

APPENDIX I

INTERVIEW WORKSHEET

A. Questions.

1. Is it easier for students to find new vocabularies? Please give your explanation!
2. Are students faster to remember vocabulary and it take a long time to forget? Please give your explanation.
3. What are the advantages of using lyric in this technique?
4. What are the advantages for students when teacher used Hip Hop Song to teach vocabulary?
5. What are the advantages for children to do the activities what teacher said in this extracurricular?
6. Is through this method teaching Vocabulary Using Hip Hop Song Brings the culture alive? And what kinds of culture?

B. Answers.

1.
2.
3.
4.
5.
6.

APPENDIX II

CHECK LIST

No	Question	Answer	
		Yes	No
1.	Does song give motivation to students?	√	-
2.	Are students Happy and confidence sang their own lyric?	√	-
3.	Can students able to sing Hip Hop with a good pronunciation?	√	-
4.	Can students able to remember vocabulary/lyric faster and take a long time to forget it?	√	-
5.	Is the Hip Hop Music used in teaching improving students' vocabulary?	√	-
7.	Are students more active, creative and imaginative when the teacher used Hip Hop Song technique?	√	-

APPENDIX III

TRANSCRIBING

A. Preparation

In this extracurricular actually starts at 09.00 a.m. but the teacher started at around 09.30 a.m. It was caused by just a few of students who had attended in the class and there are many of those students who had not attended still played outside the class. Then, the teacher prepared the tools for teaching such as mike wireless, laptop, sound system, wire etc. After that, the teacher chose hip hop music as back sound in teaching to attract the attention of students.

B. Opening

The opening of the study is when the teacher gave *salam* to the students and wrote warming up lyric of Hip Hop song.

“ I **Saw Sussie Sitting** in the **Shoe Shine Shop**”

“ **Peter Piper Pick** a **Pack of Picked Peppers**”.

A **Peck of Picked Peppers Peter Piper Picked**”.

After that, the teacher gave a paper to the students and asked them to write down the lyric in front of the class what they had already knew, the students were asked by the teacher to make their own lyric. In this case, how the way they write lyric and the rule they write it and sing it is already taught by the teacher since

they were in the second grade. A few minutes later, one of the students asked the teacher about what the teacher wrote in the white board because a few of those lyrics had been erased. After that, the teacher explained and asked the students about the meaning of each word.

Teacher: You know sitting

Students: *Duduk*

T : yes

In addition, while the teacher explained the meaning of each word, the teacher sang the lyric and explained how the students had to sing it or read it. Then the teacher repeated the pronunciation of each difficult word.

E.g.

T : “in the Shoe Shine Shop”

“Open your mouth “Sha” (While explaining how to teach also singing the lyric with stress each word) I-saw-Sussie-sitting-in the-shoe shine shop shop shop shop (repeatedly). (Some of the students following teacher to sing and some of them stand up and didn’t do anything).

Then, the teacher gave an example of a song to students. After that, the teacher mentioned some of their students’ names and made them be a rival in the next battle (here the students already know about the battle).

T : Maya versus Keyla, you and Eva (it was continuing until the last students already attended in the class. Then, the teacher gave some papers to the students).

In addition, the teacher wrote another warming up in the white board.

T : Ok don't forget, B-P-L-R-T. B-P-L-R-T hei, B-P-L-R-T what. Pakek *shout* ya, pakek shout. Boleh yo yo yo yo. Then, the teacher gave an example to sing the first warming up in the little bit fast tempo. (In this case some of the students listened and repeated what the teacher was saying some of them were walking around and were writing the lyric)

T : “ I **S**aw **S**ussie **S**itting in the **S**hoe **S**hine **S**hop”

“ **P**eter **P**iper **P**ick a **P**ack of **P**icked **P**eppers”.

“A **P**eck of **P**icked **P**eppers **P**eter **P**iper **P**icked”.

Here, the teacher explained how to pronounce “P” in the second start at Peter Piper until Piper pecked. Then, the students asked about “theme” in writing their own lyric. Then, the teacher gave a theme “Study”.

Students: *Temanya apa pak?*

Teacher: Study. What do you know about study?.

Students: Student, studying

Teacher: Study about student, me (point teacher itself).

Students: teacher.

Teacher: and then, all this (while point a hole class)

School: Classroom

C. Main teaching

Then, the teacher turned around to check the work of students while they were singing. After that, the teacher explained to the students about the rules of the battle. The first lyric that used in battle is “ I **Saw Sussie Sitting** in the **Shoe Shine Shop**”

After that, when the teacher said stop to the first student at “A” group the “B” group had to continue it with the next lyric:

“**Peter Piper Pick a Pack of Picked Peppers**”.

“**A Peck of Picked Peppers Peter Piper Picked**”.

While they were listening what the teacher was saying, the students wrote their own lyric for battle. The hip hop music was stopped at a few minutes after that, the teacher changed the Hip Hop music and back to the first hip hop music. Sometimes, the students showed their lyric and ask the opinion of teacher and asked to the teacher to correct it. Then, the teacher also sometimes sang the first warming up while the teacher was turning around to check what was students writing. In this case, some of the students brought food, snack, and ice in the classroom and ate it while they were writing their lyric. Some of the boys came in

the classroom when the teaching learning process had been happened a few minutes ago. When the boys came in the classroom, the teacher gave the boys paper to write the lyric.

In this case, the teacher let the students whether they wrote their own lyric use Indonesian or English or mix both of them and all of the students had been knew it so without the teacher asked them, they already write their own lyric. The teacher also let them to sit in everywhere that they like which made the students felt comfortable. Here, the teacher gave an explanation to the students about the lyric which contains 8 bars. One of the boys told to the teacher about the boy's experiences and the teacher listened to the boys. After that, the teacher came to explain to students about the rules to make lyric while the teacher turned around. The teacher let the students to do it spontaneously when the students do the battle rap. After that one of the boys is asked a question to the teacher.

Student: *Pak, pak boleh lebih 8 bar pak?*

Teacher: *Boleh lebih dari 8 bar, tapi segini adaapa? kayak kemarin*

"kamu pakai jilbab", "suka makan kebab" nana nana..naana

(teacher forget the next lyric)

Students: *aku ada yang baru pak.*

T : ok, (while write word night in front of the class) *na.. nanti boleh tambah kalau pakai inggris night sama dengan apa yang belakang yang sama dengan night. Ini apa kata yang lain?*

Student: fight, fight.

Teacher: fight *ada lagi gak?*

Student: Right, right

Teacher: right very good Abby. Abby point two.

Student: *oke..*

Teacher: Night, fight right. I saw you fight, in the night, this is my right
(While singing).(there is any students who shout to teacher try to
get attention)

Student: white,white.

Teacher: White, Wooow (while teacher were writing on the white board,
students argue about something). *Jadi satu bar ya.* One bar.

Teacher: are you finishing write down this one?

After that, the teacher wrote another word on the white board.

Teacher: cat, cat.

Students: cat

Teacher: *ya...*, cat, at, at.

Students: hat,

Teacher: hat

Student: fat, flat

Teacher: *ya...*, fat. Flat

One of the students whispered to the teacher asked the teacher's opinion and the teacher gave an explanation to her and to the whole class.

Teacher: *salah , bisa, apa. hey katanya kyla belakangnya H tapi bisa juga saja, apa, itu sama bunyinya. Atau bisa saja masalah.*

Students: *masalah buat loh, masalah buat loh.*

Teacher: *ini bisa jadi one bar* (while pointed the words that have the end of sounds cat, fat e.t.c and singing). I saw cat, it's so fat, gendut (while show what like fat). The butt, the tummy so fat, hehehe his wear a hat, la. (While the students were saying it loud to the teacher and asked about the teacher opinions or just want to get attention). *Ada lagi, baik ik,ik* (because it seemed like difficult, the teacher erased it and asked the students opinion (some of the students is paying attention to the teacher but, some of them is turn around). (After that, the teacher got idea).

teacher said: book, ook.

Students: facebook

Teacher: *ya ini* book facebook. Hook. Hook.

Students: look, look.

Teacher: look (while the teacher were writing and were receiving the girl's paper, who asked to correcting the lyric the teacher gave an explanation to the students).

Some of the students also asked some questions to the teacher and the teacher answered it patiently. Then teacher back to the topic.

Teacher: hook, hook, hook, (while were asking to the students about another words that had a same sound with hook. After that, caused by students cannot answer the right answer the teacher played a role like the teacher frying something).

Students: cook, cook.(some the students in the floor but still paid attention to the teacher and some of them turned around and some of them sat down)

Teacher: ok, you got...., I'll give you a present, (if you mentioned the name of students). If you can make *ini, salah satu dari ini* (While was pointing the groupe words from the same of the end of sound) *salah satu boleh one bar aja.*

The teacher sang and showed to the students how to use those grouped words that end with ook, such as hook, look etc. sometimes the teacher also made a joke to make the class fun. Then, the teacher turned around to check the result of the students and gave an explanation to them and back again to the white board and wrote another word.

Teacher: Ok, *sekarang pakek* Shop.

Student: Mop, Mop.

Teacher: *Apa artinya* Mop?

Sudentt: *Mengepel* (while were practicing people mop the floor)

Teacher: Very good.

Student: Stop, Hop, hop. (Some of the students turned around and didn't pay attention to the teacher and the teacher just let them).

Teacher: *apa* hop? Hip Hop, hop hop (while was jump the teacher said hop hop hop). What is hop?

Student: *melompat*. (the students answered the question at the same time.)

Teacher explained to the students that those group are one bar and gave an example to make lyric with singing use those words.

Na, na, na

I go to the shop

I buy a mop

Hey-hey stop

Lets get hop.

When the teacher was singing, one of the students called the teacher in several times and asked attention of the teacher. Then, the teacher asked one of the students.

Teacher: *kamu bisa buat bar?*

Students: *buat apa?*

Teacher: *buat bar. Yang ini boleh milih salah satu.* (while point the groups of words).

Some of the students turned around to ask their friend about the lyric and the vocabulary that they didn't know, some of them only sat and wrote their lyric and some of the students who turned around and didn't pay attention to the teacher finally sat in front of the white board. Then, one girl who had already came when the process teaching and learning has begun in a few times ago. She greeted to the teacher and shook the teacher's hand. After that, the teacher turned around to check student's lyric and answered their questions also explained how to make a bar. The students listen to the teacher and sometimes showed their lyric to make sure they didn't make any mistakes.

In addition, the teacher back to in front of the white board and wrote "Clock". Like what always students done, they gave their opinion, knock, Tic tock and teacher added G-shock. After that, the teacher used those words in singing. After that, the teacher explained about bar. One bar contains four stanzas and cannot take a breath. Then, the teacher repeated in singing those words (clock, G-shock, tic tock and knock.). Furthermore, the students asked the teacher about the

meaning of the G-shock and while they were answering the teacher, also practiced it. In this case, the students also can ask the teacher which words they wanted to discuss or looked for the other words that have same sound.

Students: *Pak yang itu lo mountain.*

Teacher: *Ya apa he,*

Students: Mountain.

Teacher: mountain, *ok ada yang Mau Mountain.*

It was caused by students cannot look for words that has the same sound with mountain, so the teacher didn't discuss about it anymore. Then, one of students asked the teacher how to say "naik" in English.

Students: *Pak, pak bahasa inggrisnya naik itu apa pak?*

Another Student: Up,up,up

Teacher: Up, up put your hands up, get up, put your hands up

(while singing) get up. *Paling gampang itu, pake Shout*

aja.get up, trus stand up, hands up.

Students: what's up.

In this case, the teacher gave an option to the students' whether they used those grouped words or looked for another word for their lyric. They also can use this rhyme in their lyric such as these rhymes "AAAA", "ABAB" or "AABB".

Then, the teacher said to the students that they would get present if they won the battle. The teacher turned around to see student's lyric, the answer to the question and gave them suggestion about their work. Although the students sat unrecognizably they still wrote the lyric and made their own lyric seriously. Some of the students sang their lyric used background of the music that always the teacher used since the preparations. Sometimes the teacher sat in the middle of door and the students came to the teacher and asked about lyric, how to say in English about something etc. Some of the students would turn around or drew something if they didn't got any idea. For a moment, the background of Hip hop music was stopped. Then, the teacher so to the video one of lyric that students made.

Hey kamu, ayo ke sekolah

Hey kamu, ayo kita belajar

Biar kita jadi pintar

Biar kita naik kelas.

Hop...hop...hop...hop to the shop

Then stop.stop to the shop. Buy

A mop. Mop...mop...mop...

Mop to the shop.

It was caused by there are many students who follow another extracurricular, such as dancing and will show up in another event, so some of the students that follow Hip Hop extracurricular got out of the class and practiced dancing with another teacher. But, the other students who didn't follow it, still wrote their lyric. And at that time the teacher let the students to take a rest. And for the other students that still wanted to write the teacher still in the class for them to answer their questions and help them in their lyric. And some of students who had finished turned around for several times.

D. Closing

After a few minutes, the teacher prepared class to field for battle. The teacher was helped by students to move the chair in the side of the class and prepared mike to student's performance. The students called the teacher name in several times and one of students made sure then asked the teacher about it, will student got price, student won the battle and who can make tempo and lyric appropriately. The teacher answered that's true and the students shouted it happily. Some of the students called the teacher tried to get attention and some of them chatted with their friends. The teacher checked the mike and Abby, one of students, asked the teacher to not make a pair with girl because, Abby would lose. All of the students and the teacher laughed together. The teacher made sure that the students get their pairs and asked them who want to be their partners. When the teacher mentioned the pair of the students, they would give their opinion and

sometimes the teacher made a joke and the students would shout it happily or scream it out. The teacher gave an explanation about the rule of battle.

Teacher: *ok, yang pertama bahasa Indonesiaan yang kedua bahasa Inggris.*

Students: *pak aku gak ada Indonesiannya.*

Teacher: *kalau yang gak bahasa Indonesia diam saja dulu. Lalu kamu baru boleh. kan kamu dua bar kan?*

Students: *Aku empat.*

Teacher: *eh empat bar.*

Another students: *pak, pak, Aku bahasa Indonesia sama Inggris.*

Teacher: *ya, ya.*

While the teacher was waiting the students until all of them ready for the battle, once more time the teacher checked the background of music Hip Hop that will be used by students to sing their lyric in battle. Here, some of students still turned around and asked the teacher again about how to sing the warming up lyric. Some of the students danced follow the music while were humming their lyric. The students who would be the first performer in front of the white board and another students followed to ask the teacher how to sing the warming up again. Then, the teacher gave a sign to the students. But, the students ignored it and still turned around or still tried to sing the warming up lyric. Here, the teacher didn't

make students follow the rule and the teacher couldn't manage the time. The teacher tend to let the students did what they wanted to do as long as they wanted to write lyric. Although they wouldn't sit at appropriate place, they always turned around, the teacher also waited until the students had done the battle without strict rule when students had to finishing their own lyric.

After a few minutes the first performer began and the teacher gave a sign.

Teacher: Ok, one, two, three, four. (The teacher asked both of the students to make a deal which one would sing first. After that, the teacher asked the winner to start to sing. The winner was from group A and the teacher also gave an explanation about the rule of battle when the teacher pointed the group A would sing it and if the teacher pointed group B the A group stopped and the B group had to sing). Ok one two there and four.

Students at group "A": "I **Saw Sussie Sitting** in" (teacher point group A then, point group B)

Students at group "B": "the **Shoe Shine Shop**" (teacher point group B)

Students at group "A": "**Peter Piper Pick a Pack**

Students at group "B": "of **Picked Peppers**". "A **Peck of Picked Peppers** "

Students at group "A": "**Peter Piper Picked**".

After that is the turn to sing students' own lyric or tongue twister. In this case the students for group B state who couldn't sing it. So, another student would

help. It was caused by some students who performed couldn't sing tongue twister from the warming up, the teacher let them to use tongue twister that they had learnt before and gave an example.

Students at group "A": a big black butt, with the big black bear,

Students at group "B": but the big black bear, with the big black.

Students at group "A": butt bear.

Teacher: *yeahhhh pinter. Yah sekarang itunya, geser.*

(While the teacher were asked to the students to make a space with move it in the back.) ye..ye..ye..(while dancing).

In this case, some of the students enjoyed the learning process while they were dancing, but here, the teacher only gave an attention to the students who performance in front of the class and the other students who didn't perform and only sat, turned around and were busy with their own activities and this class was not conductive. Then, the student at "A" group started to sing their own lyric used some words from the teacher which already mentioned before. Here, the students turned taking when they were singing their own lyrics 8 bars. The teacher encouraged the students and suggested her were doubt and asked her to repeat while teacher clapped his hands. Then, after the first performance, the teacher asked the students to move to the next performer until the end of performers and let the students in the first performance took their present. Here, the teacher asked the students to do the same things like the first performance. Finally, the students got their presents and the teacher said good bye and Salam.