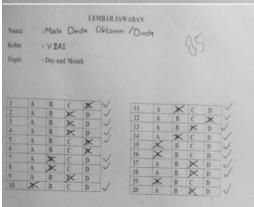


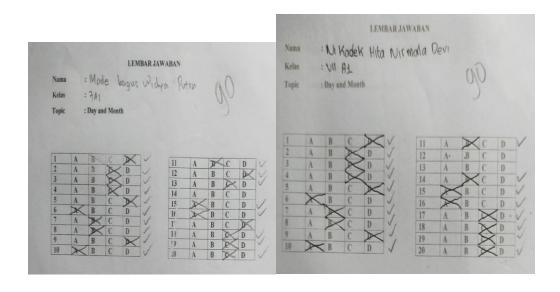


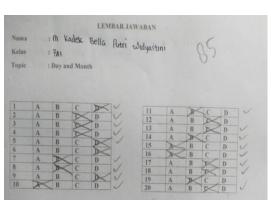


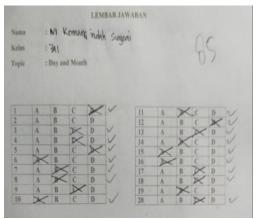


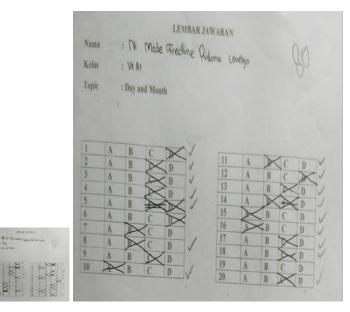


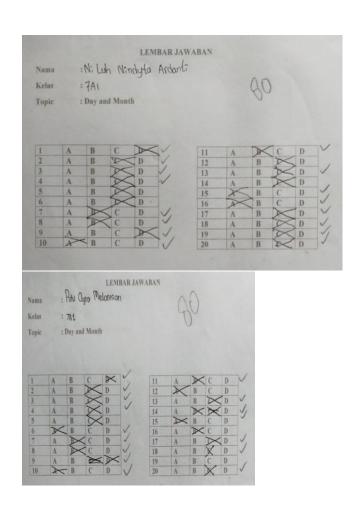


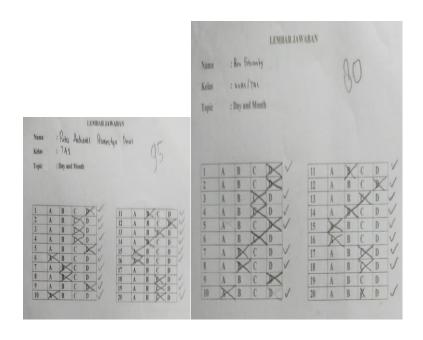












Appendix IX Table of Pre- test score

	Meaning	Spelling	Pronounciation	Word	Word	Score
Code				Classes	use	
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

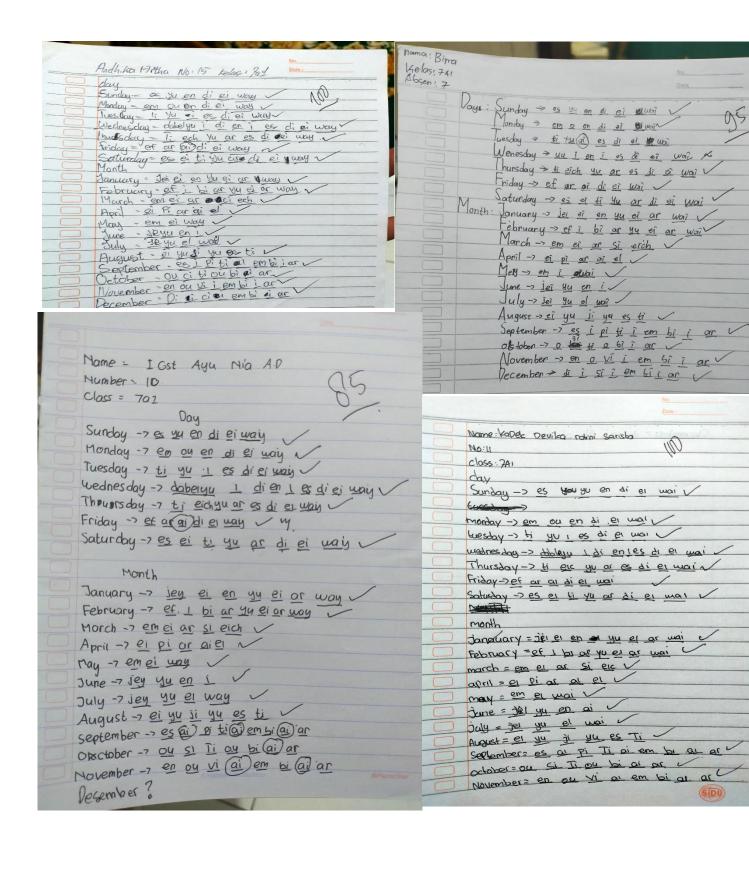
Students'	Meaning	Spelling	Pronounciation	Word	Word	Score
Code				Classes	Use	
1	20	15	15	0	15	65
2	20	10	5	5	20	60
3	20	15	10	15	15	75
4	15	5	10	10	20	60
5	20	20	0	5	20	65
6	15	0	5	10	10	40*
7	20	10	10	10	10	60
8	20	10	5	5	10	50*
9	20	5	10	15	20	70
10	20	5	5	10	10	50*
11	20	10	20	10	15	75
12	15	15	10	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						50
score						
Maximum						90
score						

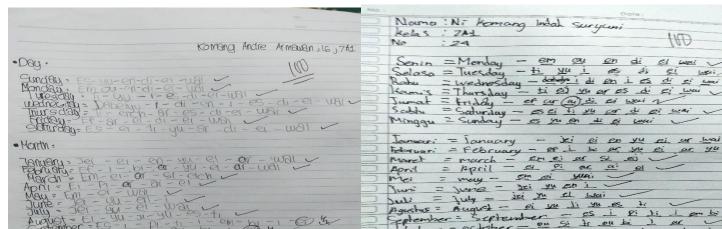
Appendix XI Table of Post- test 2 score

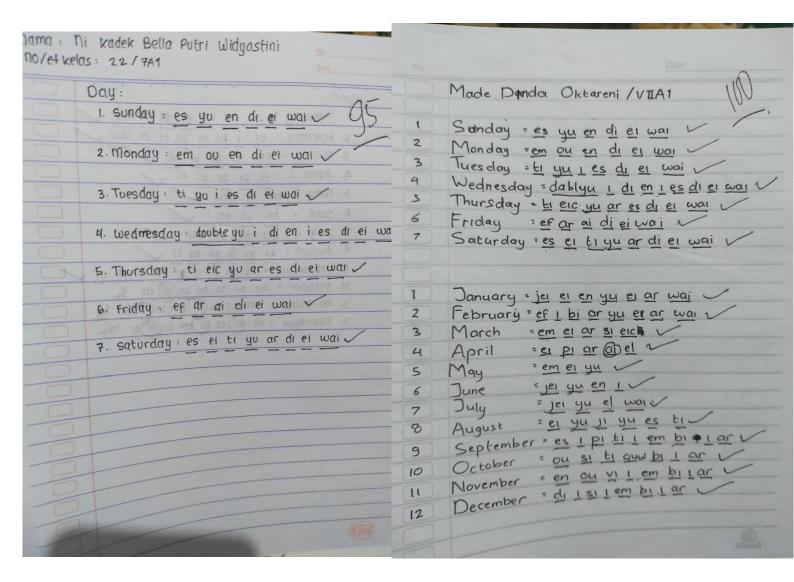
Students' Code	Meanin	Spellin	Pronounciatio	Word	Wor	Scor
	g	g	n	Classe	d	e
				s	Use	
1	20	15	20	15	20	90
2	15	5	15	10	15	60
3	20	20	15	15	15	85
4	20	10	10	15	15	70
5	20	20	5	5	15	65
6	15	15	0	10	15	55*
7	20	15	15	10	20	85
8	20	0	10	10	15	55*
9	20	20	15	20	20	95
10	20	20	15	15	20	90
11	20	15	10	15	15	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	18.5	79.8
					9	4
Minimu						50
m Score						
Maximu						95
m Score						

Spelling of Day and Month

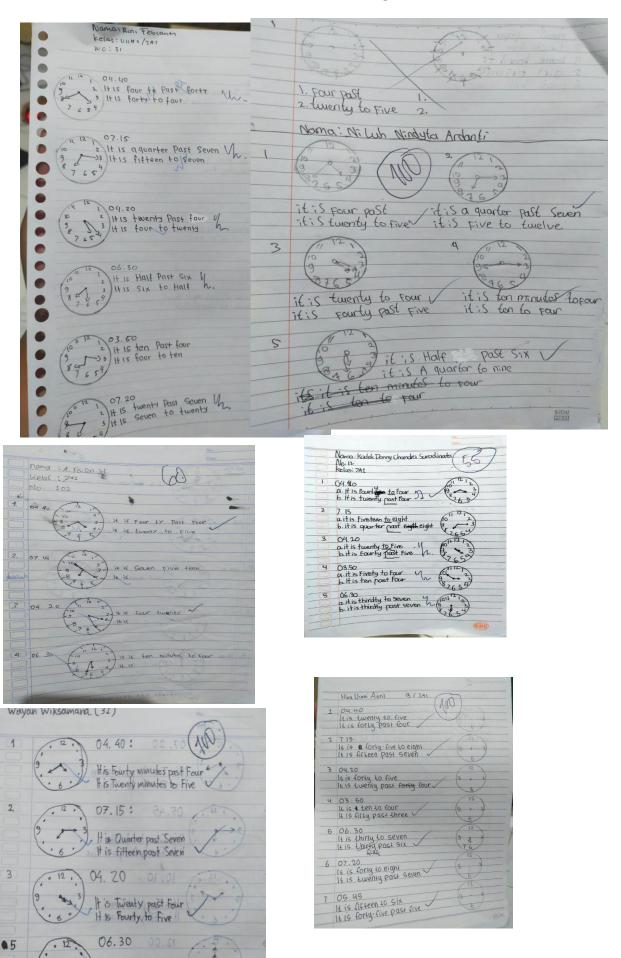






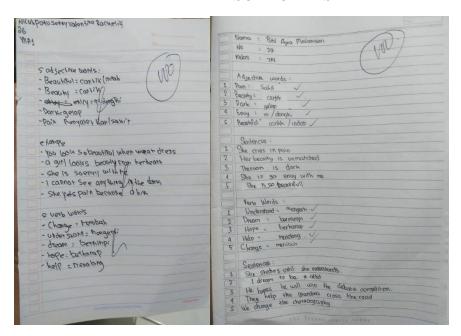


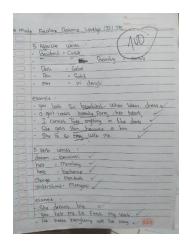
Task about Telling Time

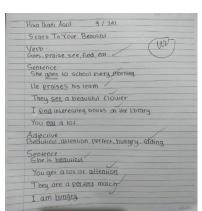


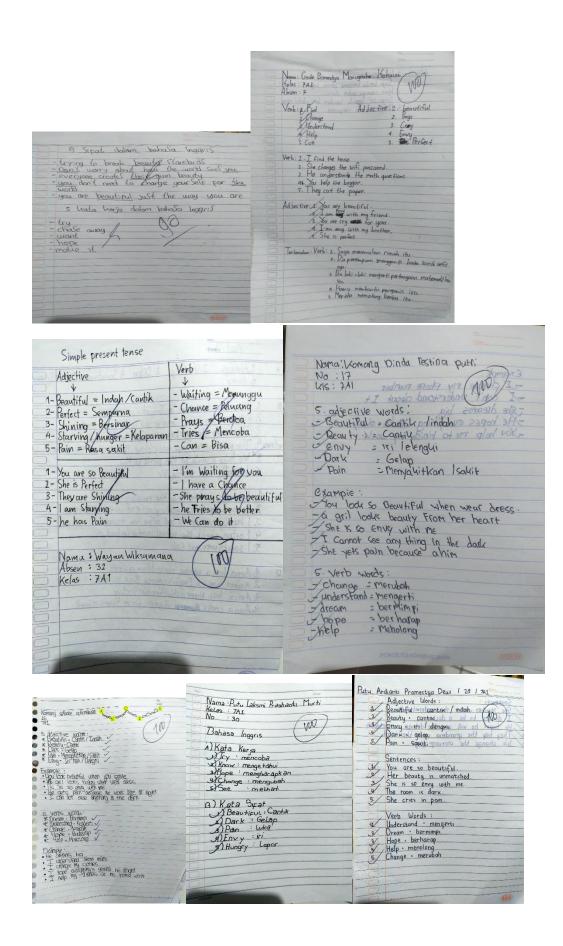
'It is half past Six His thirty past Six

RESULT OF TASK









Nouna: Ni homely indeh surgers kelas: 791 No: 24

Psahasa inggris

No

Kata Kerju =

Itag = mencoka

Noow = mengotahni
Hope = mengotahni

See = mengokah

Change = melihat

-				
- Vau	rample -	Kabasikat =		
-0	Jul looks beauty from her board	Hungar - Japar		
- She	is so early with me	Hungry = lapar - Pain = luku - Envy = ivi		
- 5	look so beautiful when wear dress. Jul looks beauty from her heart 2 is so snuy with me anot see officially in the dark 9 gety pain because a him	- n		
- 20	e yety poin because a him	Phyl - IV		
0 5	verb words: h ange: Anerubah der stand Menajerti eana: Der kilm bi pe: berharap p: Mendeng	Beautiful - Cantils		
] - c	hange Merubah	- Dark = Gelap		
- de	Ket Stand Mengerti			
- ho	pe berharap			
- he	ip merolong			
	ala i			
- T	aple: change my plane number don't undergatard othaut it errors by the change is topic everything will be also you help me to failsh my work.			
- I	don't understand about it			
- SI	be cheams by thing will be obay			
- H	hole me to Fmish my work			
	On their			
		7		
		The State of the Local State of		
N	Change = MEraban			
3	Help / = mengiony			
7	1 01.00 0014			
5	HOPE /LEBILANDE			
	Oream foorming!			
	o do a distainedi			
	UNDERStand = MEMPERT,			
	1610 MM22.			
	Verb words.			
2	She Ches inPain			
d	Eheropm isdary.	THE RESERVE OF THE PERSON NAMED IN		
3	SIR 1500 MUY WILLIME			
	her beauty is Un morched			
5		Condition (Section 1)		
	you are go beautiful			
	Sentences:	STATE OF THE PARTY		
	h word bandy Jack	3 060000 000		
3	pull - male	94 1750 7 - 112		
2	Daly = Saute 1	110 1011 111111		
d	Daru = gelal			
	enuy-wildengal			
3	Que es in Canado Ila	(100)		
2	Bauey = cantia	(10)		
-	Becy: Ful = Canyia			
	and form			
	Bayawidawisaya (alzal			
	0	Distr.		

Nome: Nr. Kadek Hita IV-D No 23 Class: UII Al

C adjective words:

Beauty P Canhie / Indah
Beauty P Connie
Beauty P Connie
Bruy P In dengin
Dank 29 Gelap
Pany 30 menyakitkan

(do)

