

**TEACHING ENGLISH TO YOUNG LEARNERS BY USING SONGS AND
GAMES IN STUDENTS' LEARNING MOTIVATION**

THESIS



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**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA JOMBANG
DEPARTEMENT OF ENGLISH LANGUAGE EDUCATION**

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THESIS

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APPROVAL SHEET

This is to certify that the Sarjana's Thesis of Siti Ratna Sari (187077) entitled "Teaching English to Young Learners by Using Songs and Games in Students Learning Motivation" has been approved by the thesis advisor for further approval by the Board of Examiners.

Jombang, June 10th 2022

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MOTTO

**“Be yourself and Never Stop Learning.
Life is too mysterious to take it serious.”**

DEDICATION

This thesis dedicated to:

1. My beloved father, H. Sulaiman and My beloved mother, Hj. Siti Sulami who always pray for my success. I want to express my deepest thanks for support and love that never ends. I love you so much. You are my biggest motivation.
2. My lovely sisters, Siti Nur Afifah and Fika Tri Nur Kumala. Then, my lovely brother, Serka Moh. Umar Said and all of my families who support, encourage, pray for me, help and give me money to pay my education.
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4. For my-self, thank you very much for being strong, patience, and calm. Thanks to keep till now. Becoming stronger later.

PREFACE

This thesis aimed to fulfil one of the terms to finish the S1 program at the English Department of STKIP PGRI Jombang. First and foremost, the researcher wants to express gratitude to Allah SWT, as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.

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The researcher has done the best to finish this thesis. She does hope, this thesis will be useful for its readers. Critics, comment and advices are acceptable.

Jombang, 18th June 2022

The researcher

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ABSTRACT

Sari, Siti Ratna. 2022 Teaching English to Young Learners by Using Songs and Games in Students Learning Motivation. Thesis, Department of English Education STKIP PGRI Jombang. Dr. Afi Ni'amah, M.Pd.

Keyword: Students Learning Motivation, Songs, Games

Do using songs and games in teaching English to young learners give an effect in students' learning motivation. The purpose of this study was to find out the significant effect in using songs and games as technique on students' learning motivation by giving treatment to students, so the researcher used Experimental Design that is in quantitative research. An experimental design is the general plan for carrying out a study with an active independent variable (Ary, et al, 2015:301). This research design is conducted through quasi-experimental design research. According to Creswell (2012) quasi-experimental design, researchers were unable to randomize groups or participants. In a quasi-experimental design, treatment is used in one group which is called the experimental group. While, the other group does not apply treatment which is called the control group. Therefore, researchers determine experimental and control classes without random assignment. The purpose of this study was to find out the significant effect in using songs and games as technique on students' learning motivation by giving treatment to students, so the researcher used Experimental Design that is in quantitative research. This research design is conducted through quasi-experimental design research. Resolving the research question, Analysis of Covariance (ANCOVA) is used to examine the difference in the mean of dependent variables related to the effect of a controlled independent variable, taking into account the effects of the uncontrolled independent variable. The results of ANCOVA test were presented below: Based on the table above, the significance value of technique is 0,000 which is lower than 0,05. (Alpha 0,05). So, there is a statistically significant difference between experimental and control group, when adjusted of covariate that is pre-test score. In other words, H₀ (Null Hypothesis) is rejected and H_A (Alternative Hypothesis) is accepted. To know which one has bigger effect, we can see from Partial Eta Squared column. Technique had 0.935 while pre-test got 0.523. This research was determining TEYL by using songs and games in students' learning motivation. This research used quasi experimental to compare the effectiveness between using songs and games in students' learning motivation and using conventional technique. Questionnaires were given to young learners by the researcher. The result of the research and discussions which have described, referring to RQ (Research Question) is do using songs and games in teaching English to young learners given an effect in students' learning motivation.

ABSTRAK

Sari, Siti Ratna. 2022 Mengajar Bahasa Inggris anak-anak dengan menggunakan lagu dan permainan untuk meningkatkan motivasi belajar siswa. Skripsi, Jurusan Pendidikan Bahasa Inggris STKIP PGRI Jombang. Dr. Afi Ni'amah, M.Pd.

Kata Kunci: Motivasi Belajar Siswa, Lagu, Permainan

Apakah penggunaan lagu dan permainan dalam pengajaran bahasa Inggris untuk pelajar muda berpengaruh pada motivasi belajar siswa. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan penggunaan teknik lagu dan permainan terhadap motivasi belajar siswa dengan memberikan perlakuan kepada siswa, maka peneliti menggunakan Desain Eksperimen yang merupakan penelitian kuantitatif. Rancangan percobaan adalah rencana umum pelaksanaan penelitian dengan variabel bebas aktif (Ary, dkk, 2015:301). Rancangan penelitian ini dilakukan melalui rancangan penelitian eksperimen semu. Menurut Creswell (2012) desain quasi-experimental, peneliti tidak dapat mengacak kelompok atau peserta. Dalam desain eksperimen semu, perlakuan digunakan dalam satu kelompok yang disebut kelompok eksperimen. Sedangkan kelompok lainnya tidak diberi perlakuan yang disebut kelompok kontrol. Oleh karena itu peneliti menentukan kelas eksperimen dan kelas kontrol tanpa random assignment. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan penggunaan teknik lagu dan permainan terhadap motivasi belajar siswa dengan memberikan perlakuan kepada siswa, maka peneliti menggunakan Desain Eksperimen yang merupakan penelitian kuantitatif. Rancangan penelitian ini dilakukan melalui rancangan penelitian eksperimen semu. Menyelesaikan pertanyaan penelitian, Analisis Kovarian (ANCOVA) digunakan untuk menguji perbedaan rata-rata variabel dependen yang terkait dengan pengaruh variabel independen yang dikontrol, dengan mempertimbangkan efek dari variabel independen yang tidak terkontrol. Hasil uji ANCOVA disajikan di bawah ini: Berdasarkan tabel di atas, nilai signifikansi teknik adalah 0,000 yang lebih rendah dari 0,05. (Alfa 0,05). Jadi, ada perbedaan yang signifikan secara statistik antara kelompok eksperimen dan kelompok kontrol, bila disesuaikan dengan kovariat yaitu nilai pre-test. Dengan kata lain, H_0 (Hipotesis Nol) ditolak dan H_A (Hipotesis Alternatif) diterima. Untuk mengetahui efek mana yang lebih besar, bisa dilihat dari kolom Partial Eta Squared. Teknik mendapat 0,935 sedangkan pre-test mendapat 0,523. Penelitian ini menentukan TEYL dengan menggunakan lagu dan permainan dalam motivasi belajar siswa. Penelitian ini menggunakan eksperimen semu untuk membandingkan keefektifan penggunaan lagu dan permainan dalam motivasi belajar siswa dengan penggunaan teknik konvensional. Kuesioner diberikan kepada pelajar muda oleh peneliti. Hasil penelitian dan diskusi yang telah dijelaskan, mengacu pada RQ (Research Question) adalah penggunaan lagu dan permainan dalam pengajaran bahasa Inggris kepada pelajar muda memberikan efek pada motivasi belajar siswa.

CHAPTER I

INTRODUCTION

A. Background of Research

An educational setting should have several things that must be prepared by the teacher, especially in elementary school. Israel (2013) stated that Educator planning should use innovative tools that allow learners to set challenging and realistic tasks to complete. Good preparation would make the teacher's purpose or goal could be reached in the learning process. Mattsoon et al (2013) explained that teaching concepts and techniques should be carefully selected and should not be based on explicit grammatical teaching and pronounced formal orientation (rather than formal orientation).

Teaching young learners cannot be seen as only teaching in general. It is challenging process which needs to consider the social and cognitive development of learners. Due to young learners get distracted very fast, so teaching young learners is more difficult than teaching teenagers and adults (Bakhsh, 2016). The teachers need to create an atmosphere that resembles the one which is natural to children. According to Dzanic & Pejic (2016) interesting activities are one of the best ways to create a natural environment. Interesting activities could make students enjoy in the classroom.

In Indonesia, English becomes a local content in elementary school. According to Ministerial Decree No.060/U/1993 English for elementary education in Indonesia is categorized as a local content curriculum area. The students of elementary school is young learners. Rusiana and Nuraeningsih (2016) stated that young learners are those aged 4 until 12 years old. Students

at this age cannot sit for a long time, so they like more activities or movement. They like moving because they have a short time to concentrate. According to Juhana (2014) children build knowledge from active interactions with the physical environment during development.

Most of Indonesian young learners feel difficult to learn English because they think that learning English should memorize vocabulary and understand grammar. Generally, many students still had trouble in learning English, they will feel bored in the classroom because it is too monotone and serious (Amala, 2019). Therefore, as English teachers should understand their need and support them in teaching English to young learners. So, an English teachers have responsibility to create an effective atmosphere for learners. In addition, Ma'rifat (2017) stated that teacher should be creative in creating or using some various strategies or technique to teach English to young learners. Suitable technique could make learning process fun and meaningful for young learners. Due to the characteristics should be considered by the teachers.

In teaching English, the teachers need to pay attention on the characteristics and attitude of young learners that they are curious and often seek something that the teachers notice them and show appreciation for what they are doing. According to Islami (2019) young learners also have several traits, including high motivation to do what they want, always curious, fickle, unable to concentrate for long periods of time, and enjoying physical activity. When the teachers are not creative to teach young learners, sometimes they will be lacking in learning motivation. It means that the teachers also give young learners motivation to keep their moody in learning process. Sari

(2019) also supported that teachers are play a very important role in motivating students.

An important thing to teach English to young learners in keeping their motivation is how teachers techniques. Choosing suitable teaching-learning techniques will be effective to be implemented in the language classroom (Juhana, 2014). In consequence, teachers should choose the effective technique which could make young learners motivate in learning English process. As Sari (2019) said, motivation is becoming an integral part of successful second or foreign language learning. The techniques which used by the teachers in the classroom in which could make students have motivation in learning and teaching English are song and game.

The song is words set which have a tone where will be sung by us. Using songs in the learning process is benefit for young learners because they like singing a song. Rangga (2016) said songs are one of the educational sources used to support the development of English. Song could make learners enjoy because words are repeated several time and also make learners memorize easily. The young learners remembered a song which they had previously sung and imitated it when the teacher stood in front of the class, even young learners continued singing although the class had finished (Aguirre, Bustinza, & Garvich, 2016). In addition, Tirtayani, Magta, & Lestari (2017) stated that song could increase students' motivation and create a comfortable classroom atmosphere.

The game is an activity which entertaining, engaging, and challenging. By using the game, students would not get bored during the learning and

teaching process. As Sari (2018) said students would be more acceptable games than just doing assignment or explained the material. It means, the students like learning with games. The games involve teamwork with other teams and competition against another teams. It is supported by Jafarian and Shoari (2017) when students play in pairs or groups, they can recognize and evaluate the contributions of others and use their team building skills. Some classroom games focus on individuals who work to beat everyone else in the class. In addition, Sari (2018) stated the use of games in teaching English could motivated students because they get the advantages of using game.

Many studies about teaching English to young learners (TEYL) used song or game that contributing on students' motivation that has been investigated, they cover about teaching method which is presented as effective method, among others there are four studies about it that will be discuss below.

Arief & Isnan (2020) found that motivation drives students to rise learning activity and give the direction to learn the activities. Thus, the aspired goals of the learning would be achieved. When students had high motivation, they would have more energy to do learning activities. Students who have right motivation would have optimal result of learning activities and the right media in education functions could achieve learning objectives in education functions. Learning could occur when the information contained in the media must be able to engage students, both mentally and in the form of real activities. Using media in learning process can influence student motivation, and the findings evidence this, especially at elementary school.

Džanić & Pejić (2016) find out that songs are valued for their linguistic, educational, cultural and interesting qualities and are valuable resources for language learning. They can be used to teach and develop every aspect of the language. Their research confirmed that using songs are effective to improve students' English language vocabulary and motivate to learn an English language. Songs can motivate and help learners developing a love for learning English language. Imaginative, creative, and eager to learn and succeed are students motivation. In summary, songs have a positive impact on vocabulary keeping of young learners.

Aguirre, et al (2016) found out that learning a new language by using music or songs can be great and advantage to students in aspects such as grammar, pronunciation and vocabulary. Students are interested in learning a new language, it could be enhanced their skills. Giving the songs provide a more interesting and vibrant way to learn. But, the use of songs in class as motivation to learn English is a subject that has not been explored thoroughly. Otherwise, students' motivation and interest is important because it is essential for learning. The link between used songs in teaching English and the motivation are created. When songs are used in an English language class, the students will motivate to participate and become more engaged in classroom activities.

Sari (2018) found that in some teaching situation the students talked out of topic. It showed that students felt bored during the lessons because of the teacher's explanation is repeated many times. In consequence, it become the problem in teaching and learning activity. They lost their motivation to

learn English. When young learners have problem in and learning activity, games are one of the teaching techniques that can be applied to teach young learners. Using games in teaching English was an effective and fun activity to enhance their motivation in the class.

Aliningsih (2016) also found out that some students showed that students have low attention and less participation in learning process which means that they have lack of motivation in learning English. The researcher believe that games make learning English become more interest and enthusiastic. So, the game is highly motivating students, students will have big effort and behavior to show and learn their interest in learning. Students will focus in learning and engaging activities. Using game also could provide the students opportunity to develop and improve their language skill.

There are a lot of researches investigate about the effect of teaching method in students' motivation by using songs or using games but there is no researches investigate about the effect of teaching method in students' motivation by combining songs and games in one technique. Therefore, this research wants to investigate those methods could give effect on students' motivation under the title: Teaching English to Young Learners by Using Songs and Games in Students' Learning Motivation.

B. Scope and Limitation

1. Scope

The researcher only focus on the biggest source that teaching English to young learners by using songs and games give impact in

students learning motivation. This participants of the study is at fourth grade in MI Brawijaya Trowulan in academic year 2021/2022.

2. Limitation

The limitation of this research is the researcher could not full control because it was the weakness of quasi-experimental designs. So that, the researcher must be aware of giving treatment to consider these factors in research. Also, the materials to teach is “My Dream” and “Food and Drink. Then, the title of the songs is “Jobs Song” and “Eat and Drink All Day Long” while the games are “Suit Game” and “The Mime”.

C. Problem Statement

Based on the background above the problem of the research is:

"Do using songs and games in teaching English to young learners give an effect in students' learning motivation?"

D. The Objective of the Study

Based on the research problem above, the objective of the research is to find out whether the use of songs and games in teaching English to young learners give an effect in students' learning motivation.

E. Significant of the Research

1. Theoretical

The researcher gives a reference to develop teaching learning process, especially students' learning motivation in learning English using songs and games which will be more excited and interesting. Then, giving

motivation for teachers to be more creative and innovative in using strategy to teach English for young learners.

2. Practical

- a. This research could be particularly valuable for students, as they are expected to obtain interest and enjoy learning English.
- b. After conducting research, the teachers could use those media in teaching the English process.
- c. Another researcher, for the readers who needs this thesis as references.

F. Definition of the Key Term

1. Young learners

Students who in 7-12 years old is called young learners. There are two groups of young learners, younger group (7 to 9 years old) whom called lower classes (the students of grade 1 to 3) and older group (10-12 years old) whom called upper classes (the students of grade 4 to 6). In this research, the researcher takes older group because the participants are fourth grade.

2. Song

Combination of words and music which is sung by people is song. Songs become one of the appropriate technique to teach English for young learners. The researcher uses the songs based on the materials of English subject. The material is about “My Dream” and “Food and Drink”, so the researcher is going to use “Jobs Song” written by Deni Kuswati then the second song is “Eat and Drink All Day Long” written by Vietnam Channel.

3. Game

An activity which could make students act or move is game. Games are also being suitable technique to teach English for young learners. In this research are used based on the materials also and following the lyric of the songs. Here, the researcher would use “Suit Game” written by Ali Mustain while the second game is “The Mime” written by *Emma Lander*.

4. Motivation

Motivation is about people have desire to achieve the goal, including in learning English process. Motivations are divided into two types, intrinsic and extrinsic motivation Deci (1975) cited in Ryan (2020). The aspect of intrinsic motivation is interest. In this research, interest means that how young learners could feel enjoy, fun, comfort, and become mastery in English. Whereas, the aspect of extrinsic motivation is involvement. This research focuses on students’ involvement, involvement means here how students be active in learning activity, could do teamwork, have competition, and be confident to perform in the classroom.

CHAPTER II

REVIEW OF THEORETICAL LITERATURE

In this chapter, the writer is going to present the definition of young learners, the definition of game and song, and motivation.

A. Theoretical Background

1. Young Learners

When people are talking about Teaching English to Young Learners (TEYL), they should understand who young learners are. Young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Philips, 2001; Astina, 2020). According to Oktaviani, Saparingga, & Susanto (2019), they stated that young learners divided into three groups which is based on their age and grade. Very young learners is first group, they are on 3-6 years old (pre-school education), second group is young learners, they are 7-9 years old (1st - 3rd grade), and older/late young learners is last group, they are 10-12 years old (4th – 6th grade).

In Indonesia, the students of elementary school are young learners which are between 6 to 12 years old which learn English as additional subject or local content. There are two groups of young learners, younger group is 7 to 8 years old and older group is 10 to 12 years old. Based on the level, the students of grade 1 to 3 are called Lower Classes and Upper Classes are the students of grade 4, 5 and 6.

2. Characteristics of Young Learners

According to Uysal N. D & Yavuz F. (2015) to engage young learners in physical activities is better to create concrete environment because young learners have a lot of energy but minimum concentration. Engaging young learners own learning, they need hands-on activities. Concrete materials helps them understand and process the meaning. To get young learners' attention and arouse constant interest teachers should provide a range of activities.

Characteristics of young learner are divided into three groups (Astina, 2020):

a. Young Learners Under Seven Years Old

At this age, youthful learners ought to learn something approximately the world that they have as of late obtained. They are not able to think uniquely, but ought to concrete circumstances in their handle. It implies that youthful learners learn about their preparation through visual sense. On the other hand, they are able to utilize their coherent thinking conjointly utilize their creative energy. In expansion, essential instructors ought to know that indeed in spite of the fact that youthful learners have exceptionally brief consideration and concentration span they are eager and positive approximately learning in the event that they are getting a charge out of themselves and energized by teacher's laud and back.

b. Young Learners Seven to Twelve Years Old

At this age, young learners have made great strides in their physical and cognitive development, and they are very interested in what they see and hear, which makes them learn more actively. They no longer see teachers as an authority. Young learners can make some decisions about their learning and ask whatever they want. This means that young learners have already formed opinions on many things. In the other hand, young learners could recognize the difference between reality and imagination.

In addition, Ma'rifat (2017) on her/his researched conclude the characteristic of younger learners in the table below:

Table 2.1 Characteristics of young learners

No.	Characteristics of Young Learners
1.	Children are in the first year of kindergarten or school.
2.	In general, they take a holistic approach to language. That is, they understand the meaningful message, but cannot yet analyze the language.
3.	They are less aware of themselves and the learning process as language learners.
4.	They have limited literacy skills, even in their native language.
5.	In general, they are more worried about themselves than others.
6.	Young Learners have limited knowledge of the world.
7.	Young learners enjoy fantasy, imagination, and movement.

3. Teaching English to Young Learners

Teaching is a knowledge transformation activity that helps people in need of change and develops their skills, attitudes, ideas and appreciation. Teaching English at elementary level is not easy as we think before. The teachers should make the class's atmosphere relax, enjoy, and have good

spirit. Astina (2020) stated that when an English teachers teach young learners, the teacher must choose the suitable method or technique and classroom activities with notice the characteristic and ability of young learners.

The teachers should prepare the design materials such as what approaches, methods, and techniques to be used in order to teach well. It is supported by Atmawidjaja, et al, (2019) teaching and learning process will be effective and meaning full when teachers have good and appropriate learning materials for young learners because it is important aspects.

There are several categories which are proposed in giving some practical approaches to teaching young learners (Brown, 2001; Astina, 2020), those are:

1. Intellectual development

“Concrete opinion” is called by Piaget. Young learners understand concrete things. Therefore, while avoiding grammars and rules written in abstract terms, certain patterns, examples, and repetitions should be developed. In this context, the researcher concludes that to develop learners intellectual, using songs and games with the repetitions for many times is suitable to young learners because when young learners repeat the words they do not realize that they memorize automatically.

2. Attention span

According to Brown (2001:88), a short period of attention occurs when children are bored and useless and have to deal with materials that are too difficult for them. It means here, young learners only have

focus for about 10-15 minutes. Consequently, the researcher uses songs to restore their focus. By singing songs in their boredom is effective.

3. Sensory input

Activities require students to struggle to go beyond the visual and auditory modes that are generally considered sufficient for classroom activities. This means classes include physical exercises, projects and activities, sensory aids everywhere, and non-verbal language. So, the researcher here use songs as the sensory input of listening. Then, games could make young learners having move and hand-on activity.

4. Affective factors

Children are very sensitive. Therefore, English teachers need to help students laugh at each other about various mistakes, be patient, maintain confidence and get as many students verbal participation as possible. Teachers use songs to help building their-confidence and use game to get oral participation.

5. Authentic, meaningful language

Children are good at perceiving non-genuine languages. Therefore, "saved" or stilt languages may be rejected. The language must be tightly embedded in the context and not reduced in context. A holistic approach to language is essential. Hence, the researcher uses English as the main of language communication in the class. It is not only that, the researcher also uses media to make young learners more understand, the media is like picture or flash card which the picture suitable with the materials.

6. Teaching English through English

The facial expressions and intonations of the teacher's words, the use of pictures, and acting skills will all help children understand meaning using fun activities in the classroom. Here, the researcher uses English as the main of language communication in the class. Using picture to help young learners understand English. The pictures are made like flash card. Also, the researcher makes cards to play fun activity in the classroom.

7. Choosing the right activity

Having variety in activity is the important aspects in teaching English. Varieties divided into two parts, among others are variety of activity and variety of organization.

In various activities, teachers need to know the status of the class and learners. To stimulate young learners, teachers could use songs and games. Songs or games also could make them easily understand the materials are.

In various organization is about individual or group work. In individual can use songs. It will make students focus to themselves. Then, pair works or group works by using games is the powerful to them doing teamwork and understanding each other.

8. Students' involvement

Student engagement is an important way to stimulate student learning and help them acquire a language quickly and effectively. They also can help teachers in the teaching and learning process. One of

the ways of student's involvement is by using games. With games, young learners become learning center in the classroom because they involved automatically.

4. Song and Game

a. Song

Song is a combination of words sung by someone, including young learners. Arief & Isnan (2020) stated, frequently children who stop the activity because they want to listen songs on television and they focus to watch the television. It means that song could make young learners interest. In general, music consists of two components: sound as primary and text as secondary (Dallin, 1994; Amala, 2019). Lyrics are only the second element of music, but lyrics make a significant contribution to music. Lyrics give the listener a deep understanding of the message the author conveys in the song.

Mejzini (2016) also said, singing, chanting and rhyme are full of vocabulary, using real language, and students can contribute to learning new expressions using repetition and musicality. According to Sevik (2012), one of the advantages from song are provided opportunity to use real language in fun and entertaining situations. Creating a comfortable environment during the learning process will bring great benefits to class activities. Songs have a big role in helping in young learners' development in English (Ranggen, 2016).

The use of song can also increase student motivation and create a comfortable classroom atmosphere (Tirtayani, Magta, & Lestari, 2017). In addition, songs have benefits for several reasons in English classroom; (Griffiee, 1988; Dzanic & Pejic, 2016) identified the following reasons:

1. Songs help you learn vocabulary.
2. Songs serve as a good listening material.
3. Songs and music bring different cultures to the classroom.
4. Songs and music can be used to support presentations, practice and grammar reviews.
5. The song can be used as a supplementary text at the end of the lesson, on special occasions or as an additional component of vocabulary development.
6. Songs and music reduce anxiety. When introduced early in language learning, songs and music usually create a comfortable and fearless environment.

In this research, the researcher used two songs to teach English to young learners. The songs are related with the material at elementary school. “Jobs Song” is the first songs to teach English to young learners at fourth grade. Meanwhile, the second songs is “Eat and Drink All Days Long”.

b. Game

Game is an activity which could make students act or move. The game requires cooperation with other participants and competition

with other teams or players (Bakhsh, 2016). Games are fun and interesting activity for students, because they like playing game. Sari (2018) described games are tools that help children learn a foreign language in a fun environment without the burden of learning a foreign language. In the other hand, games could improve children brain intelligence, Solution for Children who are Addicted to Games, and Brain Changes When Playing Games (Rosyati, Gumelar, Purwanto, & Yulianti, 2020).

Hidayah (2016) explained that many specific benefits of using games are the following:

- 1) Games help the teacher built better class relationship and encourage class participation.
- 2) Games provided language practice, review, and consolidations in the several kills such as listening and speaking, reading and writing.
- 3) Through games, children experiment, discover, and interact with others.
- 4) Games encourage the creative and spontaneous use of language and promote real communications.
- 5) Games are enjoyable and challenging but not threatening. They are a nice break from the normal routine of the language class.
- 6) Games promote healthy competition and help students overcome about using the language.

In addition, Simpson (2015) wrote that the game is available for all language skills. You can focus on speaking, reading, listening or writing. In addition, other benefits of using the game include reducing anxiety and reducing student stress. In conclude, games which could promote and maintain children's motivation and interest in Learning English.

In this research, the researcher also used two games related the material. First game is "Suit Game" with the material jobs, then "The Mime Games" is for Food and Drink material.

5. Motivation

a. Definition of Motivation

The term motivation is derived from the Latin verb *movere* (to move). Pintrich et al (2014) say that motivation is the process by which goal-oriented activities are initiated and maintained. Motivation takes important part in teaching and learning language, especially English language. Othman and Shuqair (2013) investigate that learners' motivation greatly influences their willingness to participate in the learning process.

On other hand, motivation is the fusion of a positive attitude to learning the language itself with the effort and desire in the struggle to achieve the goal of language learning. (Gardner, 1985; Sari, 2019). In addition, Middleton and Perks (2014) describe motivation as an energy link to activity and engagement.

There are six variables that influence language learning motivation (Al-Bustan & Al-Bustan, 2009; Othman & Shuqair, 2013):

- a. Attitudes (i.e. sentiments towards the target language).
- b. Beliefs about self (i.e. expectations about one's attitudes to succeed, self-efficiency, and anxiety).
- c. Goals (i.e. perceived clarity and relevance of learning goals as reasons for learning).
- d. Involvement (i.e. extent to which the learner actively and consciously participates in the learning process).
- e. Environmental support (i.e. extent of teacher and peer support).
- f. Personnel attributes (i.e. aptitude, and language learning experience).

It means, motivation is important factor that influence the achievement of students in learning English. Motivation to learn has been linked to many aspects of effective learning and performance (Bolkan & Griffin, 2018). Without motivation, students do not have desire to learn or to be active in the classroom. Motivation includes a desire and energy to learn, a desire to work effectively and reach your potential (Sinclair, 2008; Yildirim et al., 2021).

b. The function of Motivation

According to (Yamin, 2008; Amalia, 2019), the function of motivation include following:

1. Motivation includes a desire and energy to learn, a desire to work effectively and reach your potential.

2. Motivation acts as a supervisor. This means that the motive leads to the act of fulfilling the desire.
3. Motivation as an Activator. It is like the engine that moves a car. The amount of motivation determines how fast you work.
4. Motivational theory is closely related to the concept of learning. Much of the need comes from the culture, achievement needs, belonging needs, and power needs.

c. Types of Motivation

According to (Deci, 1975; Ryan, 2020), motivation divided into two types, there are:

1. Intrinsic Motivation

Intrinsic motivation is the energizing foundation for this activity. Human beings are assumed to have an advanced developmental a top level view of self-dedication theory tendency towards integration and company of psychic material. This is procedure consists of taking in or internalizing numerous forms of records from the outside world (e.g., values, attitudes, contingencies, and knowledge), in addition to integrating the law of inner forces (e.g., drives and emotions).

Intrinsic motivation is probably responsible for the predominance of lifelong human learning, as opposed to externally mandated learning and education (Ryan & Deci, 2017). On the other hands, intrinsic motivation predicted student involvement, which predicted the achievement in the school. Deci and Ryan

(2020) also described that intrinsic motivation comes from one's own self, without the coercion of others or the influence of the environment.

In addition, Bania (2019) said that interest also facet of intrinsic motivation. When young learners have interest in a subject, they would pay attention on it. Motivation is closely related to a person's desire to achieve a goal. (Gage & Berliner, 1984)

In this research, the researcher focuses on interest which is adapted from Deci's theory (1975) cited in Ryan (2020). In the interest point means that how could songs and games make young learners feel fun (adapted from Deci, 1975) and comfort (adapted from Asriati, 2016), enjoy in the class atmosphere (adapted from Carreira, 2016), and become mastery of English (adapted from Chen, 2009).

2. Extrinsic Motivation

Extrinsic motivation involves performing activities because they lead to separable results. The goal is separate from the activity itself. Extrinsic motivation is often experienced as controlled when caused by such classic contingencies. In short, people often feel pressured to complete a task by tempting rewards or forcing threats. Extrinsic motivation is a complex regulation in which an individual not only realizes and identifies with the value of an

activity, but also finds it consistent with other basic interests and values (Deci & Ryan, 2020).

It means that extrinsic motivation is caused by external factors or the environmental around them. As example, in the school environment has a rule that requires them to speak English fluently, so they have to learn English because. This is the motivation that encourages students to learn an English language.

Based on the explanation above, the researcher focus on involvement which is adapted from Deci (1975). Involvement on this research means that how young learners could be active in learning activity (adapted from Fachraini, 2017), do teamwork (adapted from Deci, 1975), have competition (adapted from Asriati, 2016), and being confident to perform in the classroom activity (adapted from Gardner, 1985).

B. Previous Study

Arief & Isnani (2020) did study about Children Songs as A Learning Media in Increasing Motivation and Learning Student in Elementary School. The purpose of this research is to compare the students' learning motivation using a classical music learning media and song learning media. This research used experimental-*nonequivalent control group design*. The population of the study was 59 students which divided into two elementary school where the fifth grade of Elementary School 01 Cluster Banguntapan Bantul as experimental group and the fifth grade of MI Grojogan as the control group. Both groups were given a pretest and posttest to find out the initial state and

circumstances. Based on the result, teaching young learners using song learning media could increase students' learning motivation.

Džanić and Pejić (2016) also did study about The Effect of Using Songs on Young Learners and Their Motivation for Learning English. The purpose of the study was to what extent the selected audio and / or video of the selected song, supported by the written lyrics, affected the level of motivation generated by vocabulary acquisition and song use. They said that songs useful resource motivation and assist young learners expand a love for language learning. Students prompted on this manner are imaginative, creative, and keen to study and succeed. The researchers used pre-test, post-test, and delayed test and questionnaire survey as instruments. The sample of the study was conducted among 26 students of second grade in Primary School Mejdan, Tuzla. They divided into two group, class A is experimental group and class B is control group. The results show that using songs with young learners has been a great success.

Aguirre, et al (2016) also did study about Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru. The researcher found out that the use of song and songs even as studying a brand new language may be of splendid gain to college students in elements which include grammar, pronunciation and vocabulary. The use of songs in elegance as motivation to analyze English is a topic that has now no longer been explored thoroughly. Otherwise, students' motivation and interest is important because it is essential for learning. This means the relationship between using songs in English lessons and the motivations they can create. The study uses a

mixed-method design which included observations carried out by the research team and questionnaires completed by students. The participants were primary school students at a private school located in the Lima Metropolitan Area. The result of the study was when songs are used in an English classes, the students motivated to active in participant and have more engaged in classroom activities.

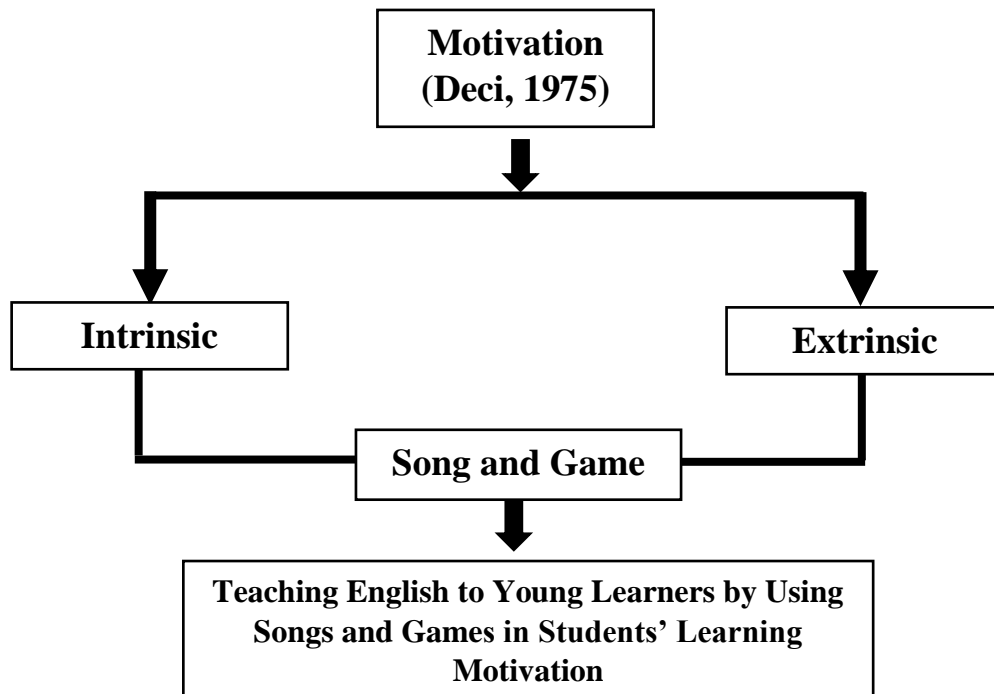
Sari (2018) did study about the use of game as strategy to teach English to young learners. The researcher found that in some teaching situation the students talked out of topic. It showed that students felt bored during the lessons because the teachers directed students to repeat the teacher's explanation. Consequence, it become a problem in teaching and learning activity. They lost their motivation to learn English. According the researcher, games are one of the educational techniques available to young learners when they have problem in teaching and learning activity. The research was used qualitative method, then used interview as instrument. The subject of the study were five an English teachers who had different experiences, educational background, and frequency of using the game. The result showed that the use of games in teaching English was an effective and interesting activity to increase their motivation in the class.

Aliningsih (2016) also did study about The Use of Games in Enhancing Students' Motivation in English Learning. The researcher found that some students showed their lack of attention, response to the activity, and less participation in learning process. It means, they have low motivation in learning English. The researcher believe that games makes English learning

become more exciting and enthusiastic. The game are highly motivating students. Using game also could provide the students opportunity to develop and improve their language skill. This study was used case study research. She used observation and questionnaire as instrument. The participant of the research was 4 classes of seventh grade at SMPN 3 Gubuk, Grobogan Regency. Motivated students have an attitude towards learning and a great deal of effort and are interested in learning. They focus on learning and engage in learning activities.

C. Theoretical Framework

Figure 2.1 Theoretical Framework



The focus of this research is on teaching technique, especially the using songs and games. The researcher also looks two kinds of motivation including intrinsic and extrinsic motivation. Those types of motivation have higher effect on using songs and games as teaching English technique. Overall, the researcher are going to analyze Teaching English to Young Learners by using song and game in students' motivation.

D. Hypothesis

Based on the formulated statement of the problem, the researcher decides that the hypothesis of this research is as follows:

1. The Null Hypothesis (H_0):

There is no significant effect on students' learning motivation when taught songs and games techniques.

2. The Alternative Hypothesis (H_a):

There is a significant effect on students' learning motivation when taught using songs and games techniques.

CHAPTER III

RESEARCH METHOD

In this chapter, researcher describes research methodology that consist of study design, study variables, populations and samples, data collection procedures, instruments, and data analysis. Each of them is explained in detail in the following:

A. Research Design

The purpose of this study was to find out the significant effect in using songs and games as technique on students' learning motivation by giving treatment to students, so the researcher used Experimental Design that is in quantitative research. An experimental design is the general plan for carrying out a study with an active independent variable (Ary, et al, 2015:301). This research design is conducted through quasi-experimental design research. According to Creswell (2012) quasi-experimental design, researchers were unable to randomize groups or participants. In a quasi-experimental design, treatment is used in one group which is called the experimental group. While, the other group does not apply treatment which is called the control group. Therefore, researchers determine experimental and control classes without random assignment.

In this research, the researcher applied quasy-experimental pre-test and post-test group design. The researcher assigned the experimental and control groups, give a pre-test to both groups, carried out treatment activities with the experimental group only, and give a post-test to assess the differences between the two groups. In this case, researcher wanted to know that the

variables have relation and tries to determine whether these variables are correlated. The research design can be presented as follows:

Table 3.1 Research Design of Quasi-Experimental

Subject	Pre-test	Treatment	Post-test
Experimental Group	O1	X	O2
Control Group	O3	Xo	O4

Note :

- O1 : Pre-test Experimental Group
- O2 : Post-test Experimental Group
- O3 : Pre-test Control Group
- O4 : Post-test Control Group
- X : Treatment
- Xo : No Treatment

B. Variable of the Research

1. Independent Variable

In this research, the researcher uses song and game as the independent variable which is the effect of students' motivation.

2. Dependent Variable

The dependent variable is students' learning motivation because it is going to be the thing that is observed or measured.

Figure 3.1 Relationship of Two Variables

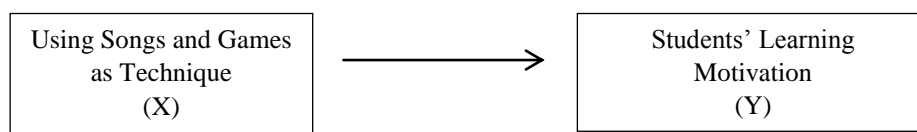


Table 3.2 Teaching Scenario

Teaching English by Using Song and Game (Experimental Group)	Teaching English without Using Song and Game (Control Group)
<p>1. Pre-Test Teacher gives students direction to do checklist (√) the questionnaire of pre-test.</p>	<p>1. Pre-Test Teacher gives students direction to do checklist (√) the questionnaire of pre-test.</p>
<p>2. Treatment (Day 1)</p> <ul style="list-style-type: none"> ❖ Pre Teaching (10') <ul style="list-style-type: none"> - The teacher greets and prayers to start learning activity - The teacher checks the attendance of students - The teacher gives brainstorming to the students by asking some questions related to the material (My Dream) ❖ Main Teaching (40') <ul style="list-style-type: none"> - The teacher gives students the lyric of song in a paper - The teacher sings the song while students repeat the song after the teacher - After singing song together, the students sing with their team - The teacher gives students stage to performance singing in front of the other students - The teacher shows students some flash card and ask students to answer in English about jobs then students answer based on the flash card - Next, the teacher divides into two groups to prepare the game - The teacher explains about the game (Suit Game) - After students know how to play, game is playing until one of the groups become winner ❖ Post Teaching (10') <ul style="list-style-type: none"> - The teacher reviews the material with asking the students - Learners are noticed about the learning plan at the next meeting - The teacher leads students to pray before finishing the lesson - The teacher closes the lesson 	<p>2. Treatment (Day 1)</p> <ul style="list-style-type: none"> ❖ Pre Teaching (10') <ul style="list-style-type: none"> - The teacher greets and prayers to start learning activity - The teacher checks the attendance of students - The teacher informs the subject material that will be discussed at the meeting (My Dream) ❖ Main Teaching (40') <ul style="list-style-type: none"> - The teacher explains the material related to my dream - The teacher translate the material English into Indonesia - The teacher asks students to do exercise in LKS - After doing exercise, the exercise is emended together - The teacher asks students to memorize the vocabularies of the material - After memorizing, the students go to teacher for reporting the vocabularies ❖ Post Teaching (10') <ul style="list-style-type: none"> - The teacher reviews the material - Learners are noticed about the learning plan at the next meeting - The teacher leads students to pray before finishing the lesson - The teacher closes the lesson
<p>3. Treatment (Day 2)</p> <ul style="list-style-type: none"> ❖ Pre Teaching (10') <ul style="list-style-type: none"> - The teacher greets and prayers to start learning activity - The teacher checks the attendance of students - A teacher gives brainstorming to the students by asking some questions related to the material (Food and Drink) ❖ Main Teaching (40') <ul style="list-style-type: none"> - The teacher gives students the lyric of song in a paper 	<p>3. Treatment (Day 2)</p> <ul style="list-style-type: none"> ❖ Pre Teaching (10') <ul style="list-style-type: none"> - The teacher greets and prayers to start learning activity - Teacher manages attendance of students - The teacher informs the subject material that will be discussed at the meeting (Food and Drink) ❖ Main Teaching (40') <ul style="list-style-type: none"> - The teacher explains the material related to food and drink

<ul style="list-style-type: none"> - The teacher sings the song while students repeat the song after the teacher - After singing song together, the students sing with their team - The teacher gives students stage to performance singing in front of the other students - Next, the teacher divides into six groups (one group is five students) to prepare the game - The teacher explains about the game - After students know how to play, game is playing until one of the groups become the winner <p>❖ Post Teaching (10')</p> <ul style="list-style-type: none"> - The teacher reviews the material with asking the students - Learners are noticed about the learning plan at the next meeting - The teacher leads students to pray before finishing the lesson - The teacher closes the lesson 	<ul style="list-style-type: none"> - The teacher translate the material English into Indonesia - The teacher asks students to do exercise in LKS - After doing exercise, the exercise is emended together - The teacher asks the students to memorize the vocabularies of the material - After memorizing, the students go to teacher for reporting the vocabularies <p>❖ Post Teaching (10')</p> <ul style="list-style-type: none"> - The teacher reviews the material - Learners are noticed about the learning plan at the next meeting - The teacher leads students to pray before finishing the lesson - The teacher closes the lesson
<p>4. Post-Test</p> <p>Teacher asks students to do checklist (√) the questionnaire of post-test.</p>	<p>4. Post-Test</p> <p>Teacher asks students to do checklist (√) the questionnaire of post-test.</p>

C. Population and Sample

1. Population

Population of this research is 64 students by second semester of fourth grade in Madrasah Ibtidaiyah (MI) Brawijaya Trowulan, Mojokerto. It is compatible with the statement of Ary, et al, (2015:117) he stated that population is defined as all members of a well-defined class of people, events, or objects. The reason the researchers chose this elementary school was because of at the beginning of 2021/2022 years, English becomes local content and the teachers still used lecture method.

2. Sample

In this research, the researcher using non-probability sampling, saturation technique. According to Sugiyono (2017) saturation sampling is a technique of profiling when all the sample of the population are able to

be used as a research sample. The researcher used two classes as samples because at fourth grade of MI Brawijaya 1 Trowulan has only two classes, there are 4A as the experimental group and 4B as control group.

D. Data Collection Procedures

There are several procedure that are going to be done by the researcher for collecting data:

1. The researcher prepared a questions sheets used for the pre-questionnaire and post-questionnaire in the research.
2. The questionnaire is given to expert judgments for checking the items.
3. The researcher does try out to the others respondents (MI DARUL ULUM Mojowarno) *See Appendix 5*.
4. After doing try out, the researcher analyzed the result by using SPSS 24 to find out the content validity and reliability before doing pre-test and post-test.
5. The researcher did the pre-test to both of the groups; experimental group and the control group.
6. The researcher give the treatment that was conducted after the pre-test.

In the experimental group, the students have been taught with the aid of using making use of the technique: using song and game while the control group, the students were taught without technique: using song and game. Both the experimental and control groups were taught with the same material.

7. In the final step, the researcher provide a post-test after treatment is done. Post-test realization is the same as the pre-test. The instruments will be given to the experimental group and the control group.
8. After getting the data, the researcher analyzed the result of the data used SPSS 24 windows program.
9. Compare the results of the pretest and posttest whether there is a change in the skills that have been used.

Table 3.3 Data Description, Collecting, and Measurement

No.	Variable	Data	Source	Instruments
1	Dependent Variable: Students' Learning Motivation	Learning Motivation score	Students in Fourth Grade at MI Brawijaya Trowulan	Preliminary Questionnaire and Post Questionnaire
2	Independent Variable: Using Song and Game as Technique	-	-	-

Table 3.4 schedule of the research

No.	Date	Activity
1	Monday, April 11, 2022	Testing construct validity
2	Tuesday, April 12, 2022	Asking permission to try out at MI Darul Ulum Mojowarno
3	Thursday, April 14, 2022	Doing try out at MI Darul Ulum Mojowarno
4	Friday, April 15, 2022	Testing validity and reliability
5	Thursday, April 21, 2022	Asking permission to do research at MI Brawijaya Trowulan
6	Friday, April 22, 2022	Giving pre-test to experimental and control group
7	Saturday, April 23, 2022	Giving treatment (day 1) to experimental and control group
8	Thursday, May 12, 2022	Giving treatment (day 2) to experimental and control group
9	Friday, May 13, 2022	Giving post-test to experimental and control group

E. Research Instrument

The research instrument is the main important tool to collect the data. Research instrument is assessing, monitoring, and recording data device (Creswell, 2012). This research used questionnaire are chosen as the instrument. The questionnaire consist of pre-questionnaire and post-

questionnaire. Both pre-questionnaire and post-questionnaire are same. Based on Creswell (2012:382) the questionnaire is the form used in the survey design and is completed by the survey participants and returned to the survey. This means that the researcher will provide a question or statement for the respondent to answer in order to collect the data.

Questionnaire was a list of questions prepared by the researcher where each questions related to the research problem. The instrument in this research is Motivation and Attitudes toward Learning English Scale for Children (MALESC). The instrument was adapted from Deci (1975) cited in Ryan (2020), Gardner (1985), Carreira (2006), Chen (2009), Asriati (2016), and Fachraini (2017). The statement aimed for measuring: Interest and Involvement. Those are the items of statement:

Table 3.5 Instrument of Motivation and Attitudes toward Learning English Scale for Children (MALESC).

Variable	Sub-Variable	Factors	Indicators	Number of Items
Students' Learning Motivation	Intrinsic Motivation (IM)	Interest	Fun	1, 2
			Comfort	3, 4
			Enjoyment	5
			Mastery	6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
	Extrinsic Motivation (EM)	Involvement	Teamwork	17
			Involving Learning Activity	18, 19
			Competition	20, 21
			Performance	22, 23
JUMLAH				23

The questionnaire consist of 23 items of statement with type scale from 1 “Strongly Disagree” to 4 “Strongly Agree”. However, before the researcher shared the questionnaire to students to fill it, the questionnaire must be valid and reliable.

1. Trying out the Instrument

The researcher gave the instrument to the expert judgments in the form of a paper sheet that consist of 30 statements in each questionnaire. The researcher try out the instrument to the expert judgments; Dr. Rosi Anjarwati, M.Pd and Lailatus Sa'adah, M.Pd to validate the questionnaire. After the questionnaire approved by the expert judgments, the researcher try out the questionnaire to the other school with the same grade. The researcher did trying out in fourth grade at MI Darul Ulum Mojoawarno where the school also used English as subject. The results of the questionnaire could be seen in *Appendix 7*.

2. Validity of the Questionnaire

Validity is to some extent that the references from the evaluation results are appropriate, meaningful, and useful in relation to the purpose of the evaluation. So, an instrument is called to be valid if it measures what should be measured. Validity is the extent has really observed, set out, and generalize one finding from the subject (Ary, 2010). In the word, the validity test divided into three types. The validity of the questionnaire in this research was measured through content and construct validity, as follows:

a. Content Validity

Content validity is a measure by which the test measures the intended area of content (Gay, 2006:129). It means, the content validity is measured by determining whether the item of the instrument represents the objective as stated in curriculum guides. In this case

expert validation is employed to get the content validity of the questionnaire. Here, the researcher used two expert judgment in checking the questionnaire. The first is Lailatus Sa'adah, M.Pd as one of the TEYL's expert of English Department of STKIP PGRI Jombang and Dr. Rosi Anjarwati, M.Pd as the expert of English Language Teaching (ELT). The result of questionnaire's validation is shown in *Appendix 2*. The questionnaire itself has been revised as validator's suggestion. (*See Appendix 3*)

b. Construct Validity

The researcher established the construct validity of the questionnaire by analyzing the students' results in try out. The research instrument is valid in statistical result based on the criteria of validity (Arikunto, 2010). In measuring the construct validity the researcher uses SPSS 26 to calculate the data. If the r value $>$ r table it be conclude that the instrument is valid. R table was based on $(n-2)$ number of students. In this research, the students of try out were 32 students. So, $n-2$ was $32-2 = 30$. R table in this research was 0.361. So, r value $>$ r table can conclude that the questionnaire is valid. (*See Appendix 6*)

3. Reliability of the Questionnaire

Reliability is the consistency of a series of measurements that used to describe tests. According to Ary (2010:225) reliability is the degree of measurement consistency, no matter what you measure.. In this research, The researcher analyzes the reliability of the test by using

CRONBACH Alpha in SPSS Statistic Program. According to Arikunto (2010:319), there are some interpretations of reliability criteria:

Table 3.6 the Reliability Criteria

The r value	Interpretation
0.800 – 1.000	Very High
0.600 – 0.799	High
0.400 – 0.599	Medium
0.200 – 0.399	Low
0.000 – 0.199	Very Low

Here, the calculation of reliability for the questionnaire:

**Table 3.7 Reliability of Questionnaire
Reliability Statistics**

Cronbach's Alpha	N of Items
.925	30

The result of reliability statistic table above shows that the cronbach's alpha value is 0.925. It means that the questionnaire has very high reliability criteria value based on Arikunto's interpretation.

F. Data Analysis Technique

Based on the research question, the researcher aims at determining the effect of teaching English to young learners by using songs and games in students' learning motivation. This research used parametric statistical test which can only be used if the assumptions of the data analysis to be tested have been met, including the data used are normality test, homogeneity test, and linier regression test. The data is the result of data analysis, if the results of the data are homogeneous and linier, this research uses Analysis of Covariance (ANCOVA) formula using SPSS 24.0 for windows.

The purpose of the research was used to understand whether there is an effect in students' learning motivation at fourth grade of MI Brawijaya Trowulan, Mojokerto. Before doing the ANCOVA test, it is necessary to do the pre-requirement test as the assumptions test. If the data being tested is not homogenous, this research can use non-parametric method. The pre-requirement test is namely normality test, homogeneity test, and linear regression test. Each of the tests will be explained in details.

1. Analysis of Normality Test

Normality test was conducted to determine whether the data obtained from the population that contributed to it was valid or not. It was aimed to know the normality between score of students' learning motivation. This test uses the Shapiro-Wilk through the SPSS version 24.00 software program with a significant level of 0.05. If the significant level is >0.05 , then the sample data comes from a normal distribution. If the significant level is <0.05 , then the sample data comes from an abnormal distribution. So, the result can be seen in this table below:

Table 3.8 the results of normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Experiment	.092	32	.200*	.963	32	.329
Post Test Experiment	.147	32	.076	.936	32	.057
Pre Test Control	.088	32	.200*	.971	32	.522
Post Test Control	.088	32	.200*	.965	32	.370

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

a. Lilliefors Significance Correction

Based on the output of normality test, from the Shapiro-Wilk table showed that the significance of pre-test of experimental class was 0,329. Post-test of experimental class was 0,057. Pre-test of control class was 0,522 and post-test of control class was 0,370. So, it could be conclude that the distribution was normal because all the Asymp. Sig. was higher than 0,05.

2. Analysis of Homogeneity Test

Homogeneity test is used to determine the population variance data whether between two or more groups of data have the same variance same or different. Homogeneity test was carried out to determine whether the data in the variables X and Y are homogeneous or not. This test looks at how the song and game technique (X) affects students' learning motivation (Y), whether the effect is homogeneous or not. So, the result can be seen in this table below:

Table 3.9 the results of homogeneity test

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	.565	1	62	.455
	Based on Median	.535	1	62	.467
	Based on Median and with adjusted df	.535	1	60.660	.467
	Based on trimmed mean	.569	1	62	.454
Post-Test	Based on Mean	.351	1	62	.556
	Based on Median	.206	1	62	.651
	Based on Median and with adjusted df	.206	1	61.415	.651
	Based on trimmed mean	.348	1	62	.557

Based on the result of homogeneity test above, the significance could be seen in based on mean. The significance of pre-test is 0,455 while the significance of post-test is 0,556. It means that the value of significance was higher than 0,05. Therefore, it could be conclude that homogeneity test of pre-test and post-test are homogeneous.

3. Analysis of Linear Regression Test

The linearity test is used to determine the linearity of the data, that is, whether the two variables are in a linear relationship. This test is used as a prerequisite for Pearson's correlation analysis or linear regression. Testing on SPSS using the Test for Linearity at a significance level of 0.05. The linearity test is carried out by looking for the equation of the regression line of the variable independent (x) to the dependent variable (y). Linearity test result can be seen in the table below:

Table 3.10 the result of linier regression test

ANOVA Table						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1722.562	1	1722.562	10.540	.002 ^b
	Residual	10132.672	62	163.430		
	Total	11855.234	63			

a. Dependent Variable: Post-Test

b. Predictors: (Constant), Pre-Test

In the ANOVA table, the result of F hitung is 10.540 with significance is 0.002. It means that 0.002 is less than 0.05. So, the researcher concludes that there is a linear relationship between variable X on variable Y.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher will convey the findings after taking data by questionnaire related the effect of TEYL by using song and game in students' learning motivation. This chapter will explain about the finding and discussion that included the data analysis and discussion.

A. Finding

The research was conducted to investigate how teaching English to young learners by using songs and games give an effect in students' learning motivation at MI Brawijaya Trowulan, Mojokerto. This research involved using songs and games as the independent variable and students' learning motivation as the dependent variable. Due to the fact, this research was not use random sampling. Further, there was a possibility that the initial conditions of students will affect their motivation when given treatment. The researcher analyses the data from both the experimental group and control group by using IBM SPSS Statistics 24.0 windows program.

Resolving the research question, Analysis of Covariance (ANCOVA) is used to examine the difference in the mean of dependent variables related to the effect of a controlled independent variable, taking into account the effects of the uncontrolled independent variable. The results of ANCOVA test were presented below:

Table 4.1 Tests of Between-Subjects Effects

Tests of Between-Subjects Effects

Dependent Variable: Post-Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11199.402 ^a	2	5599.701	520.837	.000	.945
Intercept	121.292	1	121.292	11.282	.001	.156
Pre-Test	718.762	1	718.762	66.853	.000	.523
Technique	9476.840	1	9476.840	881.456	.000	.935
Error	655.832	61	10.751			
Total	375615.000	64				
Corrected Total	11855.234	63				

a. R Squared = .945 (Adjusted R Squared = .943)

Based on the table above, the significance value of technique is 0,000 which is lower than 0,05. (Alpha 0,05). So, there is a statistically significant difference between experimental and control group, when adjusted of covariate that is pre-test score. In other words, H₀ (Null Hypothesis) is rejected and H_A (Alternative Hypothesis) is accepted.

To know which one has bigger effect, we can see from Partial Eta Squared column. Technique had 0.935 while pre-test got 0.523. To represent the effects of both variables, those values should be multiplied with 100% as follows:

Technique	: 0.935 x 100 % = 93.5 %
Background Knowledge	: 0.523 x 100 % = 52.3 %

It clearly displayed that technique has 93.5% effect, then students' background knowledge has lower effect on the percentage which is 52.3%.

The descriptive statistics table between experimental group and control group present in the table below:

Table 4.2 Descriptive Statistics

Descriptive Statistics

Dependent Variable: Post-Test

Class	Mean	Std. Deviation	N
Using Songs and Games Technique	88.19	4.802	32
Conventional	62.59	4.613	32
Total	75.39	13.718	64

Accordinging the table above, it showed the students who were taught an English language by using “Songs and Games” had better achievement than students who were taught English without “Songs and Games”. It could be seen at mean table that the mean score of experimental class was 88.19 and control class was 62.59.

Referring to the result of the test between subject effects and descriptive statistic, the conclusion is students who taught English by using songs and games give an effect to students’ learning motivation than the students who taught English by using conventional technique.

B. Discussion

The objective of this research is to investigate the effect of teaching English to young learners by using songs and games to students’ learning motivation. Further, there will be an effect of the students’ learning motivation when there is significant difference between the results of the experimental group and control group after being treatment, TEYL by using song and games. Evidently, the finding of this research show that there is significant on students’ learning motivation between students who join in TEYL by using songs and games and those who do not join.

Based on the results, this research proved that TEYL by using songs and games could motivate young learners, increase the pronunciation, and make young learners enjoy, enthusiastic, and excited to speak English in the classroom. This result is in line with the research conducted by Pejic and Dzanic (2016) which applied song in teaching English to students at the elementary school. Their research showed that students felt no doubt motivated, enthusiastically participated and enjoyed singing activities and could practice their pronunciation by singing song. Rahmah and Astutik (2020) also supported that game is effective way to help the students in learning vocabulary, young learners very excited to speak in English, feel enjoy, and become creative. In addition, using songs and games are consistently effective to develop students English language. This research also showed more that young learners could learn grammar with simple sentence.

Based on finding by Arief and Isnani (2020) singing songs created an effect to students in increasing motivation and learning. Their research showed that students immediately understand what the content contained in the reading. It is in with this research, TEYL by using songs and games were more easily to students understand the materials, feeling fun and comfortable in learning process. They also could increase the vocabularies and their reading. It is also support by Mardhatillah and Ratmanida (2016), young learners are easy to move, so games could make students moving on their way. When young learners felt enjoy, happy, and comfortable, they would memorize and understand the material easily. In addition, this research showed that singing song could help students to practice their listening and

speaking skill. Young learners also would do competition to show their groups with the others groups.

Due to young learners have short attention, it is only 10-15 minutes. Brown (2001:88) said that short attention happened when young learners do not have interest and must have agreement with materials, it would be too difficult for them. Using songs and games as technique in teaching English to young learners made young learners more active involving in learning process. Students at elementary school have more attention, focus and comfort to learn English when the learning process using songs and games. It made young learners enjoyable atmosphere and pleasant. It is supported by Aguirre, et al (2016) proved that the effects of songs are bigger in young learners' motivation to learn such as interest and more involved to be participant in the class. Then, they summarized that there was correlation between songs and students motivation.

It is also line based on the finding by Jafarian and Shoari (2017) showed that it provided strong support for the effectiveness of games in word acquisition, which may be related to their role in creating comfortable, less stressful, fun and enjoyable learning environments. In addition, this research showed that TEYL by using songs and games could make young learners cooperate with their team when games were playing. Young learners also became more confident to perform in front the others students.

Based on the explanations above, the researcher conclude that TEYL by using songs could motivate young learners to learn English and TEYL by using games are highly technique to teach young learners. Because of this

research is combining between using songs and games, so the researcher concluded that using songs and games could motivate, facilitate and be appropriate technique to teach English. Songs and games also can help to increase students' English skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter involves the conclusion and suggestion based on the result of the research that collaborated in the previous chapter. The conclusion deals with the effect of TEYL by using songs and games in students' learning motivation. Moreover, some suggestions of the present study can be used for further research in the same area in the future

A. Conclusion

This research was determining TEYL by using songs and games in students' learning motivation. This research used quasi experimental to compare the effectiveness between using songs and games in students' learning motivation and using conventional technique. Questionnaires were given to young learners by the researcher. The result of the research and discussions which have described, referring to RQ (Research Question) is do using songs and games in teaching English to young learners given an effect in students' learning motivation?. It was evidenced by the analysis result that computed by ANCOVA in SPSS 24.0 for windows program.

The statistical hypothesis also showed that the H₀ (Null Hypothesis) is rejected and Alternative Hypothesis (H_a) accepted. The significance value is 0.000. Further, in light of the study can be concluded that there is effect for teaching English to young learners by using songs and games in students' learning motivation at fourth grade students of MI Brawijaya 1 Trowulan, Mojokerto.

B. Suggestions

In this present study, the researcher presents some suggestions for teachers, students, school principal and also for the future researcher.

1. For Teachers

The researcher suggests that the teachers in elementary school might apply songs and games for supporting the students in increasing student's skill in English. However, the teachers should always guide and become the real role model of students in order to get maximum benefits for learning English activity.

2. For Students

The researcher suggests to Indonesian English Foreign Language (EFL) elementary school students to always have motivations in learning English.

3. For Future Researcher

The researcher also suggests the future researcher when conducting the research should be more creative to modify the technique with media or combine with any songs or games to get more attention. Also, the future researcher could apply the games for the other materials.

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Appendix 1

Blue Print of Students' Learning Motivation in Learning English by Using Songs and Games

Variable	Aspects	Factors	Indicators	Number of Items
Students' Learning Motivation	Intrinsic Motivation (IM)	Interest	Like	1, 10
			Comfortable	2
			Enjoyment	3, 13
			Mastery	4, 8, 11, 14
			Goal	5, 12
	Extrinsic Motivation (EM)	Introjection (Involvement)	Teamwork	6
			Involving Learning Activity	7
			Competition	10, 15
Performance			9	

QUESTIONNAIRE

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya senang belajar bahasa Inggris menggunakan lagu dan permainan.				
2.	Belajar bahasa Inggris dengan menggunakan lagu dan permainan membuat saya merasa nyaman di kelas.				
3.	Saya lebih mudah memahami pelajaran bahasa Inggris jika belajar di kelas menggunakan lagu dan permainan.				
4.	Setelah belajar bahasa Inggris menggunakan lagu dan permainan, saya ingin meningkatkan skill belajar bahasa Inggris.				
5.	Belajar bahasa Inggris dengan lagu dan permainan membuat saya ingin menguasai bahasa Inggris.				
6.	Saya bisa bekerjasama dengan teman-teman ketika belajar bahasa Inggris menggunakan lagu dan permainan.				
7.	Belajar bahasa Inggris menggunakan lagu dan permainan membuat saya lebih berpartisipasi dalam kegiatan di kelas.				
8.	Saya ingin meningkatkan kemampuan mendengar bahasa Inggris saya melalui lagu dan permainan.				
9.	Belajar bahasa Inggris dengan menggunakan lagu dan permainan membuat saya lebih berani tampil di depan teman-teman.				
10.	Saya ingin menunjukkan kepada teman-teman saya bahwa saya bisa belajar bahasa Inggris menggunakan lagu dan				

	permainan dengan baik.				
11.	Saya ingin meningkatkan kemampuan membaca bahasa Inggris saya melalui lagu dan permainan.				
12.	Saya merasa bahwa lagu dan permainan sangat membantu saya untuk belajar bahasa Inggris.				
13.	Saya merasa nyaman ketika belajar bahasa Inggris menggunakan lagu dan permainan karena lebih mudah daripada belajar dari buku teks.				
14.	Saya ingin meningkatkan kemampuan berbicara bahasa Inggris saya melalui lagu dan permainan.				
15.	Melihat teman-teman yang aktif berbahasa Inggris membuat saya terdorong untuk belajar bahasa Inggris menggunakan lagu dan permainan.				

Appendix 2

VALIDATION OF INSTRUMENT

VALIDASI INSTRUMEN PENELITIAN

KUESIONER

Validator : Lailatus Sa'adah, M.Pd

Keahlian : TEYL

Lembar validasi ini digunakan untuk memastikan validitas isi dan validitas konstruk dari instrument penelitian.

Petunjuk pengisian tabel penilaian instrument:

1. Berdasarkan pendapat Ibu, berilah tanda centang (✓) pada kotak yang tersedia sesuai kriteria penilaian sebagai berikut:
 1. Tidak baik
 2. Kurang baik
 3. Baik
 4. Sangat baik
2. Jika perlu ada yang dikomentari atau disarankan, mohon tulis pada bagian kolom komentar/saran atau langsung pada lembar instrumen penelitian.

SKOR VALIDASI

No.	Kriteria Validasi	Skala Penelitian			
		1	2	3	4
Validasi Isi					
1.	Kesesuaian pertanyaan dengan variabel penelitian			✓	
2.	Kesesuaian pertanyaan dengan sub variabel penelitian			✓	
3.	Kesesuaian pertanyaan dengan indikator penelitian			✓	
Validasi Konstruk					
4.	Ketepatan penggunaan gaya bahasa			✓	
5.	Pertanyaan tidak menimbulkan penafsiran ganda			✓	
6.	Kejelasan yang diketahui dan ditanyakan dalam pertanyaan			✓	

Kesimpulan

Kesimpulan penelitian secara umum terhadap instrumen

Validasi isi

- a. Valid (layak digunakan)
- b. Kurang valid (layak digunakan dengan perbaikan)
- c. Tidak valid (tidak layak digunakan)


Validasi konstruk

- a. Valid (layak digunakan)
- b. Kurang valid (layak digunakan dengan perbaikan)
- c. Tidak valid (tidak layak digunakan)

Komentar/saran

Bedakan pernyataan antara lagu dan permainan

Jombang, 11 April 2022
Validator


(.....
Lailatus Sidiqah.....)

VALIDASI INSTRUMEN PENELITIAN
KUESIONER

Validator : Dr. Rosi Anjarwati, M.Pd.

Keahlian : ELT

Lembar validasi ini digunakan untuk memastikan validitas isi dan validitas konstruk dari instrument penelitian.

Petunjuk pengisian tabel penilaian instrument:

1. Berdasarkan pendapat Ibu, berilah tanda centang (✓) pada kotak yang tersedia sesuai kriteria penilaian sebagai berikut:
 1. Tidak baik
 2. Kurang baik
 3. Baik
 4. Sangat baik
2. Jika perlu ada yang dikomentari atau disarankan, mohon tulis pada bagian kolom komentar/saran atau langsung pada lembar instrumen penelitian.

SKOR VALIDASI

No.	Kriteria Validasi	Skala Penelitian			
		1	2	3	4
Validasi Isi					
1.	Kesesuaian pertanyaan dengan variabel penelitian <i>↓ pernyataan</i>			✓	
2.	Kesesuaian pertanyaan dengan sub variabel penelitian				
3.	Kesesuaian pertanyaan dengan indikator penelitian			✓	
Validasi Konstruk					
4.	Ketepatan penggunaan gaya bahasa <i>pernyataan</i>			✓	
5.	Pertanyaan tidak menimbulkan penafsiran ganda		✓		
6.	Kejelasan yang diketahui dan ditanyakan dalam pertanyaan			✓	

Kesimpulan

Kesimpulan penelitian secara umum terhadap instrumen

Validasi isi

- a. Valid (layak digunakan)
- b. Kurang valid (layak digunakan dengan perbaikan)
- c. Tidak valid (tidak layak digunakan)

Validasi konstruk

- a. Valid (layak digunakan)
- b. Kurang valid (layak digunakan dengan perbaikan)
- c. Tidak valid (tidak layak digunakan)

Komentar/saran

Beberapa pernyataan perlu direvisi karena sama dengan indikator lain (no. 2 & 13) dan ambigu (no. 4, 8, 11, 14)

Jombang, 11 April 2022
Validator


(..... Dr. Resi Anjarwati, M.Pd.)

Appendix 3

QUESTIONNAIRE

Nama :
 Kelas :
 Asal Sekolah :
 Instruksi : Berilah tanda (√) pada pernyataan dibawah ini.

NO	PERNYATAAN	SANGAT SETUJU	SETUJU	TIDAK SETUJU	SANGAT TIDAK SETUJU
1	Saya senang belajar bahasa Inggris menggunakan lagu				
2	Saya senang belajar bahasa Inggris menggunakan permainan				
3	Belajar bahasa Inggris dengan menggunakan lagu membuat saya merasa nyaman di kelas.				
4	Belajar bahasa Inggris dengan menggunakan permainan membuat saya merasa nyaman di kelas				
5	Saya sangat menikmati pelajaran bahasa Inggris di kelas menggunakan lagu.				
6	Saya sangat menikmati pelajaran bahasa Inggris di kelas menggunakan permainan.				
7	Saya ingin meningkatkan kemampuan mendengar bahasa Inggris saya melalui lagu.				
8	Saya ingin meningkatkan kemampuan mendengar bahasa Inggris saya melalui permainan.				
9	Saya ingin meningkatkan kemampuan membaca bahasa Inggris saya melalui lagu.				
10	Saya ingin meningkatkan kemampuan membaca bahasa Inggris saya melalui permainan				

11	Saya ingin meningkatkan kemampuan berbicara bahasa Inggris saya melalui lagu.				
12	Saya ingin meningkatkan kemampuan berbicara bahasa Inggris saya melalui permainan.				
13	Saya ingin meningkatkan kemampuan menulis bahasa Inggris saya melalui lagu				
14	Saya ingin meningkatkan kemampuan menulis bahasa Inggris saya melalui permainan.				
15	Saya ingin meningkatkan kemampuan kosa-kata bahasa Inggris saya melalui lagu.				
16	Saya ingin meningkatkan kemampuan kosa-kata bahasa Inggris saya melalui permainan.				
17	Saya ingin meningkatkan kemampuan pengucapan/lafal bahasa Inggris saya melalui lagu.				
18	Saya ingin meningkatkan kemampuan pengucapan/lafal bahasa Inggris saya melalui permainan.				
19	Saya belajar bahasa Inggris dengan lagu untuk membuat bahasa Inggris lebih mudah bagi saya ketika di sekolah menengah pertama (SMP) nanti.				
20	Saya belajar bahasa Inggris dengan permainan untuk membuat bahasa Inggris lebih mudah bagi saya ketika di sekolah menengah pertama (SMP) nanti.				
21	Saya bisa bekerjasama dengan teman-teman ketika belajar bahasa Inggris menggunakan lagu.				
22	Saya bisa bekerjasama dengan teman-teman ketika belajar bahasa Inggris menggunakan permainan.				
23	Belajar bahasa Inggris menggunakan lagu membuat saya lebih berpartisipasi dalam kegiatan di kelas.				

24	Belajar bahasa Inggris menggunakan permainan membuat saya lebih berpartisipasi dalam kegiatan di kelas.				
25	Saya ingin menunjukkan kepada teman-teman saya bahwa saya bisa belajar bahasa Inggris menggunakan lagu dengan baik.				
26	Saya ingin menunjukkan kepada teman-teman saya bahwa saya bisa belajar bahasa Inggris menggunakan permainan dengan baik.				
27	Melihat teman-teman yang aktif berbahasa Inggris membuat saya terdorong untuk belajar bahasa Inggris menggunakan lagu.				
28	Melihat teman-teman yang aktif berbahasa Inggris membuat saya terdorong untuk belajar bahasa Inggris menggunakan permainan.				
29	Belajar bahasa Inggris dengan menggunakan lagu membuat saya lebih berani tampil di depan teman-teman.				
30	Belajar bahasa Inggris dengan menggunakan permainan membuat saya lebih berani tampil di depan teman-teman.				

Appendix 4

Surat Izin Try Out di MI Darul Ulum Mojowarno



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
STKIP PGRI JOMBANG
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

STATUS : TERAKREDITASI : SK.BAN-PT NO: 1262/SK/BAN-PT/AKRED/S/XII/2015

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Nomor : 436/7.088/ITO-03/12/IV/2022

12 April 2022

Perihal : Permohonan Ijin Try Out

Kepada:

Yth. Kepala MI DARUL ULUM MOJOWARNO

Di

Tempat

Sehubungan dengan tugas akhir mahasiswa untuk mengadakan penelitian dan melaporkannya dalam bentuk skripsi, maka mohon perkenan Bapak/Ibu memberikan ijin melakukan penelitian kepada mahasiswa kami:

Nama : SITI RATNA SARI
 NIM : 187077
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : TEACHING ENGLISH TO YOUNG LEARNERS BY USING SONG AND GAME IN STUDENS' LEARNING MOTIVATION

Berkaitan dengan kegiatan tersebut di atas, kami mohon ijin untuk diperkenankan melaksanakan *Try Out* demi terlaksananya penelitian. Sebagai bahan pertimbangan, bersama ini kami lampirkan proposal penelitian mahasiswa bersangkutan. Atas ijin dan bantuan Bapak/Ibu, kami menyampaikan terima kasih.

Ketua Prodi
 Pendidikan Bahasa Inggris



Dr. Muh. Fajar, S.S., M.Pd
 NIK. 0104770053

Appendix 5

THE PICTURES OF DOING TRY OUT IN MI DARUL ULUM
MOJOWARNO



Appendix 6

		Correlations																																		
		Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	TOTAL				
Q01	Pearson Correlation	1	0.061	1.000	0.081	0.143	0.061	0.081	0.143	0.233	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061			
	Sig. (2-tailed)		0.742	0.000	0.742	0.435	0.044	0.742	0.435	0.104	0.742	0.742	0.014	0.000	0.507	0.014	0.595	0.266	0.000	0.266	0.712	0.712	0.014	0.435	0.000	0.595	0.435	0.006	0.104	0.000	0.014	0.000	0.014	0.000		
Q02	Pearson Correlation	0.061	1	0.061	0.385	0.787	0.014	0.385	0.787	0.207	0.385	0.385	0.545	0.234	0.120	0.061	0.896	0.120	0.061	0.896	0.374	-0.096	0.061	0.787	0.014	0.896	0.061	0.207	0.061	0.061	0.061	0.061	0.061	0.061		
	Sig. (2-tailed)	0.742	0.030	0.000	0.940	0.030	0.000	0.256	0.030	0.030	0.001	0.197	0.512	0.742	0.000	0.512	0.742	0.000	0.512	0.742	0.035	0.639	0.742	0.000	0.840	0.000	0.000	0.639	0.256	0.742	0.742	0.742	0.000	0.000		
Q03	Pearson Correlation	0.000	0.061	1	0.061	0.143	0.061	0.061	0.143	0.233	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061	0.061		
	Sig. (2-tailed)	0.000	0.742	0.000	0.742	0.435	0.044	0.742	0.435	0.104	0.742	0.742	0.014	0.000	0.507	0.014	0.595	0.266	0.000	0.266	0.712	0.712	0.014	0.435	0.000	0.595	0.435	0.006	0.104	0.000	0.014	0.000	0.014	0.000	0.014	
Q04	Pearson Correlation	0.061	0.385	0.061	1	0.385	0.787	0.014	0.385	0.787	0.207	0.385	0.385	0.545	0.234	0.120	0.061	0.896	0.120	0.061	0.896	0.374	-0.096	0.061	0.787	0.014	0.896	0.061	0.207	0.061	0.061	0.061	0.061	0.061	0.061	0.061
	Sig. (2-tailed)	0.742	0.030	0.000	0.001	0.197	0.000	0.001	0.197	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
Q05	Pearson Correlation	0.435	0.000	0.435	0.001	1	0.098	0.545	1.000	0.293	0.545	0.545	0.714	0.358	-0.122	0.143	0.878	0.203	0.143	0.878	0.475	-0.068	0.143	1.000	0.068	0.878	1.000	-0.068	0.293	0.143	0.143	0.143	0.143	0.143	0.143	0.143
	Sig. (2-tailed)	0.000	0.742	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
Q06	Pearson Correlation	0.368	0.014	0.368	0.234	0.098	1	0.234	0.098	0.244	0.234	-0.163	0.289	-0.138	0.358	0.052	0.452	0.358	0.052	0.452	0.417	-0.068	0.068	0.289	0.052	0.098	0.417	0.244	0.358	0.052	0.358	0.052	0.358	0.052	0.358	0.052
	Sig. (2-tailed)	0.044	0.940	0.044	0.197	0.595	0.178	0.197	0.595	0.178	0.197	0.374	0.109	0.450	0.044	0.778	0.009	0.044	0.391	0.017	0.017	0.017	0.044	0.595	0.109	0.778	0.595	0.017	0.178	0.044	0.044	0.044	0.044	0.044	0.044	0.044
Q07	Pearson Correlation	0.061	0.385	0.061	1.000	0.545	0.234	1	0.545	0.207	1.000	0.590	0.303	0.234	-0.155	0.545	0.455	0.395	0.061	0.395	0.374	-0.068	0.545	1.000	0.068	0.545	1.000	-0.068	0.207	0.061	0.061	0.061	0.061	0.061	0.061	
	Sig. (2-tailed)	0.742	0.030	0.742	0.000	0.001	0.197	0.000	0.001	0.197	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
Q08	Pearson Correlation	0.435	0.000	0.435	0.001	0.000	0.098	0.545	1	0.293	0.545	0.545	0.714	0.358	-0.122	0.143	0.878	0.203	0.143	0.878	0.475	-0.068	0.143	1.000	0.068	0.878	1.000	-0.068	0.293	0.143	0.143	0.143	0.143	0.143	0.143	0.143
	Sig. (2-tailed)	0.000	0.742	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
Q09	Pearson Correlation	0.293	0.207	0.293	0.207	0.293	0.244	0.207	0.293	1	0.207	0.207	0.293	0.244	-0.083	0.293	0.244	0.803	0.293	0.244	0.803	-0.046	0.293	0.293	0.244	0.244	0.293	-0.046	0.293	0.293	0.293	0.293	0.293	0.293	0.293	0.293
	Sig. (2-tailed)	0.104	0.256	0.104	0.178	0.256	0.104	0.178	0.256	0.104	0.178	0.256	0.104	0.178	0.651	0.104	0.178	0.000	0.104	0.651	0.801	0.801	0.104	0.104	0.178	0.178	0.104	0.801	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001
Q10	Pearson Correlation	0.061	0.385	0.061	1.000	0.545	0.234	1	0.545	0.207	1.000	0.590	0.303	0.234	-0.155	0.545	0.455	0.395	0.061	0.395	0.374	-0.068	0.545	1.000	0.068	0.545	1.000	-0.068	0.207	0.061	0.061	0.061	0.061	0.061	0.061	0.061
	Sig. (2-tailed)	0.742	0.030	0.742	0.000	0.001	0.197	0.000	0.001	0.197	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q11	Pearson Correlation	0.742	0.030	0.742	0.000	0.001	0.197	0.000	0.001	0.197	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Sig. (2-tailed)	0.000	0.197	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q12	Pearson Correlation	0.429	0.545	0.429	0.303	0.714	-0.163	0.303	0.714	0.293	0.303	0.545	1	0.616	-0.122	0.143	0.816	0.203	0.429	0.616	0.068	-0.068	0.143	1.000	0.068	0.816	1.000	-0.068	0.293	0.429	0.143	0.143	0.143	0.143	0.143	
	Sig. (2-tailed)	0.014	0.001	0.014	0.092	0.000	0.374	0.092	0.000	0.104	0.092	0.001	0.000	0.000	0.507	0.000	0.507	0.000	0.266	0.143	0.266	0.712	0.712	0.435	0.000	0.444	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q13	Pearson Correlation	0.616	0.234	0.616	0.234	0.368	0.289	0.234	0.368	0.244	0.234	0.455	0.714	0.358	-0.122	0.143	0.816	0.203	0.429	0.616	0.068	-0.068	0.143	1.000	0.068	0.816	1.000	-0.068	0.293	0.429	0.143	0.143	0.143	0.143	0.143	
	Sig. (2-tailed)	0.000	0.197	0.000	0.197	0.044	0.109	0.197	0.044	0.109	0.044	0.178	0.197	0.044	0.651	0.109	0.178	0.000	0.109	0.651	0.674	0.674	0.000	0.044	0.002	0.109	0.044	0.674	0.545	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q14	Pearson Correlation	-0.22	0.120	-0.22	-0.155	-0.122	-0.138	-0.155	-0.122	-0.138	-0.155	-0.122	-0.138	1	-0.22	-0.138	-0.103	-0.122	-0.103	-0.103	-0.056	-0.056	-0.122	-0.122	-0.122	-0.122	-0.122	-0.122	-0.122	-0.122	-0.122	-0.122	-0.122	-0.122	-0.122	
	Sig. (2-tailed)	0.507	0.512	0.507	0.398	0.507	0.450	0.398	0.507	0.450	0.398	0.507	0.450	0.000	0.507	0.450	0.398	0.507	0.450	0.398	0.507	0.507	0.507	0.507	0.507	0.507	0.507	0.507	0.507	0.507	0.507	0.507	0.507	0.507	0.507	

Q15	Pearson Correlation	.429	.061	.429	.545	.143	.358	.545	.143	0.293	.545	.061	0.143	.618	-.122	1	0.098	.527	.429	0.203	-0.068	-0.068	1.000	0.143	.358	0.098	0.143	-0.068	-0.068	.429	1.000	.586			
	Sig. (2-tailed)	0.014	0.742	0.014	0.001	0.435	0.044	0.001	0.435	0.104	0.001	0.742	0.435	0.000	0.507		0.595	0.002	0.014	0.266	0.712	0.712	0.000	0.435	0.044	0.595	0.435	0.712	0.595	0.014	0.000	0.000			
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32		
Q16	Pearson Correlation	0.098	.896	0.098	.455	.878	0.052	.465	.878	0.244	.465	.465	.618	0.289	-0.138	0.098	1	0.157	0.098	.747	.417	-0.077	0.098	.878	0.052	1.000	.878	-0.077	0.244	0.098	0.098	.710			
	Sig. (2-tailed)	0.595	0.000	0.595	0.009	0.000	0.778	0.009	0.000	0.178	0.009	0.008	0.000	0.109	0.450	0.595		0.391	0.595	0.000	0.017	0.674	0.595	0.000	0.778	0.000	0.000	0.674	0.178	0.595	0.595	0.000			
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32		
Q17	Pearson Correlation	0.203	.120	0.203	.395	0.203	.452	.395	.395	.803	.395	.395	.395	0.203	.452	-.103	.527	0.157	1	0.203	-0.103	-0.058	-0.058	.527	0.203	0.157	0.203	-0.058	.360	0.203	.527	.503			
	Sig. (2-tailed)	0.266	0.512	0.266	0.025	0.266	0.009	0.025	0.266	0.000	0.025	0.025	0.266	0.000	0.573	0.753		0.266	0.391	0.266	0.573	0.753	0.753	0.002	0.391	0.266	0.391	0.266	0.360	0.266	0.002	0.003			
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32		
Q18	Pearson Correlation	1.000	0.061	1.000	0.061	0.143	.358	0.061	0.143	0.293	0.061	.429	.618	0.109	0.450	0.595	1	0.098	.527	.429	0.203	-0.068	-0.068	.429	0.143	.878	0.098	0.143	.475	0.293	1.000	.429	.586		
	Sig. (2-tailed)	0.000	0.742	0.000	0.742	0.435	0.044	0.742	0.435	0.104	0.742	0.435	0.044	0.000	0.507	0.712		0.014	0.595	0.266	0.266	0.712	0.712	0.014	0.435	0.000	0.595	0.435	0.006	0.104	0.000	0.014	0.000		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Q19	Pearson Correlation	0.203	.670	0.203	.395	0.203	.527	.395	.527	-.083	.395	.527	-.083	0.203	.527	-.103	.203	0.157	1	0.203	-0.103	-0.058	-0.058	.527	0.203	0.157	0.203	-0.058	.360	0.203	.527	.503			
	Sig. (2-tailed)	0.266	0.000	0.266	0.025	0.266	0.009	0.025	0.266	0.000	0.025	0.266	0.000	0.573	0.753	0.753		0.266	0.391	0.266	0.573	0.753	0.753	0.002	0.391	0.266	0.391	0.266	0.360	0.266	0.002	0.003			
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Q20	Pearson Correlation	-0.068	.374	-0.068	.374	.475	.417	.374	.475	-.046	.374	.374	-.068	0.109	0.450	0.595	1	0.098	.527	.429	0.203	-0.068	-0.068	.429	0.143	.878	0.098	0.143	.475	0.293	1.000	.429	.586		
	Sig. (2-tailed)	0.712	0.035	0.712	0.035	0.006	0.017	0.035	0.006	0.801	0.035	0.035	0.712	0.674	0.753	0.712		0.017	0.595	0.266	0.266	0.712	0.712	0.014	0.435	0.000	0.595	0.435	0.006	0.104	0.000	0.014	0.000		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Q21	Pearson Correlation	-0.068	-0.068	-0.068	.417	-0.068	-0.068	.417	-0.068	-0.068	-0.068	.417	-0.068	-0.068	-0.068	-0.068	-0.068	1	0.098	.527	.429	0.203	-0.068	-0.068	.429	0.143	.878	0.098	0.143	.475	0.293	1.000	.429	.586	
	Sig. (2-tailed)	0.712	0.639	0.712	0.639	0.712	0.639	0.712	0.639	0.712	0.639	0.712	0.639	0.712	0.674	0.753	0.712		0.674	0.753	0.712	0.674	0.753	0.712	0.674	0.753	0.712	0.674	0.753	0.712	0.674	0.753	0.712	0.674	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Q22	Pearson Correlation	.429	.061	.429	.545	.143	.358	.545	.143	0.293	.545	.061	0.143	.618	-.122	1.000	0.098	.527	.429	0.203	-0.068	-0.068	1.000	0.143	.358	0.098	0.143	-0.068	-0.068	.429	1.000	.586			
	Sig. (2-tailed)	0.014	0.742	0.014	0.001	0.435	0.044	0.001	0.435	0.104	0.001	0.742	0.435	0.000	0.507	0.712		0.014	0.595	0.002	0.014	0.266	0.712	0.712	0.000	0.435	0.044	0.595	0.435	0.712	0.595	0.014	0.000		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Q23	Pearson Correlation	0.143	.787	0.143	.545	1.000	0.098	.545	1.000	0.293	.545	.545	.714	.358	-.122	0.143	.878	0.203	1	0.098	.878	.417	-0.077	0.098	.878	1.000	0.098	0.143	1.000	-0.068	0.293	0.143	.774		
	Sig. (2-tailed)	0.435	0.000	0.435	0.001	0.000	0.595	0.001	0.000	0.104	0.001	0.000	0.044	0.507	0.435	0.002	0.006	0.712	0.435	0.595	0.000	0.000	0.000	0.712	0.435	0.595	0.000	0.712	0.104	0.435	0.435	0.000			
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Q24	Pearson Correlation	.878	0.014	.878	0.014	0.098	0.289	0.014	0.098	0.244	0.014	0.014	.358	.526	-.138	.358	0.052	0.157	.878	0.157	0.098	.417	-0.077	.358	0.098	1	0.052	0.098	.417	0.244	.358	.491			
	Sig. (2-tailed)	0.000	0.940	0.000	0.940	0.595	0.109	0.940	0.595	0.178	0.940	0.940	0.044	0.002	0.450	0.444	0.778	0.391	0.000	0.391	0.674	0.674	0.044	0.595	0.000	0.000	0.595	0.000	0.178	0.044	0.595	0.044	0.004		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Q25	Pearson Correlation	0.098	.896	0.098	.455	.878	0.052	.465	.878	0.244	.465	.465	.618	0.289	-0.138	0.098	1	0.157	0.098	.747	.417	-0.077	0.098	.878	0.052	1.000	.878	-0.077	0.244	0.098	0.098	.710			
	Sig. (2-tailed)	0.595	0.000	0.595	0.009	0.000	0.778	0.009	0.000	0.178	0.009	0.008	0.000	0.109	0.450	0.595		0.391	0.595	0.000	0.017	0.674	0.595	0.000	0.778	0.000	0.000	0.674	0.178	0.595	0.595	0.000			
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Q26	Pearson Correlation	0.143	.787	0.143	.545	1.000	0.098	.545	1.000	0.293	.545	.545	.714	.358	-.122	0.143	.878	0.203	1	0.098	.878	.417	-0.077	.358	0.098	1	0.052	0.098	.417	0.244	.358	.491			
	Sig. (2-tailed)	0.435	0.000	0.435	0.001	0.000	0.595	0.001	0.000	0.104	0.001	0.000	0.044	0.507	0.435	0.000	0.266	0.435	0.002	0.006	0.712	0.712	0.006	0.712	0.435	0.000	0.595	0.435	0.712	0.595	0.014	0.000			
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Q27	Pearson Correlation	.475	-0.068	.475	-0.068	-0.068	.417	-0.068	-0.068	-0.068	.417	-0.068	-0.068	.417	-0.068	-0.068	-0.068	1	0.098	.527	.429	0.203	-0.068	-0.068	.429	0.143	.878	0.098	0.143	.475	0.293	1.000	.429	.586	
	Sig. (2-tailed)	0.006	0.639	0.006	0.639	0.712	0.017	0.639																											

Appendix 8

Surat Izin Penelitian



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
STKIP PGRI JOMBANG
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

STATUS : TERAKREDITASI : SK.BAN-PT NO: 1262/SK/BAN-PT/AKRED/S/XII/2015

Jalan Patimura III/20, Telp. (0321) 861319 Jombang - 61418

E-mail : pmp@stkipgri-jb.ac.id Website : http://www.stkipgri-jb.net

Nomor : 439/7.088/IP-176/21/IV/2022
 Perihal : Permohonan Ijin Penelitian

21 April 2022

Kepada:

Yth. Kepala Sekolah MI Brawijaya 1 Trowulan

di

Tempat

Sehubungan dengan tugas akhir mahasiswa untuk mengadakan penelitian dan melaporkannya dalam bentuk skripsi, maka mohon perkenan Bapak/Ibu memberikan ijin melakukan penelitian kepada mahasiswa kami:

Nama : SITI RATNA SARI
 NIM : 187077
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : TEACHING ENGLISH TO YOUNG LEARNERS BY USING SONG
 AND GAME IN STUDENTS' LEARNING MOTIVATION

Berkaitan dengan kegiatan tersebut di atas, kami mohon ijin untuk diperkenankan mengambil data demi terlaksananya penelitian. Sebagai bahan pertimbangan, bersama ini kami lampirkan proposal penelitian mahasiswa bersangkutan. Atas ijin dan bantuan Bapak/Ibu, kami menyampaikan terima kasih.



Ketua Prodi
 Pendidikan Bahasa Inggris

Dr. Muh. Fajar, S.S., M.Pd
 NIK. 0104770053

Surat Balasan Izin Penelitian MI Brawijaya Trowulan



YAYASAN PENDIDIKAN ISLAM DAN SOSIAL BRAWIJAYA

“MI BRAWIJAYA I”

NSM : 111235160106 NPSN : 60717320

Alamat : Jl. Jaya Negara No.01 Trowulan Telp. (0321) 492728 Kec. Trowulan Kab. Mojokerto 61362

Email : mibrawijaya106@gmail.com

SURAT KETERANGAN

Nomor : MIS.106/MIBRAW.I/S.Ket/614/V/2022

Sehubungan dengan surat dari Sekolah Tinggi Keguruan dan Ilmu Pendidikan , Nomor: 439/7.088/IP-176/21/IV/2022, hal : Izin mengadakan penelitian tertanggal 21 April 2022, maka Kepala MI Brawijaya I Trowulan dengan ini menerangkan nama mahasiswa di bawah ini :

Nama : SITI RATNA SARI
NIM : 187077
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian di MI Brawijaya I Trowulan pada tanggal 21 April – 13 Mei 2022 guna melengkapi data pada penyusunan Skripsi yang berjudul : **“Teaching English To Young Learners By Using Song And Game In Students’ Learning Motivasion”**

Demikian Surat Keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.



Mojokerto, 13 Mei 2022

Kepala MI Brawijaya I

H. AKHMAD FAUZI AMRULLOH, S.Sos.I

Appendix 9

The Pictures of Pre Test

Experimental Group



Control Group



Appendix 10

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) BAHASA INGGRIS

Nama Sekolah : MI Brawijaya 1 Trowulan
Kelas / Semester : 4/2
Materi : My Dream
Pertemuan : 1 (Experimental Group)
Alokasi waktu : 2x30 menit

A. KOMPETENSI INTI

1. Menerima dan menjalankan perbedaan sesama teman.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.6 Memahami kata, frasa, dan kalimat yang berkaitan dengan <i>My Dream</i> .	3.6.1 Mengetahui kosakata bahasa inggris yang berkaitan dengan <i>My Dream</i> . 3.6.2 Mengidentifikasi hal penting yang terdapat dalam teks bacaan <i>My Dream</i> . 3.6.3 Menganalisis soal tentang <i>My Dream</i> .
4.6 Menyajikan penggunaan kata, frasa, dan kalimat yang tepat tentang <i>My Dream</i> .	4.6.1 Membaca kosakata <i>My Dream</i> dengan tepat. 4.6.2 Mempraktekkan dialog tentang <i>My Dream</i> . 4.6.3 Menyelesaikan soal latihan tentang <i>My Dream</i> .

c. TUJUAN

1. Siswa mampu mengulang kosakata yang di dengar dengan suara lantang.
2. Siswa mampu mengetahui hal penting dalam materi *My Dream*.
3. Siswa mampu mempraktikkan lagu tentang *Jobs/Occupation*.
4. Siswa memiliki motivasi belajar bahasa Inggris dengan menggunakan lagu dan *game*

D. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Siswa belajar dimulai dengan berdo'a. (Religius dan Integritas) 2. Guru bertanya apakah hari ini sudah membantu orang tua, beribadah dan berdo'a. (Karakter dan Life Skills). 3. Guru menanyakan dan memotivasi siswa dalam melakukan pembelajaran hari ini. (Pengalaman belajar dan Variasi Aktivitas) 4. Guru memberikan gambaran tentang manfaat pembelajaran hari ini 5. Guru menuliskan lirik lagu <i>jobs/occupation</i> di papan tulis. 	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Mengamati <ul style="list-style-type: none"> • Siswa mengamati materi penjelasan tentang <i>My Dream</i> yang ada di buku siswa. • Guru menyanyikan lagu tentang <i>jobs/occupation</i>, kemudian siswa menirukan lagu tersebut. (Analysing, Remembering, Understanding) 2. Menanya Siswa menanyakan materi penjelasan yang belum di pahami tentang kosakata yang berkaitan dengan <i>My Dream</i>. (Communication, Analysing, Problem Solving, Evaluating) 3. Menalar Siswa menirukan lagu yang dinyanyikan oleh guru, kemudian siswa mengidentifikasi lirik lagu <i>jobs/occupation</i>. (Communication, Creativity and Innovation, Analysing) 4. Mencoba <ul style="list-style-type: none"> • Guru membagi siswa ke dalam dua kelompok untuk bermain Suit Game. • Siswa bermain <i>game</i> untuk mengingat ulang kosa kata yang berkaitan dengan lirik lagu <i>jobs/occupation</i>. (Mandiri, Critical Thinking and Problem Formulation, Analysing) 5. Mengkomunikasikan 	40 Menit

	Siswa mempraktikkan lagu <i>jobs/occupation</i> bersama kelompok di depan teman-temannya. (Communication, Innovation, Applying, Understanding, Creativity)	
Kegiatan Penutup	1. Guru dan siswa menyanyi bersama. 2. Siswa mengakhiri kegiatan belajar dengan doa. (Religius)	10 Menit

E. MATERI PEMBELAJARAN

My dream

Song : judul lagu "Jobs Song" oleh Deni Kuswati

Game : nama permainan "Suit Game" oleh Ali Mustain

F. TEKNIK PEMBELAJARAN

Using song and game

G. ALAT DAN BAHAN

1. Panduan Buku Siswa dan Guru (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016)
2. YouTube
3. Flash Card
4. Pengalaman Guru dan Siswa

Mengetahui Guru
Bahasa Inggris,

Jombang, 21 April 2022
Peneliti,

.....
NIP.

Siti Ratna Sari
NIM. 187077

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
BAHASA INGGRIS

Nama Sekolah : MI Brawijaya Trowulan
Kelas / Semester : 4/2
Pertemuan : 1 (Control Group)
Alokasi waktu : 2x35 menit

H. KOMPETENSI INTI

5. Menerima dan menjalankan perbedaan sesama teman.
6. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.
7. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
8. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

I. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.7 Memahami kata, frasa, dan kalimat yang berkaitan dengan <i>My Dream</i> .	3.7.1 Mengetahui kosakata bahasa inggris yang berkaitan dengan <i>My Dream</i> . 3.7.2 Mengidentifikasi hal penting yang terdapat dalam teks bacaan <i>My Dream</i> . 3.7.3 Menganalisis soal tentang <i>My Dream</i> .
4.6 Menyajikan penggunaan kata, frasa, dan kalimat yang tepat tentang <i>My Dream</i> .	4.6.3 Membaca kosakata <i>My Dream</i> dengan tepat. 4.6.4 Mempraktekkan dialog tentang <i>My Dream</i> . 4.6.3 Menyelesaikan soal latihan tentang <i>My Dream</i> .

J. TUJUAN

1. Siswa mampu mengulang kosakata yang di dengar dengan suara lantang.
2. Siswa mampu mengetahui hal penting dalam materi *My Dream*.
3. Siswa mampu mempraktikkan lagu tentang *Jobs/Occupation*.
4. Siswa memiliki motivasi belajar bahasa inggris dengan menggunakan lagu dan *game*

K. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	6. Siswa belajar dimulai dengan berdo'a. (Religius dan Integritas) 7. Guru bertanya apakah hari ini sudah membantu orang tua, beribadah dan berdo'a. (Karakter dan Life Skills). 8. Guru menanyakan dan memotivasi siswa dalam melakukan pembelajaran hari ini. (Pengalaman belajar dan Variasi Aktivitas) 9. Guru memberikan gambaran tentang manfaat pembelajaran hari ini 10. Guru menuliskan lirik lagu <i>jobs/occupation</i> di papan tulis.	10 menit
Kegiatan Inti	6. Mengamati <ul style="list-style-type: none"> Siswa mengamati materi penjelasan tentang <i>My Dream</i> yang ada dibuku siswa. Guru menyanyikan lagu tentang <i>jobs/occupation</i>, kemudian siswa menirukan lagu tersebut. (Analysing, Remembering, Understanding) 7. Menanya Siswa menanyakan materi penjelasan yang belum di pahami tentang kosakata yang berkaitan dengan <i>My Dream</i> . (Communication, Analysing, Problem Solving, Evaluating) 8. Menalar Siswa menirukan lagu yang dinyanyikan oleh guru, kemudian siswa mengidentifikasi lirik lagu <i>jobs/occupation</i> . (Communication, Creativity and Innovation, Analysing) 9. Mencoba <ul style="list-style-type: none"> Guru membagi siswa ke dalam dua kelompok untuk bermain Suit Game. Siswa bermain <i>game</i> untuk mengingat ulang kosa kata yang berkaitan dengan lirik lagu <i>jobs/occupation</i>. (Mandiri, Critical Thinking and Problem Formulation, Analysing) 10. Mengkomunikasikan Siswa mempraktikkan lagu <i>jobs/occupation</i> bersama kelompok di depan teman-temannya. (Communication, Innovation, Applying, Understanding, Creativity)	40 Menit
Kegiatan Penutup	3. Guru dan siswa menyanyi bersama. 4. Siswa mengakhiri kegiatan belajar dengan doa. (Religius)	10 Menit

L. MATERI PEMBELAJARAN

My dream

M. TEKNIK PEMBELAJARAN

Teknik Konvensional

N. ALAT DAN BAHAN

1. Panduan Buku Siswa dan Guru (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016)
2. YouTube
3. Flash Card
4. Pengalaman Guru dan Siswa

Mengetahui Guru
Bahasa Inggris,

Jombang, 21 April 2022
Peneliti,

.....
NIP.

Siti Ratna Sari
NIM. 187077

Appendix 11

Song and game for Jobs Material (Treatment Day 1)

Jobs Song

By: Deni Kuswati

The students in the class, the students in the class
Height ho the derry-o the students in the class,

The banker in the bank, the banker in the bank
Height ho the derry-o the banker in the bank,

The teacher in the school, the teacher in the school
Height ho the derry-o the teacher in the school,

The dancer on the stage, the dancer on the stage
Height ho the derry-o the dancer on the stage,

The pilot on the plane, the pilot on the plane
Height ho the derry-o the pilot on the plane,

The farmer on the farm, the farmer on the farm
Height ho the derry-o the farmer on the farm,

The athlete in the field, the athlete in the field
Height ho the derry-o the athlete in the field,

The nurse in the ward, the nurse in the ward
Height ho the derry-o the nurse in the ward,

The Suit Game

By: Ali Mustain

Suit game is an excellent way for students to practice their words easily. Teachers will be easy to help them memorize automatically. It is also great for teachers who want to break up a longer lesson with something more interactive. It's adaptable to almost any language point that you might be focusing on.

How to play:

1. Students are divided into two groups (each group member adjusts the number of student members)
2. The teacher places 6-8 big flash cards on the floor facing each group
3. The teacher asks students to take the right and left positions. Each group forms a long line backwards
4. Students are explained about the rules in the game, the rules are:
 - Students must jump over the big flash card by saying it and interpreting it in a clear voice
 - If each member of the group meets, then they must do a suit. The winner of the suit will continue his jump, while the loser must retreat and be replaced by another member of the group (the change starts from the beginning)
 - Every 5 minutes of the game, the vocabulary placed on the floor will be replaced with another vocabulary. So that students can easily memorize all the vocabulary
 - If one group has reached the finish line, then that group is the winner
5. Students play the game with approximately 15 minutes or there is a group that has won the game

Appendix 12

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) BAHASA INGGRIS

Nama Sekolah : MI Brawijaya 1 Trowulan
 Kelas / Semester : 4/2
 Materi : Food and Drink
 Pertemuan : 2
 (Experimental Group)
 Alokasi waktu : 2x35 menit

A. KOMPETENSI INTI

1. Menerima dan menjalankan perbedaan sesama teman.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. KOMPETENSI DASAR

1. Menanyakan dan menjawab pertanyaan tentang makanan dan minuman.
2. Memesan makanan.
3. Mendeskripsikan rasa secara singkat.

C. INDIKATOR

1. Menanyakan pertanyaan mengenai makanan dan minuman dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.
2. Menjawab pertanyaan tentang makanan dan minuman dengan menggunakan
3. bahasa Inggris dengan ucapan dan lafal yang benar.
4. Memesan makanan dan minuman dengan menggunakan bahasa Inggris dengan ucapan dan lafal yang benar.
5. Menyebutkan rasa makanan dan minuman dengan bahasa Inggris dengan ucapan dan lafal yang benar.

D. TUJUAN

1. Siswa mampu mengulang kosakata yang di dengar dengan suara lantang.
2. Siswa mampu mengetahui hal penting dalam materi *Food and Drink*.
3. Siswa mampu mempraktikkan lagu tentang *Food and Drink*.
4. Siswa memiliki motivasi belajar bahasa Inggris dengan menggunakan lagu dan permainan

E. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Siswa belajar dimulai dengan berdo'a. (Religius dan Integritas) 2. Guru bertanya apakah hari ini sudah membantu orang tua, beribadah dan berdo'a. (Karakter dan Life Skills). 3. Guru menanyakan dan memotivasi siswa dalam melakukan pembelajaran hari ini. (Pengalaman belajar dan Variasi Aktivitas) 4. Guru memberikan gambaran tentang manfaat pembelajaran hari ini 5. Guru menuliskan lirik lagu <i>jobs/occupation</i> di papan tulis. 	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Mengamati <ul style="list-style-type: none"> • Siswa mengamati materi penjelasan tentang <i>My Dream</i> yang ada dibuku siswa. • Guru menyanyikan lagu tentang <i>jobs/occupation</i>, kemudian siswa menirukan lagu tersebut. (Analysing, Remembering, Understanding) 2. Menanya Siswa menanyakan materi penjelasan yang belum di pahami tentang kosakata yang berkaitan dengan <i>My Dream</i>. (Communication, Analysing, Problem Solving, Evaluating) 3. Menalar Siswa menirukan lagu yang dinyanyikan oleh guru, kemudian siswa mengidentifikasi lirik lagu <i>jobs/occupation</i>. (Communication, Creativity and Innovation, Analysing) 4. Mencoba <ul style="list-style-type: none"> • Guru membagi siswa ke dalam dua kelompok untuk bermain Suit Game. • Siswa bermain <i>game</i> untuk mengingat ulang kosa kata yang berkaitan dengan lirik lagu <i>jobs/occupation</i>. (Mandiri, Critical Thinking and Problem Formulation, Analysing) 5. Mengkomunikasikan Siswa mempraktikkan lagu <i>jobs/occupation</i> bersama kelompok di depan teman-temannya. (Communication, Innovation, Applying, Understanding, Creativity) 	40 Menit
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru dan siswa menyanyi bersama. 2. Siswa mengakhiri kegiatan belajar dengan doa. 	10 Menit

	<i>(Religius)</i>	
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F. MATERI PEMBELAJARAN

Food and Drink

Song : judul lagu "Jobs Song" oleh Deni Kuswati

Game : nama permainan "Suit Game" oleh Ali Mustain

G. TEKNIK PEMBELAJARAN

Using song and game

H. ALAT DAN BAHAN

1. Panduan Buku Siswa dan Guru (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016)
2. YouTube
3. Flash Card
4. Pengalaman Guru dan Siswa

Mengetahui Guru
Bahasa Inggris,

Jombang, 13 Mei 2022
Peneliti,

.....
NIP.

Siti Ratna Sari
NIM. 187077

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
BAHASA INGGRIS

Nama Sekolah : MI Brawijaya 1 Trowulan
Kelas / Semester : 4/2
Materi : Food and Drink
Pertemuan : 2 (Control Group)
Alokasi waktu : 2x30 menit

I. KOMPETENSI INTI

5. Menerima dan menjalankan perbedaan sesama teman.
6. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.
7. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
8. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

J. KOMPETENSI DASAR

1. Menanyakan dan menjawab pertanyaan tentang makanan dan minuman.
2. Memesan makanan.
3. Mendeskripsikan rasa secara singkat.

K. INDIKATOR

1. Menanyakan pertanyaan mengenai makanan dan minuman dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.
2. Menjawab pertanyaan tentang makanan dan minuman dengan menggunakan bahasa Inggris dengan ucapan dan lafal yang benar.
3. Memesan makanan dan minuman dengan menggunakan bahasa Inggris dengan ucapan dan lafal yang benar.
4. Menyebutkan rasa makanan dan minuman dengan bahasa Inggris dengan ucapan dan lafal yang benar.

L. TUJUAN

1. Siswa mampu mengulang kosakata yang di dengar dengan suara lantang.
2. Siswa mampu mengetahui hal penting dalam materi *Food and Drink*.
3. Siswa mampu mempraktikkan lagu tentang *Food and Drink*.
4. Siswa memiliki motivasi belajar bahasa inggris dengan menggunakan lagu dan permainan

M. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	6. Siswa belajar dimulai dengan berdo'a. (Religius dan Integritas) 7. Guru bertanya apakah hari ini sudah membantu orang tua, beribadah dan berdo'a. (Karakter dan Life Skills). 8. Guru menanyakan dan memotivasi siswa dalam melakukan pembelajaran hari ini. (Pengalaman belajar dan Variasi Aktivitas) 9. Guru memberikan gambaran tentang manfaat pembelajaran hari ini 10. Guru menuliskan lirik lagu <i>jobs/occupation</i> di papan tulis.	10 menit
Kegiatan Inti	6. Mengamati <ul style="list-style-type: none"> • Siswa mengamati materi penjelasan tentang <i>My Dream</i> yang ada dibuku siswa. • Guru menyanyikan lagu tentang <i>jobs/occupation</i>, kemudian siswa menirukan lagu tersebut. (Analysing, Remembering, Understanding) 7. Menanya Siswa menanyakan materi penjelasan yang belum di pahami tentang kosakata yang berkaitan dengan <i>My Dream</i> . (Communication, Analysing, Problem Solving, Evaluating) 8. Menalar Siswa menirukan lagu yang dinyanyikan oleh guru, kemudian siswa mengidentifikasi lirik lagu <i>jobs/occupation</i> . (Communication, Creativity and Innovation, Analysing) 9. Mencoba <ul style="list-style-type: none"> • Guru membagi siswa ke dalam dua kelompok untuk bermain Suit Game. • Siswa bermain <i>game</i> untuk mengingat ulang kosa kata yang berkaitan dengan lirik lagu <i>jobs/occupation</i>. (Mandiri, Critical Thinking and Problem Formulation, Analysing) 10. Mengkomunikasikan Siswa mempraktikkan lagu <i>jobs/occupation</i> bersama kelompok di depan teman-temannya. (Communication, Innovation, Applying, Understanding, Creativity)	40 Menit
Kegiatan Penutup	3. Guru dan siswa menyanyi bersama. 4. Siswa mengakhiri kegiatan belajar dengan doa. (Religius)	10 Menit

N. MATERI PEMBELAJARAN

Food and Drink

O. TEKNIK PEMBELAJARAN

Teknik Konvensional

P. ALAT DAN BAHAN

1. Panduan Buku Siswa dan Guru (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016)
2. YouTube
3. Flash Card
4. Pengalaman Guru dan Siswa

Mengetahui Guru
Bahasa Inggris,

Jombang, 13 Mei 2022
Peneliti,

.....
NIP.

Siti Ratna Sari
NIM. 187077

Appendix 13

Song and Game for Eat and Drink Material (Treatment Day 2)

Eat and Drink all Day Long

By: Vietnam Channel

Eat, eat, drink, drink, all day long.

Eat, eat, drink, drink, all day long.

I eat and drink and I sing this song,

Eat and drink all day long.

Bread and butter, ice cream and cake.

Burgers and fries and a big milkshake.

Fruit and vegetables, carrots and peas.

Chocolate cookies and a cup of tea.

Eat, eat, drink, drink, all day long.

Eat, eat, drink, drink, all day long.

I eat and drink and I sing this song,

Eat and drink all day long.

A cheese sandwich, potatoes and meat

Soup and salad and something sweet

Eggs and sausages, fish and rice

A bottle of juice with pizza is nice

Eat, eat, drink, drink, all day long.

Eat, eat, drink, drink, all day long.

I eat and drink and I sing this song,

Eat and drink all day long.

The Mime

By: Emma Lander

Miming is an excellent way for students to practice their tenses and their verbs. It's also great for teachers with minimal resources or planning time, or teachers who want to break up a longer lesson with something more interactive. It's adaptable to almost any language point that you might be focusing on. To keep them engaged, relate what they will be miming to your groups' personal interests as best as possible.

How to Play:

1. Before the class, write out some actions - like I eat an apple - and put them in a plate.
2. Split the class into two teams.
3. Bring one student from each team to the front of the class and one of them choose an action from the bag.
4. Have both students mime the action to their team.
5. The first team to shout the correct answer wins a point.
6. Repeat this until all students have mimed at least one action.

Appendix 14

THE PICTURES OF TREATMENT

Experimental Group (Day 1)



Experimental Group (Day 2)



Control Group (Day 1)



Control Group (Day 2)



Appendix 15

The Pictures of Post Test

Experimental Group



Control Group



Appendix 16

**The Results of Pre-Test
Experimental Group**

KELAS EKSPERIMENTAL																									
Nama	Asal Sekolah	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	TOTAL
STUDENT 1	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	3	3	3	2	3	2	3	3	2	2	2	3	3	4	3	2	3	3	2	61
STUDENT 2	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	2	2	3	3	3	55
STUDENT 3	MI BRAWIJAYA 1 TROWULAN	2	3	3	2	3	3	3	3	3	2	2	2	3	3	3	2	3	3	2	2	3	2	3	60
STUDENT 4	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	2	2	3	2	2	3	3	3	2	3	2	2	3	3	3	2	3	2	3	58
STUDENT 5	MI BRAWIJAYA 1 TROWULAN	3	3	3	2	2	3	2	3	2	3	2	3	3	3	2	3	3	2	3	3	2	3	4	62
STUDENT 6	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	2	3	2	2	2	3	2	2	3	3	3	2	3	3	3	2	3	2	3	58
STUDENT 7	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	3	3	3	2	3	2	3	2	2	3	4	2	3	2	3	3	2	2	60
STUDENT 8	MI BRAWIJAYA 1 TROWULAN	3	2	3	2	3	2	2	3	3	3	2	3	3	3	2	3	2	3	2	3	3	3	2	60
STUDENT 9	MI BRAWIJAYA 1 TROWULAN	2	3	3	2	3	4	2	2	4	3	3	2	3	3	4	3	4	2	3	3	2	3	3	66
STUDENT 10	MI BRAWIJAYA 1 TROWULAN	2	3	3	2	2	3	2	3	2	3	2	3	2	2	3	2	2	3	2	2	3	2	3	56
STUDENT 11	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	2	3	2	3	2	3	3	2	2	3	3	3	2	3	3	2	3	2	61
STUDENT 12	MI BRAWIJAYA 1 TROWULAN	3	2	4	3	3	2	4	2	2	3	3	2	3	3	3	4	3	3	3	3	2	3	3	66
STUDENT 13	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	2	3	2	3	2	3	2	2	2	2	3	3	2	4	2	2	3	3	3	58
STUDENT 14	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	3	2	3	2	2	3	3	2	3	3	2	3	2	3	2	3	3	2	3	59
STUDENT 15	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	2	3	3	2	3	2	3	3	3	2	4	2	3	2	2	3	3	4	62
STUDENT 16	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	2	3	2	2	3	2	2	3	3	2	3	3	2	3	3	2	2	3	60
STUDENT 17	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	2	2	3	2	3	2	3	2	2	3	4	2	2	3	2	2	3	3	59
STUDENT 18	MI BRAWIJAYA 1 TROWULAN	3	3	3	2	3	3	3	2	3	2	3	3	2	2	3	2	3	3	3	3	2	2	3	61
STUDENT 19	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	3	2	2	3	2	2	3	2	3	3	2	3	2	4	3	2	3	3	2	59
STUDENT 20	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	3	3	3	3	3	3	2	3	2	2	3	4	2	3	3	3	2	3	2	62
STUDENT 21	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	2	3	2	2	3	3	3	2	2	2	3	2	3	3	2	3	3	2	3	58
STUDENT 22	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	3	2	3	2	3	2	3	3	3	2	4	3	3	2	2	3	2	3	62
STUDENT 23	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	2	2	3	3	3	3	3	3	2	2	2	4	3	3	4	3	3	2	2	64
STUDENT 24	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	3	2	3	3	2	2	3	2	2	3	4	3	3	2	2	3	2	3	61
STUDENT 25	MI BRAWIJAYA 1 TROWULAN	2	3	3	3	2	3	3	2	3	3	2	2	2	2	3	3	3	2	3	2	3	3	3	60
STUDENT 26	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	2	2	3	2	2	3	2	3	2	2	3	3	2	3	4	3	2	3	2	59
STUDENT 27	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	2	3	3	2	2	3	2	3	3	2	3	3	2	2	1	3	3	3	60
STUDENT 28	MI BRAWIJAYA 1 TROWULAN	2	3	2	3	3	3	3	3	2	3	3	2	3	3	2	3	4	2	3	2	3	3	3	63
STUDENT 29	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	3	3	3	3	2	2	3	2	2	3	3	2	2	3	3	3	2	2	61
STUDENT 30	MI BRAWIJAYA 1 TROWULAN	2	2	3	3	2	2	3	2	3	2	3	2	3	3	2	3	3	2	2	3	3	2	3	58
STUDENT 31	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	2	3	3	2	4	2	2	3	3	2	3	3	2	4	2	3	3	3	62
STUDENT 32	MI BRAWIJAYA 1 TROWULAN	2	3	2	3	3	2	2	3	2	3	2	2	2	2	3	3	4	2	2	2	3	3	4	59

Control Group

KELAS KONTROL																									
Nama	Asal Sekolah	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	TOTAL
STUDENT 1	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	2	3	3	2	4	2	2	3	3	2	3	3	2	4	2	3	3	3	62
STUDENT 2	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	2	2	3	2	3	2	3	2	2	3	4	2	2	3	2	2	3	3	59
STUDENT 3	MI BRAWIJAYA 1 TROWULAN	2	3	3	3	2	3	3	2	3	3	2	2	2	2	3	3	3	2	3	2	3	3	3	60
STUDENT 4	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	2	3	2	2	2	3	2	2	3	3	3	2	3	3	3	2	3	2	3	58
STUDENT 5	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	3	3	3	3	3	3	2	3	2	2	3	4	2	3	3	3	2	3	2	62
STUDENT 6	MI BRAWIJAYA 1 TROWULAN	2	3	3	2	3	4	2	2	4	3	3	2	3	3	4	3	4	2	3	3	2	3	3	66
STUDENT 7	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	3	2	3	3	2	2	3	2	2	3	4	3	3	2	2	3	2	3	61
STUDENT 8	MI BRAWIJAYA 1 TROWULAN	3	2	3	2	3	2	2	3	3	3	2	3	3	3	2	3	2	3	2	3	3	3	2	60
STUDENT 9	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	2	3	2	2	3	3	3	2	2	2	3	2	3	3	2	3	3	2	3	58
STUDENT 10	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	2	3	3	2	2	3	2	3	3	2	3	3	2	2	1	3	3	3	60
STUDENT 11	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	2	3	3	3	3	3	2	3	2	2	4	2	3	4	3	3	2	2	2	62
STUDENT 12	MI BRAWIJAYA 1 TROWULAN	3	2	4	3	3	2	4	2	3	3	3	2	3	3	3	4	3	3	3	3	2	3	3	67
STUDENT 13	MI BRAWIJAYA 1 TROWULAN	2	2	3	3	2	2	3	2	3	2	3	2	3	3	2	3	3	2	2	3	3	2	3	58
STUDENT 14	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	2	2	3	2	2	3	3	3	2	3	2	2	3	3	3	2	3	2	2	57
STUDENT 15	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	2	2	3	2	2	3	2	3	2	2	3	3	2	3	4	3	2	3	2	59
STUDENT 16	MI BRAWIJAYA 1 TROWULAN	2	3	3	2	2	3	3	2	3	2	3	2	2	2	3	3	2	3	2	2	3	3	3	58
STUDENT 17	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	3	3	3	2	3	2	3	3	2	2	2	3	3	4	3	2	3	3	2	61
STUDENT 18	MI BRAWIJAYA 1 TROWULAN	3	3	3	2	3	3	3	3	3	2	2	2	3	3	3	2	3	3	2	2	3	2	3	61
STUDENT 19	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	3	2	3	2	3	2	3	3	3	2	4	3	3	2	2	3	2	3	62
STUDENT 20	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	3	2	3	2	2	3	3	2	3	3	2	2	2	3	2	3	3	2	3	58
STUDENT 21	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	2	3	2	3	2	3	2	2	2	2	3	3	2	4	2	2	3	3	3	58
STUDENT 22	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	2	3	2	3	2	3	3	2	2	3	3	3	2	3	3	2	3	2	61
STUDENT 23	MI BRAWIJAYA 1 TROWULAN	2	3	3	2	2	3	2	3	2	3	2	3	2	2	3	2	2	3	2	2	3	2	3	56
STUDENT 24	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	2	3	3	2	3	2	3	3	3	2	4	2	3	2	2	3	3	4	62
STUDENT 25	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	2	3	2	2	3	2	2	3	3	2	3	3	2	3	3	2	2	3	60
STUDENT 26	MI BRAWIJAYA 1 TROWULAN	2	3	2	3	3	3	3	2	3	2	3	3	2	2	3	2	3	3	3	2	3	3	3	61
STUDENT 27	MI BRAWIJAYA 1 TROWULAN	2	3	2	3	3	2	2	3	2	3	2	2	2	2	3	3	4	2	2	2	3	3	4	59
STUDENT 28	MI BRAWIJAYA 1 TROWULAN	3	3	3	2	2	3	2	3	2	3	2	3	3	3	2	3	3	2	3	3	2	3	4	62
STUDENT 29	MI BRAWIJAYA 1 TROWULAN	3	3	3	2	3	3	3	2	3	2	3	3	2	2	3	2	3	3	3	3	2	2	3	61
STUDENT 30	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	3	2	2	3	2	2	3	2	3	3	2	3	2	4	3	2	3	3	2	59
STUDENT 31	MI BRAWIJAYA 1 TROWULAN	2	3	2	3	3	3	3	3	2	3	3	2	3	3	2	3	4	2	3	2	3	3	3	63
STUDENT 32	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	3	3	3	2	3	2	3	2	2	3	4	2	3	2	3	3	2	2	60

Appendix 17

The Result of Post-Test Experimental Group

KELAS EKSPERIMENTAL																									
Nama	Asal Sekolah	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	TOTAL
STUDENT 1	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
STUDENT 2	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	91
STUDENT 3	MI BRAWIJAYA 1 TROWULAN	4	4	3	4	4	4	4	3	4	4	4	3	4	4	3	4	4	4	4	3	4	4	4	87
STUDENT 4	MI BRAWIJAYA 1 TROWULAN	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	87
STUDENT 5	MI BRAWIJAYA 1 TROWULAN	4	4	4	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	81
STUDENT 6	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
STUDENT 7	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	89
STUDENT 8	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	91
STUDENT 9	MI BRAWIJAYA 1 TROWULAN	4	4	3	4	3	4	3	4	4	4	4	3	3	4	4	4	3	4	3	4	4	4	4	85
STUDENT 10	MI BRAWIJAYA 1 TROWULAN	4	4	4	3	3	3	4	4	3	4	4	3	4	3	3	4	3	3	4	3	3	4	4	81
STUDENT 11	MI BRAWIJAYA 1 TROWULAN	4	4	4	3	4	3	3	3	4	3	4	3	3	3	3	4	3	3	4	4	4	3	4	80
STUDENT 12	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
STUDENT 13	MI BRAWIJAYA 1 TROWULAN	4	4	4	3	3	3	4	4	3	3	3	4	4	3	3	3	3	4	4	4	4	3	3	80
STUDENT 14	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
STUDENT 15	MI BRAWIJAYA 1 TROWULAN	4	4	4	3	3	4	4	4	4	4	4	3	3	3	4	4	3	3	4	4	4	3	3	83
STUDENT 16	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
STUDENT 17	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	3	3	4	4	4	3	4	3	3	4	3	3	3	3	3	3	3	4	4	80
STUDENT 18	MI BRAWIJAYA 1 TROWULAN	4	4	4	3	3	4	4	3	3	4	3	4	4	4	3	4	4	3	3	3	4	3	3	81
STUDENT 19	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
STUDENT 20	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	90
STUDENT 21	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	90
STUDENT 22	MI BRAWIJAYA 1 TROWULAN	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	89
STUDENT 23	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	3	3	4	3	4	3	3	4	4	3	3	3	4	4	4	3	4	3	3	81
STUDENT 24	MI BRAWIJAYA 1 TROWULAN	4	4	3	3	3	4	3	4	3	3	4	4	4	4	3	4	3	4	3	4	3	4	3	81
STUDENT 25	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	3	3	3	4	4	3	4	3	3	4	4	3	3	4	4	4	3	3	82
STUDENT 26	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
STUDENT 27	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	3	3	3	4	3	4	4	4	3	3	3	4	3	84	
STUDENT 28	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	90
STUDENT 29	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	3	3	4	3	4	3	4	3	4	3	4	4	4	4	87
STUDENT 30	MI BRAWIJAYA 1 TROWULAN	4	3	4	3	4	4	4	4	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	83
STUDENT 31	MI BRAWIJAYA 1 TROWULAN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
STUDENT 32	MI BRAWIJAYA 1 TROWULAN	4	4	3	4	4	3	4	3	4	4	4	3	4	4	3	4	3	4	3	3	3	4	3	82

Control Group

KELAS KONTROL																									
Nama	Asal Sekolah	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	TOTAL
STUDENT 1	MI BRAWIJAYA 1 TROWULAN	3	2	3	2	3	3	2	3	2	3	2	3	3	2	3	3	2	3	3	3	2	3	2	60
STUDENT 2	MI BRAWIJAYA 1 TROWULAN	2	3	2	3	3	3	3	2	3	2	3	3	2	2	3	2	3	3	3	2	3	3	3	61
STUDENT 3	MI BRAWIJAYA 1 TROWULAN	2	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	2	64
STUDENT 4	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	2	3	2	3	3	3	2	3	2	2	3	2	3	3	3	3	2	2	2	59
STUDENT 5	MI BRAWIJAYA 1 TROWULAN	2	3	2	3	3	3	3	3	2	3	3	2	3	3	2	3	4	2	3	2	3	3	3	63
STUDENT 6	MI BRAWIJAYA 1 TROWULAN	3	3	4	3	3	2	4	2	3	3	3	2	3	3	3	4	3	3	3	3	2	3	3	68
STUDENT 7	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	69
STUDENT 8	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	2	3	2	2	3	2	2	3	3	2	3	3	2	3	3	2	2	3	60
STUDENT 9	MI BRAWIJAYA 1 TROWULAN	2	3	3	2	2	3	2	3	2	3	2	3	2	2	3	2	2	3	2	2	3	2	3	56
STUDENT 10	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	2	2	4	4	3	2	3	3	2	4	3	4	3	3	3	2	3	3	66
STUDENT 11	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	3	2	3	2	3	2	3	3	3	2	3	3	3	2	2	3	2	3	61
STUDENT 12	MI BRAWIJAYA 1 TROWULAN	3	3	3	4	2	3	3	2	3	3	2	3	3	2	3	3	3	2	3	2	3	3	3	64
STUDENT 13	MI BRAWIJAYA 1 TROWULAN	2	3	3	3	2	3	3	2	3	3	2	2	2	2	3	3	3	2	3	2	3	3	3	60
STUDENT 14	MI BRAWIJAYA 1 TROWULAN	3	3	3	2	3	3	3	3	3	4	3	3	3	2	3	2	3	3	3	3	2	3	2	65
STUDENT 15	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	2	2	3	2	2	3	2	3	2	2	3	3	2	3	4	3	2	3	2	59
STUDENT 16	MI BRAWIJAYA 1 TROWULAN	2	3	3	3	2	3	3	2	3	3	4	3	2	4	3	3	3	3	4	2	4	3	4	69
STUDENT 17	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	3	3	2	2	3	3	2	3	3	2	3	4	2	3	2	3	3	3	63
STUDENT 18	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3	4	2	3	2	3	3	3	63
STUDENT 19	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	3	3	3	3	3	2	3	3	2	3	4	3	3	3	3	2	3	2	65
STUDENT 20	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	2	3	2	2	3	2	2	3	3	2	3	3	2	3	3	2	2	3	60
STUDENT 21	MI BRAWIJAYA 1 TROWULAN	3	2	2	3	3	2	2	3	2	2	3	2	3	3	2	3	2	4	3	2	3	3	2	59
STUDENT 22	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	2	2	3	2	2	3	3	3	2	3	2	2	3	3	3	2	3	2	2	58
STUDENT 23	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	2	3	2	2	3	3	3	2	2	2	3	2	3	3	2	3	3	2	3	58
STUDENT 24	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	2	3	3	2	4	2	2	3	3	2	3	3	2	4	2	3	3	3	62
STUDENT 25	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	3	3	3	2	3	2	3	2	2	3	4	2	3	2	3	3	2	2	60
STUDENT 26	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	2	3	3	2	3	2	3	3	3	2	4	2	3	2	2	3	3	4	62
STUDENT 27	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	2	2	3	2	3	2	3	3	2	3	3	2	2	2	3	3	3	2	59
STUDENT 28	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	2	2	3	3	3	3	2	3	3	2	3	2	3	3	3	3	4	3	3	65
STUDENT 29	MI BRAWIJAYA 1 TROWULAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	69
STUDENT 30	MI BRAWIJAYA 1 TROWULAN	3	3	2	3	3	3	2	3	3	2	2	3	2	2	3	4	3	3	2	2	3	2	3	61
STUDENT 31	MI BRAWIJAYA 1 TROWULAN	3	2	4	3	3	2	4	2	3	3	3	2	3	3	3	4	3	3	3	3	2	3	3	67
STUDENT 32	MI BRAWIJAYA 1 TROWULAN	3	3	2	2	3	2	3	2	3	3	2	3	3	3	2	3	2	3	2	3	3	3	2	60

Appendix 18

NO	HARI/TGL	MATERI BIMBINGAN YANG DIAJUKAN	TANDA TANGAN
1.	23-9-2021	Konsep Skripsi / pengajuan judul	
2.	28-9-2021	Pembahasan Judul	
3.	1-10-2021	Chapter 1 (Background)	
4.	3-10-2021	Previous study (untuk mencari gap)	
5.	7-10-2021	Background	
6.	14-10-2021	Background dan research problem	
7.	9-11-2021	Mengganti konsep dan judul skripsi	
8.	30-11-2021	previous study, judul, gap, dan background	
9.	5-1-2022	Theory of motivation	
10.	7-1-2022	Bab 2, mencari set-olah untuk try out instrumen.	
11.	10-1-2022	Chapter 2, metodologi penelitian	

SENYATAKAN LAYAK DIUJI
DOSEN PEMBIMBING

(AFI NI'AMAH, M.Pd)

JOMBANG, 15-06-2022
MAHASISWA

(SITI RATNA SARI)

Appendix 19**LETTER OF AUTHENTICITY OF THESIS**

I, the undersigned:

Name : Siti Ratna Sari

NIM : 187077

Department : English Language Teaching Department

declare that this self-written thesis is my original work, and it is not the result of any kind of plagiarism.

If one day it is proved that this thesis is the result of plagiarism, then I am willing to accept penalty of the act depends on the valid conditions.

Jombang, July 10th 2022

Statement maker

Siti Ratna Sari

Appendix 20**BIOGRAPHY**

Siti Ratna Sari was born in Jombang, East Java on June 18th 1999. She graduated her primary school at MI Mamba'ul Ulum Murukan in 2011. She continued her study at SMPN 3 Mojoagung and graduated in 2014. She graduated her study at SMKN Mojoagung in 2017. Then, she decided to continue her study at STKIP PGRI Jombang where it started from 2018 in English Education Department. She was activist in Indonesian Moslem

Student Movement or Pergerakan Mahasiswa Islam Indonesia (PMII) Komisariat Pattimura STKIP-STIE PGRI Jombang. She also became the leader in 2019/2020. Now, she is secretary in the Women of Indonesian Moslem Student Movement in district Jombang. In addition, she is teacher in Islamic senior high school. Beside teaching, she is also journalist in one of media in Jombang, namely NU Online Jombang. Not only being journalist, she is the secretary of NU Online Jombang.