

**THE IMPLEMENTATION OF ENGLISH SONG
TO INCREASE VOCABULARY ACHIEVEMENT
IN SECOND GRADE STUDENTS
AT SEKOLAH MENENGAH ATAS DIPONEGORO
PANTI JEMBER**

UNDERGRADUATE THESIS

Submitted to State Islamic University of KH. Achmad Shiddiq Jember to fulfill of
the requirement for the Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education



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JEMBER FACULTY OF TARBIYAH AND TEACHER TRAINING
DEPARTMENT OF ISLAMIC STUDIES AND LANGUAGE EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
JUNE 2023**

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Thesis Examination
Day: Tuesday
Date: 27th June 2023

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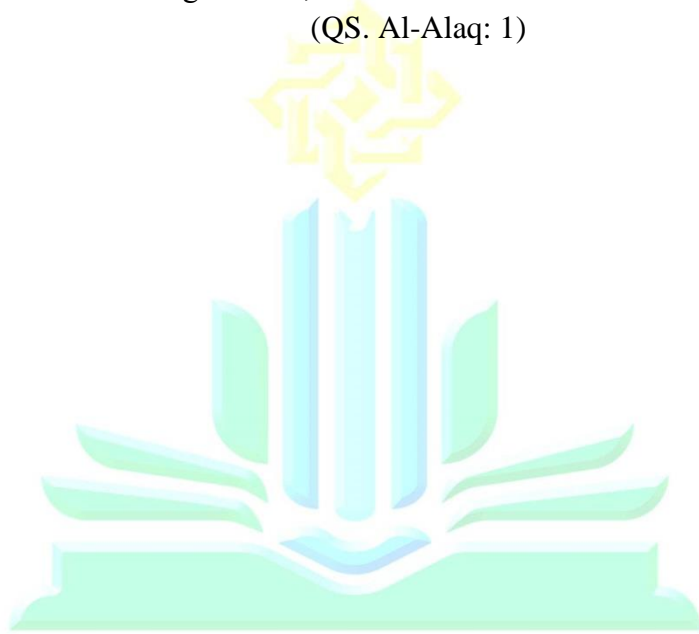
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MOTTO

إِقْرَأْ بِسْمِ رَبِّكَ الَّذِي خَلَقَ*

Meaning : “Read, in the name of Lord who created”
(QS. Al-Alaq: 1)



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* Kementerian Agama RI, *Al-Qur`an Tikrar, Syamil Qur`an*, (Bandung, PT Syigma, 2014), 597.

DEDICATION

By saying the name of Allah, the Most Gracious, the Most Merciful,

I dedicate this thesis to the special people in my life:

1. My lovely father, Mochammad Ramali and my beloved mother Sripeni Anggoro Wiratih I would like to thank you endlessly for always pray for me, encourage, support me and motivate me in study.
2. My lovely brother Emir Muhammad Apto Basworo who motivated the writer in writing this thesis and it hopefully becomes motivation.
3. My special best friend, Maufironi with NIM T20196123 who encouraged me in completing this thesis.
4. All teachers who always encourage writer.



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah rabbil alamin, all praises are to Allah SWT the Most Gracious and Most Merciful who always blesses and helps the researcher, so the researcher can finish this undergraduate thesis as one of the requirements for Bachelor Degree (S.Pd.) in the English Education Study Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of Kiai Haji Achmad Siddiq.

Peace and salutation may always be given to Prophet Muhammad SAW. who has guided us from the darkness to the brightness. However, this thesis would not finish without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Babun Soeharto, S.E., M.M as Rector of UIN Kiai Haji Achmad Siddiq who has given opportunity for me to study in this university.
2. Dr. Hj. Mukni'ah M. Pd.I as the Dean of Teacher Training and Education Faculty, who has approved my thesis.
3. Dr. Rif'an Humaidi, M. Pd. I., as the Head of the Islamic and Education Language Program, who has facilitated me in every matter.
4. As'ari, M. Pd.I. as the Head of the English Education Program, who has permitted me to have this research.

5. Nina Sutrisno M. Pd. as the advisor, who always guided and helped me compile this thesis.
6. All lecturers of English and Education Department of UIN Kiai Haji Achmad Siddiq, who have given me knowledge and experiences throughout entire semester.
7. Ida Ernawati, S.Pd as the English teachers of SMA DIPONEGORO PANTI who helped me during the research.

All of you may Allah SWT grant you blessing. Hopefully this thesis will be useful for the readers and the next researchers who need this thesis as a reference. However, I realize that there are still many shortcomings in this thesis.

Jember, 26 May 2023

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The writer

ABSTRACT

Oriana Kendra Raditya Niramputri, 2023: *The Implementation of English Song to Increase Vocabulary Achievement in Second Grade Students at Sekolah Menengah Atas Diponegoro Panti Jember*

Key Word: English Song, Vocabulary Achievement

Vocabulary is the basic language aspect that must be mastered before mastering English skills. As we know, vocabulary is very important in learning English. Problem of students in class is that there are still many students who are afraid to ask or answer questions to the teacher because lack of vocabulary.

When learn English, many students do not understand the vocabulary explained by the teacher, so the teacher must translate the English vocabulary, and because the used of media is still monotonous. So, to increase students' interest in learning and vocabulary, teachers should have fun media, including English songs. Research question in this research was: How can English song learning media can increase vocabulary achievement in grade XII IPS 1 students at SMA Diponegoro Panti Jember?

In this research, researcher used the classroom action research research method while the approach used was a mix method. This research by Kurt Lewin model. This research used 2 cycle with 2 meetings.

Researcher examined 29 students in only 1 class. In cycle 1 still not successful because the song is not familiar to students, and the researcher didn't use a visual song to students, the researcher only used the lyrics and played the song with an average 69,7 and the percentage is 51,7%. In Cycle II showed a significant increase vocabulary achievement with an average score 78,7 and a percentage of 82,7%, demonstrating the success of increase vocabulary through English songs, because the researcher used a familiar song and used visual media to facilitate students. The conclusion is english song media can increase student vocabulary achievement in second grade students at Sekolah Menengah Atas Diponegoro Panti Jember.

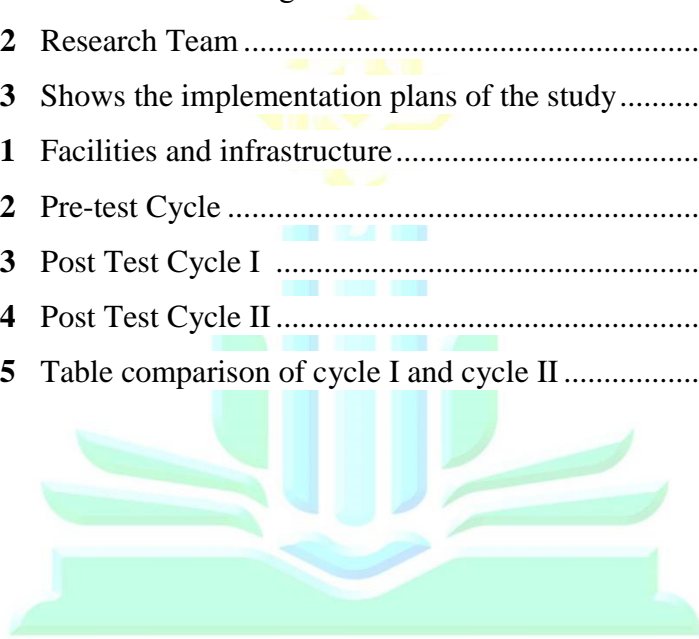
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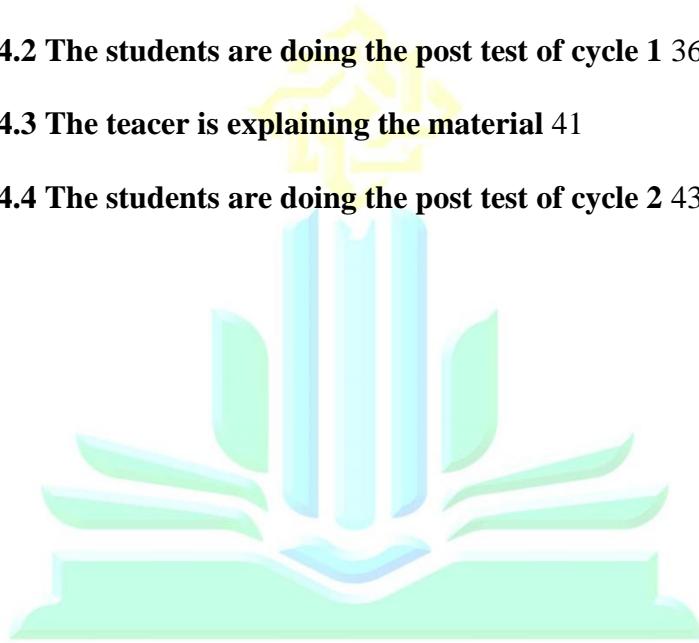
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CHAPTER I

INTRODUCTION

A. Research Background

English is one of the most international languages it has been studied and used in communication between nations. It is appropriate the role of English as a world language, as discussed Crystal (2003:3) English serves as the world language, or world as English is learned and used as a means of communication first language, second language, or foreign language¹.

Our ability to speak English makes it easy for us. Most of the information you access and receive is written in English. because they speak English as the language of science, technology and business. Capacity speaking English is also one of the important skills to get a job in a prestigious company always include knowledge of English in Indonesia. As one of the prerequisites for becoming an employee of the enterprise.²

There are four abilities (skills) that must be cultivated in order to master English. Like any other language in general, there are four skills in English are listening, speaking, reading and writing.

Moreover, listening relates according to Al – Qur’an Surah An-Nahl verse 78 with meaning:

¹ David Crystal, “*English as a global language*”, (New York: Cambridge University: 2003)

² Akhmad Sutiyono, “*Model Pengembangan Bahan Ajar Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Sekolah Dasar Di Bandar Lampung*, (Bandung: Universitas Pendidikan Indonesia, 2014, hlm1).

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

“And Allah brought you out of the wombs of your mothers while you knew nothing, and gave you hearing, sight, and intellect so perhaps you would be thankful.”³

Quoting the official website of the Ministry of Religion, it is explained that God gave humans the ability to hear, see and feel with conscience, not without reason. When newly born from the mother's belly, a human being does not know anything about this world⁴. As we know, vocabulary is very important in learning English.

The researcher thinks this is the way to make student focus on vocabulary used English song.

According to (Kuncoro, 2017), understanding vocabulary is development a single concept whose goal of education is to add to the treasury vocabulary to better understand what's in it heard, said and wrote.⁵ This means that vocabulary plays an important role on different sides. Greater understanding of vocabulary gained from English song to make your brain react faster about what you hear often. With a good knowledge and understanding of vocabulary, it does the same makes it easier to combine

³ Quran.com, “Surah An-Nahl - 78 - Quran.com”, <https://quran.com/an-nahl/78> accessed January 27, 2023.

⁴ Berita Hari Ini, “Makna Surat An-Nahl Ayat 78 tentang Kemampuan Manusia yang diberikan Allah SWT”, accessed January 27, 2023

⁵ Adhityo Kuncoro, “KORELASI PENGUASAAN KOSAKATA DENGAN KETERAMPILAN BERBICARA SISWA DALAM BAHASA INGGRIS”, Jurnal SAP Vol. 1, 2017.

words into comprehensible and effective sentence once you get the hang of it, creating phrases will be easier, understand more vocabulary.

According to Keraf (2007:21) Vocabulary is a vehicle for communicating meaningful thoughts and ideas the more vocabulary you learn⁶. Goodness and Truth as applied to listening, speaking and writing practice. The ability to comprehend is manifested in reading and listening activities. Meanwhile, usability shows up in writing and writing activities talk. As for words, it's what's used to get the words from listening or reading. The essence of understanding the word is acquire new vocabulary and their meanings and understand word relationships concepts that start with the word. Increase makes a habit of listening to positive things good vocabulary that can be used as vocabulary. The more vocabulary master, the better support aspects such as writing, speaking, and listening, that too communicate and communicate goals and objectives performed good vocabulary makes you more effective. Vocabulary Understanding is important to receive information.⁷

Problems in the implementation of English subjects, such as limited time allocation for each class, are often obstacles for teachers teaching English as a foreign language, and many students do not like to learn English due to lack of vocabulary and students do not understand the material, so it must be translated into English first. When learn English, many students do not

⁶ Sitti Rabiah, "*LANGUAGE AS A TOOL FOR COMMUNICATION AND CULTURAL REALITY DISCLOSER*" Universitas Muslim Indonesia, Makassar

⁷ Ririn Rindiyanti and Winda Widyaningrum, "*The Effect Of English Listening Habit Towards Vocabulary Mastery*", Journal of English Education, Volume 2 Number 1, March 2022, hal.24.

understand the vocabulary explained by the teacher, so the teacher must translate the English vocabulary, the emotional aspects and attitudes become very apparent, so there are still many students who do not pay much attention to the teacher when explaining the material, and the students have the courage to ask and answer the teacher questions. Many students gestured to each other, inviting their friends to come forward and present the results of their discussions. The lack of emotional and psychomotor fulfillment means significantly lower cognitive learning outcomes. When researchers interviewed Class XI IPS 1 homeroom teacher M. Said Adnan S.Pd and English teacher Ida Ernawati S.Pd, they found that students were still very lacking in learning activities and that students are still very lacking in learning activity, students do not participate in learning and still tend to play and chat.⁸

Factors that hinder the teaching and learning process that cause lack of activity and learning outcomes that according to KKM are less than optimal include the lack of awareness of students to follow the learning process.

This was shown when researchers conducted a re-survey on the January 18th of 2023, learning took place many students did not pay attention when the teacher explained the learning material. In addition to there are still many students who are afraid to ask or answer teacher questions, the main teaching and learning process is still carried out with the old media, namely explanations that do not interest students, so there are still many students who

⁸ Interview Results of Homeroom Teacher class XI IPS 1 and English Teacher 11-01-2023.

are not paying attention and are afraid to ask subjects, there are also students who do not know how to do practice questions while studying.

If there are trouble in English learning as described above, then researcher design learning solutions aimed at improving student performance and learning outcomes, especially by implementing English song in teaching vocabulary.

Based on research conducted by Regita Cahyani Ginoga⁹, it can be seen from the results of research and data analysis that learning methods using English song media can increase student cooperation. It is known as follows: Data in the first cycle showed an average score of 68.62 with the percentage of students who passed the standard score was 24.13%. While on the second cycle obtained an average total score of 80.48 with the percentage of students who passed the standard score of 93.10%.¹⁰

Based on the background above, the author is interested in taking research on *“The Implementation of English Song to Increase Vocabulary Achievement in Second Grade Students at Sekolah Menengah Atas Diponegoro Panti Jember”*

B. Research Question

Based on the background above, the problem of the study is:

How can English song learning media increase vocabulary achievement in grade XII IPS 1 student at SMA Diponegoro Panti Jember?

⁹ Regita Cahyani Ginoga, *“Menggunakan Lagu Bahasa Inggris dalam Meningkatkan Keterampilan Mendengarkan Siswa pada Kelas VIII di MTs Negeri 1 Manado”* (Thesis, Institut Agama Islam Negeri Manado, 2020)

¹⁰ Regita Cahyani Ginoga

C. Research Objective

Based on the research question, the objective of this research is formulated as follow:

To find out the increase of vocabulary using the English Song learning media for English subjects of students in class XI IPS 1 SMA Diponegoro Panti Jember for the 2022/2023 school year

D. Research Significance

The benefits of this research are as follows:

1. For students

This research provides excitement and new experiences for students in the learning process by using the English song method in teaching vocabulary to improve students' knowledge of English vocabulary.

2. For teachers

This research is one of the references or new innovations in the use and selection of learning strategies that can improve English language learning.

3. For schools

This research is a contribution for school heads to improve the insight and skills of English teachers in the selection of active, innovative, creative, effective and fun learning strategies.

4. For researchers

This research is one of the references for other researchers who want to study relatively the similar problem such as less students' vocabulary

E. Definition of Key Terms

The definition of key term contains the meaning of important terms that are points of concern in the research title objectives so that there is no misunderstanding of the meaning of the term as referred to by the research¹¹

1. English Song media and its Video

English song media is a learning song that aims to improve students' English vocabulary with the theme of friendship. In this research, English songs were applied using the theme of friendship which is expected to understand the vocabulary in the lyrics of the song.

2. Vocabulary Achievement

One of the most important aspects of the English language is vocabulary, and using vocabulary learns English more easily. The theme of friendship is the focus of this particular exercise. In this case, students will be given a vocabulary test, which is multiple choice which ranges between 10 questions. This question comes from the lyrics of the song. This research focused on vocabulary achievement including verb, noun, and adjective.

¹¹ Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember, 2019), hal.53

CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this chapter, there are some researchers who used English song:

1. The first research is from thesis, written by Regita Cahyani Ginoga 2020 with the title “Using English Song in Improving Listening Skill at Eighth Grade Students in MTs Negeri I 1 Manado”¹² Researchers use classroom action research (CAR). Based on the results of research and discussion shows that English song using (CAR) are an effective teaching tool to improve students' vocabulary mastery, written in cycle 1 the average pretest score is 68.62% in with percentage of students who passed the test was 24,13%, in cycle 2 the average of score was 80,84 with the percentage of students who passed the test was 93,10%. The results of this study show that there has been an increase listening skills of students in class VIII Taksifi A at MTs Negeri 1 Manado through the use of English songs
2. Secondly research was conducted by Aida Zakiyah 2019, the title is “Using English Songs in Teaching English for Kindergarten” (A Case Study at TK El-Azzam Cikupa Tangerang).¹³ This research was conducted using qualitative research design, and the instrument used were interview, observation, and document analyses. The findings of this research were (1) the technique and method used by the teacher could attract kindergarten

¹² Regita Cahyani Ginoga, “Using English Song in Improving Listening Skill at Eighth Grade Students in MTs Negeri I 1 Manado”, (Thesis, Iain Manado, 2020)

¹³ Aida Zakiyah, “Using English Songs in Teaching English for Kindergarten” (A Case Study at TK El-Azzam Cikupa Tangerang)” (Thesis, UIN Sultan Maulana Hasanuddin Banten 2019)

student to learn English well. The teaching technique used by the teacher were singing songs, sensing using pictures card to explain the material imitating the teacher pronunciation, drilling the student pronunciation, sing test to the students; (2) the supporting materials to teach the kindergarten student were textbooks and pictures series or student handbooks and real object. In conclusion, the use of picture card and songs are helpful the teacher to attract the students and make the class more fun

3. The third research is conducted by Ummi Kalsum Batu Bara 2019 in her title "Improving The Student' Vocabulary Mastery By Using English Song At Eight Grade Of Mts Zending Medan" The researcher using CAR (Classroom Action Research) design. She used 2 cycles. After doing cycle I by using English song, there was an improving of the result of the students" mean was 72,23. Where, 8 students got successful criteria score or it was only 38 % and 13 students got unseccessful criteria score or it was 62 %. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students mean was 83,19. Where, 18 students got successful criteria score or it was 86 % and 3 students got unsuccessful criteria score or it was 14%. In other words, the student's vocabulary mastery was improved. And based on interviewed, observation sheet, and photographs, it showed that the expression and excitement of the students were also improve ¹⁴

¹⁴ Ummi Kalsum Batu Bara, *"Improving The Students' Vocabulary Mastery by Using English Song at Eight Grade of MTs Islamic Zending Medan"*, (Thesis, UIN Sumatera Utara Medan, 2019)

4. Next Researcher conducted by Master Meriati Simanjuntak, Yenita Usvar 2021 with the title "Improving Students' Listening Skills by Using English Song" The researcher had used classroom action research (CAR) as the research design to help teacher finding the problems, Researchers found that the average pre-cycle test score was 68.10%. Cycle I 70.48% and cycle II 78.31%. The increase in student test scores also showed an increase in students' listening skills in each cycle. From the observations, it was found that the participation of students in pre-cycle was 56.3%, cycle I was 74.5% and cycle II was 80%. It was successful¹⁵
5. The fifth research was conducted by Adelia Yusmita, Nike Angraini the title 2017 "The Effect of English Songs on The Seventh Grade Students' Pronunciation Achievement in SMP Srijaya Negara Palembang" This study applied a quasi-experimental research design, specifically non-equivalent control group design. The data were collected by using t-test (Paired Samples t-test and Independent Samples test). The findings showed that English songs strategy significantly improve the students' pronunciation achievement ($T=36.947$). In addition, there was significant difference in pronunciation achievement between the students who were taught through English songs strategy and those who were not ($T=12.663$). Based on this study, it is found that the use of English songs in teaching

¹⁵ Master Meriati Simanjuntak and Yenita Usvar, "Improving Students' Listening Skills by Using English Song", Journal Melt

English is effective to improve the students' pronunciation and very beneficial for the students in order to facilitate them in learning English¹⁶

Table 2.1
Differences and Similarities of this research and the previous one

No.	Title	Similarities	Differences
1	Regita Cahyani Ginoga with the title “Using English Song in Improving Listening Skill at Eighth Grade Students in MTs Negeri 1 Manado”	<ul style="list-style-type: none"> • Using English Song as media learning method • Using classroom action research (CAR) design. 	<ul style="list-style-type: none"> • The object of research Regita Cahyani Ginoga is in MTsN 1 Manado. While this research uses second grade of SMA Diponegoro Panti • Focused on improving Listening Skill in English by using English Song. While this research focus in effectiveness in teaching vocabulary using English Song • Different in research levels
2	Aida Zakiyah, the title is “Using English Songs in Teaching English for Kindergarten” (A Case Study at TK El-Azzam Cikupa Tangerang)”	<ul style="list-style-type: none"> • Using English Song as Media 	<ul style="list-style-type: none"> • Different research design Aida Zakiyah using Qualitative Research Design while this research using classroom action research (CAR) • Different in research levels
3	Umami Kalsum	<ul style="list-style-type: none"> • Using English 	<ul style="list-style-type: none"> • Different in

¹⁶ Adelia Yusmita, Nike Angraini the title *“The Effect of English Songs on The Seventh Grade Students' Pronunciation Achievement in SMP Srijaya Negara Palembang.”* Jurnal Bahasa dan Sasra, Volume 6 No.1 Juli, 2017

No.	Title	Similarities	Differences
	Batu Bara in her title "Improving The Student' Vocabulary Mastery By Using English Song At Eight Grade Of Mts Zending Medan"	Song as Media <ul style="list-style-type: none"> • Same research design (CAR) 	research levels <ul style="list-style-type: none"> • Different level skills
4	Master Meriati Simanjuntak, Yenita Uswar with the title "Improving Students' Listening Skills by Using English Song"	<ul style="list-style-type: none"> • Using classroom action research (CAR) design • Using English Song as Media 	<ul style="list-style-type: none"> • Focus on improving the students' listening skills, this research focus on teaching vocabulary
5	Adelia Yusmita, Nike Angraini the title "The Effect of English Songs on The Seventh Grade Stucents' Pronunciation Achievement in SMP Srijaya Negara Palembang"	<ul style="list-style-type: none"> • Using English Song 	<ul style="list-style-type: none"> • Different research design Adelia Yusmita and Nike Anggraini using quantitative research design, this research using classroom action research (CAR) • Focused on student pronunciation

Based on the 5 previous studies and present research as shown in table 2.1, the research that researcher conduct is different, namely with the title The Implementation of English Song to Increase Vocabulary Achievement in Second Grade Students at Sekolah Menengah Atas Diponegoro Pantj Jember and this research use Classroom Action Research (CAR)

B. Theoretical Framework

1. The concept of Teaching Vocabulary

a. The definition of Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According Hornby (2006: 1645) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. From the definition above, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other¹⁷

b. Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary¹⁸ John Haycraft distinguishes vocabulary into active and passive vocabulary.

- 1) Active vocabulary-words that the students understand can pronounce correctly and used constructively in speaking and writing.

¹⁷ Ayu Nita Lestari, “*The Effectiveness Of Using Hangaroo Game For Teaching Vocabulary (An Experimental Research at Seventh Grade Students of SMP Negeri 3 Sokaraja in Academic Year 2014/2015)*” (Thesis, Universitas Muhammadiyah Purwokerto, 2015). hal.5

¹⁸ John Read, “*Assessing Vocabulary*”, (Cambridge UK: Cambridge University Press), 154.

- 2) Passive vocabulary-words that the students recognize and understand when they occur in a context, but which cannot produce correctly him self¹⁹

c. Aspect of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should convey to the students. Based on Lado (1972: 1) as cited in Mardianawati (2012: 11), the vocabulary aspects consist meaning, spelling, pronunciation, word classes, and word use²⁰.

1) Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

2) Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly due to the fact that they belong to different varieties as happens with many British or American English terms (Lopez, 1998: 38).

¹⁹ John Haycraft, *Introduction to English Language Teaching*, (Harlow: Longman Group Limited, 1978), 44

²⁰ Meliza Fitrotun Azizah, *"The Effectiveness of Songs in Memorizing Vocabulary"*, (Thesis, Universitas Muhammadiyah Purwokerto, 2016), 38-40

3) Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

4) Word classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2000:4). The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

5) Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis. In this case, aspects of vocabulary that will be taught to the students are spelling and meaning. The reason for choosing those aspects is it is appropriate with the material will be taught in the class using song.

d. Vocabulary

Vocabulary is an aspect of language learning in general vocabulary is divided into verb, noun, and adjective.

a. Verb

A verb is the part of speech that indicates what something does, or what it is. It's also the basic component of the predicate of a sentence.²¹

b. Noun

A noun is a part of speech that serves as a subject or object. More generally, we think of a noun as a person, place, thing, quality, or action.²²

c. Adjective

Adjective is one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else²³

²¹ <https://www.vocabulary.com/dictionary/verb>, accessed 03-07-2023

²² <https://www.vocabulary.com/dictionary/verb>, accessed 03-07-2023

²³ <https://www.merriam-webster.com/dictionary/adjective> accessed 03-07-2023

2. The concept of English Song Media

a. The definition of English Song

According to Merriam Webster song is a short musical composition of words and music.²⁴

b. Kind of Song

Based on Dale T. Griffie clasified songs into five types based on their lenght and tempo:

- 1) All songs. It is called so because any activity can be used with this kind of song.
- 2) Short or slow song. It means that the activity which is in line with this kind of song is the activity that does not need lots of energy; such as sleeping
- 3) Song that tells stories. It is a song that has a chronological order story. It has a beginning, a middle, and an end.
- 4) Long song. This kind of song is a song which is four minutes long or longer, and it is usually difficult to sing because it is fast. short song or fast song. This song typically has no repeating phrases or refrains. It is also having a quick tempo and a short time.²⁵

5) Elements of Song

- a) Tempo: Overall pace of the song; speed of the music. In a musical composition, tempo is usually described with Italian words such as largo, adagio, allegro, etc.

²⁴ <http://www.merriam-webster.com/dictionary/song>, accessed 09-05-2023

²⁵ Regita Cahyani Ginoga, "Using English Song in Improving Listening Skill at Eighth Grade Students in MTs Negeri I I Manado", (Thesis, Iain Manado, 2020)

- b) Rhythm: In songs, words usually match the rhythm. The origin of the word is Greek, meaning "flow." As meter pulsates a poem, rhythm organizes music in much the same way. The regular pulsations of the music are called the beat.
- c) Pitch: High or low tones.
- d) Timbre: Color of the sound. Each sound has a unique timbre.
- e) Dynamics: Loudness or softness of the sound. Dynamics add emotional intensity. Italian words like forte, pianissimo, and crescendo give musician's clues on how loud a piece should be played or sung.
- f) Melody: The tune. A series of musical tones or pitches falling into a recognizable pattern.
- g) Harmony: The blending of tones or sounds played or sung simultaneously to make up chords.²⁶

C. Action Hypothesis

Based on some of the above theories and supporting frameworks, this classroom action research hypothesis is that learning methods with English Song Media can expand students' vocabulary and learning can be effective.

²⁶ <https://www.phoenixsymphony.org/uploads/Elements%20of%20Music.pdf>, accessed 09-05-2023

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of the research used in this research is Classroom Action Research (CAR). Arikunto (2010:130) explained that classroom action research is accurateness to the activity that intentional emergence and happen in a class²⁷. In a classroom action research (CAR), the researcher finds the problem that really happens in classroom.²⁸ The researcher in this study is a class action research because there is only one class for class XI IPS 1 which is 29 students so it is not possible to conduct experimental class research and control classes because the population of the number of students cannot be representative of the whole, so it is directed to conduct class action research that functions as an improvement of the existing Teaching and Learning Activities process.

B. Research Settings, Time of Research, Research Object

1. Research Setting

Based on the title "The Implementation of English Song to Increase Vocabulary Achievement in Second Grade Students at Sekolah Menengah Atas Diponegoro Panti Jember ", this research was conducted at SMA Diponegoro Panti. The reason why the researcher conducted this study is

²⁷ Ratnasari, Ade Dewi (2022) *PENINGKATAN KEMAMPUAN MENGIDENTIFIKASI INFORMASI TEKS EKSPOSISI DAN MENYIMPULKAN ISI TEKS EKSPOSISI DENGAN MENGGUNAKAN MODEL PROBLEM SOLVING*, (Thesis: Universitas Siliwangi)

²⁸ Kusriyati, "Improving Students' Pronunciation Through Reading Aloud (A Classroom Action Research at Fifth Grade of SD N 1 Mersi Academic Year 2013/2014, (Thesis, Universitas Muhammadiyah Purwokerto, 2017),

because there have been no previous researchers who have researched in this school with this title, so the researcher is interested in researching in this school. And, the underlying reason for this research is the low vocabulary of students in English subjects, so there are still many students whose scores are below KKM. The application of the learning media of English Song is expected to be successful in expanding students' vocabulary.

2. Time of Research

This Classroom Action Research (CAR) is carried out through two cycles, each cycle is carried out following planning procedures, acting, observing, and reflecting.²⁹ Through these two cycles it is possible to see how much students expand their vocabulary.

3. Research Object

The subjects of this study were class XI IPS 1 students of SMA Diponegoro Panti, totaling 29 people consisting of 19 male students and 10 female students.

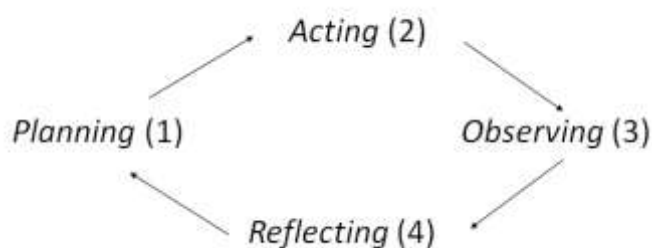
C. Procedure of the Study

At the time of observation, researchers found students who still did not have English vocabulary. The observation results show that the student success rate is still low. Therefore, researchers want to develop an English Song through learning. In classroom action research, the first step that must be taken by the researcher is to determine the class action research model as

²⁹ Ismail, "The Use of English Movie in Teaching Listening (PRE-EXPERIMENTAL DESIGN AT SMP UNISMUH MAKASSAR)", (Thesis, Muhammadiyah University of Makassar, 2020)

written in the research time. The researcher intends to use the Kurt Lewin model as a guide in carrying out learning of class action research methods as an solve by researchers to solve problems, where the Kurt Lewin model first introduced the class action research method.

PICTURE 3.1 Kurt Lewin Model



Gambar 1. Model Kurt Lewin

Kurt Lewin (1946) Action Research Model³⁰

1. Planning

The steps to overcome the problem in this study are that many students do not like English and do not understand the material due to the lack of vocabulary in class XI IPS 1 so researchers want to find solution and ways to be successful in applying English song media strategies in vocabulary achievement.

The various things that need to be prepared are as follows:

- a. Prepare RPP (lesson implementation plan)
- b. Build learning tools
- c. Establish achievement indicators

³⁰ Nopriawan Berkat Asi, "Inti Sari Penelitian Tindakan Kelas", Kampus Digital 2017

d. Preparing research instruments (RPP analysis sheet, observation sheet, a grid for compiling test questions, and other tools related to the implementation of research)³¹

2. Acting

In this phase, the author applies the planned actions. In this phase the Learning Implementation Plan discussed, will be implemented by the researcher. In implementing this action, the author acts as an English teacher who teaches through watching English Songs and observing students after watching English Songs in class in carrying out their listening skills using practice questions that the research has prepared in advance. In this study will be observed through stage; opening activity, main activity, closing activity. English teachers

act as collaborators who monitor and observe what happens in the teaching and learning process. This step is designed to solve students' problems.

3. Observing

In this section, the researcher discusses research on the use of the CAR method in the learning method English Song. The observation process is the process of collecting information that shows the success of a strategy in solving class problems. What researchers need to pay attention to is the performance of students during teaching and learning,

³¹ Hendro Winanta Priandoko, “*Penerapan Model Discovery Learning Untuk Menumbuhkan Sikap Cermat dan Mandiri serta Meningkatkan Nilai Hasil Belajar (Penelitian Tindakan Kelas pada Tema Kerukunan dalam bermasyarakat Sub Tema hidup rukun di Kelas V SDN Soka 34 Bandung Tahun Ajaran 2016/2017)*”, (Thesis, Pasundan University, 2017), 93

and the learning process can be carried out according to the learning implementation plan. In addition, an analysis of the observation results was carried out to determine the activities of students, teachers and the course of learning.

4. Reflecting

After making observations in the study, the next step is reflection. Researchers will reflect on students, teachers, and the results of teaching students' vocabulary through the English Song. The purpose of reflection is to find out the success of the learning process that has been carried out.

Cycle II

Cycle II is a corrective action from cycle I which is still not yet succeed. In general, the application of learning in cycle II is equal to the application of learning in cycle I, it's just that it is done more carefully and pay attention to things that are still not achieved at the time of cycle I. Carried out to achieve the expected goal.³²

D. Technique of Collecting Data

Data collection techniques are carried out based on the type of data required. Data collection techniques in this study researchers used various data collection techniques as follows:

³² Elok Sifak Munadiroh, “*Meningkatkan kemampuan menulis puisi dengan menggunakan media gambar pada siswa Kelas III di MI Wachid Hasyim Wonomlati Kecamatan Krembung Kabupaten Sidoarjo*”. (Undergraduate thesis, UIN Sunan Ampel Surabaya, 2015)

1. Observation

Observation technique is a data collection technique through observation and recording. The observation method is used to obtain data on learning methods and teachers (researchers) during the learning process. Thus, this method is carried out by researchers by visiting the research location directly to observe and record directly the activities in the process of implementing teaching and learning class XI IPS 1 SMA Diponegoro Panti.

2. Test

The test technique is used to determine students' ability to learn vocabulary using English Song with after learning is carried out. So as to produce grades in accordance with the standard Criteria Maximum Completeness - KKM in English subjects.

3. Documentation

The Documentation comes from document. Documents means that a written. Written doing the method documentation, the research observes data trough notes, transcript, books, newspaper, agenda, etc.³³

From the description above, it can be concluded that documentation is a way to collect data/information that is relevant or related to research, such as syllabus, lesson plans, test results, pictures/photos, school vision and mission, and school profiles.

³³ Suharsimin Arikunto, "Procedure Penelitian Suartu Pendekatan Praktek", 148

This method is used as a supporting method for obtaining data or information about the curriculum, competency standards, basic competencies in the syllabus, learning implementation plans, test results, and student worksheets.

E. Research Instrument

The data collection instrument in Classroom Action Research (CAR) is an observation sheet instrument.

1. Observation sheet

The observation sheet is a note that describes the effectiveness of the class in listening ability during the learning process using an English song media learning model

This research measured students' vocabulary after applying an English song media learning in English language learning. This test uses predetermined question items or instruments to measure the level of completeness of English Song media based on the basic indicators and competencies that must be achieved

F. Data Analysis

1. Data Analysis in this study is based on student observations during learning activities. The students observed were class XI 1 IPS students at Diponegoro High School totaling 29 students

This data analysis calculation as follow:

$$x = \frac{\sum x}{\sum N}$$

Notes:

\bar{X} : Mean/Average

$\sum x$: The sum of student's score

$\sum N$: Total students

The results of the data analysis obtained are then compared with a table of percentage score ranges to find out which student's learning activities belong to which category. The percentage score range table is as follows:

Table 3.1 Student's Percentage

Percentage	Category
81 % -100 %	Excellent
61 % -80 %	Good
41 % - 60 %	Average
1% - 40 %	Less

Based on Table 3.1, the criteria for successful completion of the cycle if the student's assessment results are at least in the good category

Based on the learning process, researchers believe that students' scores in learning vocabulary can increase using English songs at least meet the success criterion of 70.

This is the formula if it is said to be successful:

$$P = \frac{\sum x}{\sum N}$$

Notes:

P: Percentage

$\sum x$: The sum of student's score

$\sum N$: Total students

G. Indicator of Success

This classroom action research is said to be successful if in each cycle of learning activities carried out there are changes indicated by an increase in student vocabulary in English subjects with test score indicators. An indicator of success in this study is the improvement of student vocabulary from cycle to cycle. This indicator is characterized by an increase in student vocabulary who achieve KKM scores with a score of 75 reaching 75% of the total number of students.

H. Validity Data

Instrument are useful to determine the level of validity (valid) and reliability (realistic) instruments. Instrument were conducted by using validity and reality tests, because validity and reliability is a provision for assessing a measuring instrument. To try the content validity the researcher compared the contents of subject instrument based on English Curriculum and syllabus, Then, after all item were compared, the researcher could do the treatment. For making test validity, the instrument was tested with the judgments by Ida Ernawati, S.Pd as an English teacher at SMA Diponegoro Panti Jember. The test is in multiple choice format. The table of specification can be seen in appendix 11

I. Research Team

In the Classroom Action Research (CAR), there is a research team and the division of tasks in the table is as follows: Research Team Table and Their Tasks

Table 3.2 Research Team

No	Name	Tasks
1	Oriana Kendra Raditya Niramputri	Researchers / English Teacher
2	Ida Ernawati, S.Pd	Observer
3	M. Said Adnan S.Pd	Observer

J. Schedule of Research

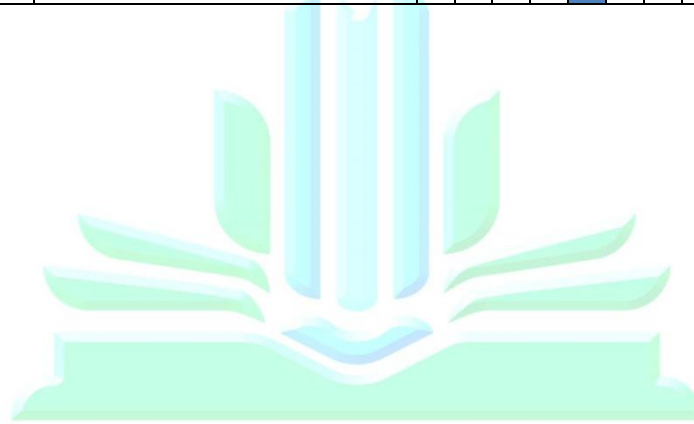
The implementation of this research is planned to have been carried out 2 times. Table 3.3 shows the implementation plans of the study. In addition table 3.4 is research timeline with the following details:

Table 3.3 the implementation plans of the study

No	Activities	Time (months)																
		January				February				March				April				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	Research preparation	■																
2	Researcher's initial observations		■	■			■											
3	Problem Identification		■															
4	Determination of class XI IPS 1	■																
5	Develop a research proposal				■													

Table 3.4 Research Timeline

No	Activities	Time (months)							
		May				June			
		1	2	3	4	1	2	3	4
1	Submit a research permit		■						
2	Planning cycle 1		■						
3	Implementation Cycle 1				■				
4	Implementation Cycle II					■			
5	Completed research letter					■			



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CHAPTER IV

RESULTS AND DISCUSSIONS

A. Overview of the object of study

1. History of Sekolah Menengah Atas Diponegoro Pant

Sekolah Menengah Atas Diponegoro Pant is located at Jl Keputren, Suci, Kec. Pant, Kab. Jember, East Java, is one of the educational units with a high school level in Suci, Kec. Pant, Kab. Jember, East Java. In carrying out its activities, Sekolah Menengah Atas Diponegoro Pant is under the auspices of the Ministry of Education and Culture. This school was established on July 1, 1982, has A accreditation based on certificate 1924/104.2.1/T4.83/P under the leadership of Ibar Budi Cahyono, S. S

2. Vision, Mission and Goals of Sekolah Menengah Atas Diponegoro Pant

Vision:

Creating people who are disciplined, knowledgeable and achievement

Mission:

- a. Carry out the experience of religious teachings (Islam) correctly and concretely.
- b. Implement the applicable education unit-level curriculum in accordance with content standards.
- c. Carry out an effective and efficient learning process.
- d. Implement competitive graduation standards in accordance with the needs of students and the community.

- e. Improve the competence of educators and education staff and qualifications possessed in accordance with academic provisions.
 - f. Fulfill and empower infrastructure facilities optimally and innovatively.
 - g. Implement professional school-based management school management.
 - h. Carry out the development of education financing in accordance with community standards and conditions.
 - i. Implement school-based management development.
 - j. Carry out management and school development by involving the participation of students, parents, the community and other related parties.
3. Conditions of human resources, facilities and infrastructure

Tabel 4.1
Facilities and infrastructure

No	Facilities	Jumlah	Condition	
			Good	Broke
1	Ruang kelas	10	Baik	-
2	Ruang guru	1	Baik	-
3	Ruang kantor	1	Baik	-
4	Ruang tu	1	Baik	-
5	Ruang uks	1	Baik	-
6	Ruang bk	1	Baik	-
7	Ruang pertemuan	1	Baik	-
8	Ruang resepsionis	1	Baik	-
9	Perpustakaan	1	Baik	-
10	Lab ipa	1	Baik	-
11	Lab komputer	1	Baik	-
12	Ruang tamu	1	Baik	-
13	Musholla	1	Baik	-
14	Koperasi	1	Baik	-
15	Kantin	1	Baik	-
16	Gudang	1	Baik	-
17	Toilet guru	1	Baik	-
18	Toilet siswa	1	Baik	-

a. Pre Cycle

Before conducting the study, researchers made observations again on May 10, 2023, researchers conducted a pre-cycle to find out the extent of students' abilities in vocabulary using English songs.

First the researchers prayed together, then the researchers checked the attendance of the students. After that, the researcher explains to the students the purpose of the study and what should be applied. After explaining the purpose, researchers conducted the first pre-test using "Ben" by Michael Jackson's song on the topic of friendship. The researcher instructed the students to decipher "Ben" song. The test is conducted by giving students a lyric sheet and then asking them to answer the task correctly.

This is the detail:

Table 4.2
Pre-test Cycle

No	Students Name	Score	Explanation	Categories
1	AMW	60	Not complete	Good
2	AAA	70	Not complete	Good
3	FS	60	Not Complete	Good
4	ARN	60	Not Complete	Good
5	AES	80	Complete	Very Good
6	AR	80	Complete	Very Good
7	ANA	70	Not Complete	Very Good
8	CO	80	Complete	Very Good
9	DDK	50	Not Complete	Good
10	DAS	80	Complete	Very Good
11	EF	60	Not Complete	Good
12	FS	60	Not Complete	Good
13	GM	80	Complete	Very Good
14	LF	60	Not Complete	Good
15	LW	60	Not Complete	Good

16	LLH	60	Not Complete	Good
17	MSW	60	Not Complete	Good
18	MR	60	Not Complete	Good
19	MS	60	Not Complete	Good
20	NN	60	Not Complete	Good
21	NM	80	Complete	Very Good
22	NLA	60	Not Complete	Good
23	PWE	70	Not Complete	Very Good
24	PM	80	Complete	Very Good
25	RHD	60	Not Complete	Good
26	RA	50	Not Complete	Good
27	RS	70	Not Complete	Very Good
28	RG	60	Not Complete	Good
29	SA	80	Complete	Very Good
Total		1920		
Highest Score		80		
Lowest Score		50		

No	Score	Categories
1	1-20	Less
2	21-40	Average
3	41-60	Good
4	61-80	Very Good
5	81-100	Excellent

Formulation:

$$x = \frac{\sum x}{\sum N}$$

Notes:

X: Mean/Average

$\sum x$: The sum of student's score

$\sum N$: Total students

$$P = \frac{\sum \text{sum of student ' score}}{\text{Total students}} \times 100\% = \frac{1920}{29} = 66$$

To find out the classical values of students used the following formula:

$$P = \frac{\sum \text{Students who have finished learning}}{\sum \text{Students}} \times 100\% = \frac{8}{29} = 27,6\%$$

Based on the data above, it can be seen that out of 29 students, as many as 8 students have completed. So, in conclusion, students at SMA Diponegoro Panti from the average score only.

1. Implementation of Cycle I Research

Cycle I is carried out in two sessions, the beginning of learning 17-25 May 2023, during the implementation of Cycle I, planning, implementation, observation and reflection of activities are carried out in accordance with classroom action research methods. The learning activities are as follows:

a. Planning Stage Cycle 1

At the planning stage, researchers compile a design to be implemented. The designs carried out at this stage include the following: Prepare a learning implementation plan (RPP). At this stage there are also several activities carried out, namely researchers first determine the theme and subtheme to be taken, while the theme and subtheme taken are friendship. Then the lesson plan (RPP) is designed according to the model of describing or interpreting song lyrics according to the theme in the student worksheet book. After making the lesson plan was

completed, the researcher consulted with class XII IPS 1 teacher about the lesson plan. Compile and prepare teaching materials in accordance with learning models and media.

b. Implementation of Cycle 1

In this phase, researchers take action in accordance with the plan that has been prepared before, because the plan is a guideline for the implementation of actions to be carried out.

This is the following is a description of the implementation and observation of learning activities using English songs

1) Meeting 1

Meeting I in cycle I will be held on Wednesday, May 17, 2023 with an allocation of 1x40 minutes at 2 hours at 08.20 – 09.50 WIB

cut by rest time at 09.00 to 09.15. The material to be delivered is

Sub Unit 7 by using “Trouble is A Friend” by Lenka’s song is about friendship.

a) Opening stage

The teacher opened the lesson with a greeting and asks how the students are doing. The teacher compares the previous learning material with the material being studied today. The teacher then gives an overview of the benefits of learning today's material.

b) Core activities

Students observe the teacher's actions during the learning presentation that will be carried out, so that students get an idea of the implementation of learning during the face-to-face process.

In the first meeting in cycle 1 students were explained about the song lyrics analysis material, then given a piece of paper to practice with song lyrics entitled "Trouble is a Friend" from Lenka, after that the researcher played the song of it so that students could understand to do the next test with a different song, after that students were expected to be able to translate and answer the task.

Picture 4.1 The researcher is explaining the material



c) Closing

The teacher provides questions as feedback on the completed learning process, the teacher asks students to make conclusions together about the material learned and continues to validate the teacher's material, and the teacher gives an

overview of the material to be worked on in the next session.,
then they prayed together to end the ongoing learning

2) Meeting 2

Meeting 2 in cycle 1 will be held on Wednesday, May 24, 2023 with an allocation of 1x40 minutes at 2 hours at 08.20 – 09.50 WIB cut by rest time at 09.00 to 09.15.

The material to be delivered is from the paper by using "Best Friend" by Jason Chen's song. The song is about friendship.

a) Opening Stage

The teacher opened the lesson with a greeting and asks how the students are doing. The teacher compares the previous learning material with the material being studied today. The

teacher then gives an overview of the benefits of learning today's material

b) Core Activity

First, students were given a sheet of paper containing the lyrics to Jason Chen's song "Best Friend". After that the researcher played the song "Best Friend" then students are explained about the meaning of the song lyrics, then students are expected to translate and answer the task that given by researcher.

Picture 4.2 The students are doing the post test of cycle 1



c) Closing

The teacher provides questions as feedback on the completed learning process, the teacher asks students to make conclusions together about the material learned and continues to validate the teacher's material, and the teacher gives an overview of the material to be worked on in the next session.,

then they prayed together to end the ongoing learning

c. Results of Cycle I Observations

At this stage, researchers collaborate with class teachers and act as observers. The researcher here acts in place of the class teacher to teach or carry out the provision of research actions. While the class teacher is tasked with observing researchers when carrying out learning activities. Researchers and teachers also observe whether the effectiveness of student learning that will have implications for has been carried out well and increased.

The researcher gave the students test and the result can be seen in this following table:

Table 4.3
Post Test Cycle I

No	Students Name	Score	Explanation	Categories
1	AMW	50	Not Complete	Good
2	AAA	70	Not Complete	Very Good
3	FS	60	Not Complete	Good
4	ARN	50	Not Complete	Good
5	AES	80	Complete	Very Good
6	AR	80	Complete	Very Good
7	ANA	60	Not Complete	Good
8	CO	80	Complete	Very Good
9	DDK	60	Not Complete	Good
10	DAS	80	Complete	Very Good
11	EF	80	Complete	Very Good
12	FS	60	Not Complete	Good
13	GM	80	Complete	Very Good
14	LF	80	Complete	Very Good
15	LW	80	Complete	Very Good
16	LLH	60	Not Complete	Good
17	MSW	80	Complete	Very Good
18	MR	80	Complete	Very Good
19	MS	70	Not Complete	Very Good
20	NN	80	Complete	Very Good
21	NM	50	Not Complete	Good
22	NLA	80	Complete	Very Good
23	PWE	50	Not Complete	Good
24	PM	80	Complete	Very Good
25	RHD	70	Not Complete	Very Good
26	RA	80	Complete	Very Good
27	RS	60	Not Complete	Good
28	RG	50	Not	Good

No	Students Name	Score	Explanation	Categories
			Complete	
29	SA	80	Complete	Very Good
Total		2020		
Highest Score		80		
Lowest Score		50		
Average Score		69,7		

No	Score	Categories
1	1-20	Less
2	21-40	Average
3	41-60	Good
4	61-80	Very Good
5	81-100	Excellent

Average value inside using the formula:

$$x = \frac{\sum x}{\sum N} = \frac{2020}{29} = 69,7$$

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Notes:

X: Average value

$\sum x$: The sum of all student grades

$\sum N$: Total students

To find out the classical values of students the following formula is used:

$$P = \frac{\sum \text{Students who have finished learning}}{\sum \text{Students}} \times 100\% = \frac{15}{29} = 51,7\%$$

Notes:

Information

P: Classical completeness

Σ Complete students: A large number of students who complete

Σ Students: Total students

Data Analysis:

Σ Percentage of student activity = 51,7%

Σ Student Average = 69,7

Σ Students = 29

d. Reflection

The ends of first cycle are with reflection, reflection aims to examine the learning that has been done during learning in cycle I.

At cycle 1, the results of student learning have not been directed in its application so it has not been said to be successful. Therefore, cycle 2

is needed which is believed to increase the value of the first cycle.

2. Implementation of Cycle 2 Research

Cycle II is carried out in two sessions, the beginning of learning 31-7 May 2023, during the implementation of Cycle II, planning, implementation, observation and reflection of activities are carried out in accordance with classroom action research methods. The learning activities are as follows:

a. Planning stage cycle II

At the planning stage, researchers compile a design to be implemented. The designs carried out at this stage include the following: Prepare a learning implementation plan (RPP). At this stage there are also several activities carried out, namely researchers first determine the theme and subtheme to be taken, while the theme and subtheme taken are same with cycle 1, it was friendship. Then the lesson plan (RPP) is designed according to the model of describing or interpreting song lyrics according to the theme in the student worksheet book. After making the lesson plan was completed, the researcher consulted with class XII IPS 1 teacher about the lesson plan. Compile and prepare teaching materials in accordance with learning models and media.

b. Implementation of Cycle II

In this phase, researchers take action in accordance with the plan that has been prepared before, because the plan is a guideline for the implementation of actions to be carried out.

This is the following is a description of the implementation and observation of learning activities using English songs

1) Meeting 1

Meeting I in cycle I will be held on Wednesday, May 31, 2023 with an allocation of 1x40 minutes at 2 hours at 08.20 – 09.50 WIB cut by rest time at 09.00 to 09.15. The material to be

delivered is by using “Count on Me” by Bruno Mars’s song is about friendship.

a) Opening stage

The teacher opened the lesson with a greeting and asks how the students are doing. The teacher compares the previous learning material with the material being studied today. The teacher then gives an overview of the benefits of learning today's material.

b) Core activities

At the first meeting in cycle II students were explained again about the material of song lyrics analysis, then given a piece of paper with the aim after that the researcher played the song "Count on me" of the song for practice in order to improve

students' vocabulary with the lyrics of a song entitled "Count on Me" from Bruno Mars so that students could understand to do the next test with a different song, after that students were expected to answer the task.

Picture 4.3 The teacher is explaining the material



c) Closing

The teacher gives questions as feedback about the material that has been learned together, and the teacher provides evaluation and reinforcement of the material to students on what has been learned.

2) Meeting 2

Meeting 2 in cycle 1 will be held on Wednesday, June 7, 2023 with an allocation of 1x40 minutes at 2 hours at 08.20 – 09.50 WIB cut by rest time at 09.00 to 09.15.

The material to be delivered is from the paper by using "See You Again" by Charlie Puth song. The song is about friendship.

a) Opening Stage

The teacher opened the lesson with a greeting and asks how the students are doing. The teacher compares the previous learning material with the material being studied today. The teacher then gives an overview of the benefits of learning today's material

b) Core Activity

First, students were given a sheet of paper containing the lyrics to Charlie Puth song "See You Again". After that the researcher played the song "See You Again" then students read the sub-theme reading text then students are explained about

the meaning of the song lyrics, students are expected to translate the lyrics of the song and answer the task correctly.

Picture 4.4 The students are doing the post test of cycle 2



c) Closing

The teacher provides questions to train student responsiveness and understanding and provides material reinforcement to students so that the learning objectives set are well achieved.

c. Results of Cycle II Observations

At this stage, researchers collaborate with class teachers and act as observers. The researcher here acts in place of the class teacher to teach or carry out the provision of research actions. While the class teacher is tasked with observing researchers when carrying out learning activities. Researchers and teachers also observe whether the effectiveness of student learning that will have implications for has been carried out well and increased.

The researcher gave the students test and the result can be seen in this following table:

Table 4.4
Post Test Cycle II

No	Students Name	Score	Explanation	Categories
1	AMW	80	Complete	Very Good
2	AAA	80	Complete	Very Good
3	FS	70	Not Complete	Very Good
4	ARN	80	Complete	Very Good
5	AES	80	Complete	Very Good
6	AR	80	Complete	Very Good
7	ANA	80	Complete	Very Good
8	CO	90	Complete	Excellent
9	DDK	80	Complete	Very Good
10	DAS	70	Not Complete	Very Good
11	EF	80	Complete	Very Good
12	FS	80	Complete	Very Good
13	GM	90	Complete	Excellent
14	LF	80	Complete	Very Good
15	LW	80	Complete	Very Good
16	LLH	90	Complete	Excellent
17	MSW	80	Complete	Very Good
18	MR	80	Complete	Very Good
19	MS	80	Complete	Very Good
20	NN	80	Complete	Very Good
21	NM	80	Complete	Very Good
22	NLA	80	Complete	Very Good
23	PWE	60	Not Complete	Good
24	PM	80	Complete	Very Good
25	RHD	80	Complete	Very Good
26	RA	80	Complete	Very Good
27	RS	70	Not Complete	Very Good
28	RG	60	Not Complete	Good
29	SA	80	Complete	Very Good
Total		2280		
Highest Score		90		
Lowest Score		60		
Average Score		78,7		

Average value inside using the formula:

$$x = \frac{\sum x}{\sum N} = \frac{2250}{29} = 78,7$$

Notes:

X: Average value

$\sum x$: The sum of all student grades

$\sum N$: Total students

To find out the classical values of students the following formula is used:

$$P = \frac{\sum \text{Students who have finished learning}}{\sum \text{Students}} \times 100\% = \frac{24}{29} = 82,7 \%$$

Notes:

Information

P: Classical completeness

\sum Complete students: A large number of students who complete

\sum Students: Total students

Data Analysis:

\sum Percentage of student activity = 82,7%

\sum Student Activity = 78,7

\sum Students = 29

e. Reflection

Based on the above data, it can be concluded that there is a high improvement of the student learning process for teaching vocabulary

using English songs can increase that meets KKM standards is an average value of with a percentage of 82,7%

Students who met the standards in cycle II were 24 students out of 29 students with an average 78,7 of and percentage 82,7%. In contrast to cycle 1, students only get an average of 69,7 with a percentage of 51,7% which is still less. This proves that by implementing English songs can increase students' vocabulary.

Table 4.5
Table comparison of cycle I and cycle II

No	Aspect	Completeness comparison		
		Pre-Cycle	Cycle 1	Cycle 2
1	Average	66	69,7	78,7
2	Percentage Student Complete	27,6%	51,7%	82,7%
3	Student have not finished yet	72,4%	48,3%	17,3%

B. Discussion

In this study, researchers suggest that researchers focus on applying students' vocabulary using English song lyrics. In cycle 1, researchers processed data using the song Best Friend by Jason Chen from 29 students only 15 student who are completed with an average result of 69,7 with a percentage of 51,7% where the results of cycle 1 were still relatively low. After that, researchers conducted a study in cycle 2 with 29 students using the

song See you again by Charlie Puth where there was an increase in the results of the study, there are 24 student who completed which was an average 78,7 with a percentage of 82,7%. There is an increase from cycle 1 to cycle 2. The result of this research was also supported by previous research done by Regita Cahyani Ginoga³⁴, In this study using 2 cycles of 1 meeting each. There has been a significant improvement from her research.

During the research above, in the pre cycle students had a little difficulty in interpreting the lyrics of a song about Ben by Michael Jackson. Many students are still reluctant to ask questions so students have difficulty in interpreting the lyrics of the song.

In cycle 1 in the first meeting, students are expected to easily interpret the lyrics of the song with the theme Trouble is a Friend from Lenka. So that when meeting 2 students can improve grades using song lyrics from Best Friend by Jason Cheng. It is evident that there is an increase in the scores of students as the researcher has attached above.

In cycle II there is a significant increase in grades so that cycle II is said to be successful because it can increase vocabulary.

³⁴ Regita Cahyani Ginoga, *“Menggunakan Lagu Bahasa Inggris dalam Meningkatkan Keterampilan Mendengarkan Siswa pada Kelas VIII di MTs Negeri 1 Manado”* (Thesis, Institut Agama Islam Negeri Manado, 2020)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the classroom action research (CAR) and the arguments presented, it can be concluded that the implementation of learning by English songs can increase the English vocabulary of XI IPS 1 at SMA Diponegoro Panti Jember. This is evidenced by pre-cycle average of 66 and the percentage is 27,6%. The researchers completed Cycle 1 with an average of 69,7 and 51,7%. In cycle 1 still not successful because the song is not familiar to students, and the researcher didn't use a visual song to students, the researcher only used the lyrics and played the song. In Cycle II showed a significant increase vocabulary achievement with an average score 78,7 and a percentage of 82,7%, demonstrating the success of increase vocabulary through English songs, because the researcher used a familiar song and used official video to facilitate students.

B. Suggestion

1. For School

For schools to improve the quality of student learning and improve the learning process, for example by adding learning models with audio or learning environments that are relevant to students proper learning.

2. For Teachers

Use different learning models for teachers so that they arouse students' enthusiasm for learning, so that students do not feel learning is

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APPENDIX
Appendix 1



MATRIX

Title	Variabel	Indikator	Data Source	Research Design	Research Objective
The Implementation of English Song to Increase Vocabulary Achievement in Second Grade Students at Sekolah Menengah Atas Diponegoro Panti Jember	English Song Vocabulary	<ol style="list-style-type: none"> 1. The definition of English Song 2. Kind of Song 3. Elements of Song 	The Student of SMA Diponegoro Panti XI IPS 1	<ol style="list-style-type: none"> a. Research Design using Classroom Action Research b. Technique of Collecting Data <ol style="list-style-type: none"> a. Observation b. Test c. Documentation c. Analysis Data Formula 	Describing the increase vocabulary of using the English Song learning media for English subjects of students in class XI IPS 1 SMA Diponegoro Panti for the 2022/2023 school year

Appendix 2

DECLARATION OF AUTHENTICITY

The undersigned below

Name : Oriana Kendra Raditya Niramputri
Plate, date of birth : Jember, 19 August 2001
Address : Jl. Kalingga No. 17 Kel. Kebonsari. Kec. Sumbersari.
Kab. Jember
Faculty : Education and Teacher Training
Program : English Education

Declare that undergraduate thesis entitled **“The Implementation of English Song to Increase Vocabulary Achievement in Second Grade Students at Sekolah Menengah Atas Diponegoro Panti Jember”** is truly my original work from the result of conducting research at SMA DIPONEGORO PANTI, except some resources which are accepted from references mentioned.




Jember, 01 June 2023



Oriana Kendra Raditya Niramputri
NIM. T20196131

Appendix 3.

Research Permission Letter

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN</p> <p>Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136 Website: www.http://itik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com</p>
<hr/>	
<p>Nomor : B-3071/In.20/3.a/PP.009/06/2023 Sifat : Biasa Perihal : Permohonan Ijin Penelitian</p>	
<p>Yth. Kepala SMA DIPONEGORO Suci, Kec. Panti, Kabupaten Jember, Jawa Timur 68153</p>	
<p>Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :</p> <p>NIM : T20196131 Nama : ORIANA KENDRA RADITYA NIRAMPUTRI Semester : Semester delapan Program Studi : TADRIS BAHASA INGGRIS</p> <p>untuk mengadakan Penelitian/Riset mengenai "The Implementation of English Song to Increase Vocabulary Achievement in Second Grade Students at Sekolah Menengah Atas Diponegoro Panti Jember" selama 20 (dua puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Ibar Budi Cahyono, S.S</p>	
<p>Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.</p>	
<p>Jember, 14 Juni 2023 an. Dekan, Wakil Dekan Bidang Akademik,</p>	
  MASHUDI	

Appendix 4

Research Reply Letter



**YAYASAN LEMBAGA PENDIDIKAN ISLAM DIPONEGORO
SMA DIPONEGORO PANTI**

NSS :304052416044 Status : Terakreditasi A NPSN : 20523816
Alamat : Jl. Keputren Suci - Panti 68153, Telepon (0331) 413 110
Email : smadiponegoropanti01@gmail.com

Nomor : 69/E.7/20523816/VI/2023
Lampiran : -
Perihal : Balasan Permohonan Ijin Penelitian

Kepada
Oriana Kendra Raditya Niramputri
Di Tempat

Dasar : Surat nomor. B-3071/In.20/3.a/PP.009/06/2023 tanggal 14 Juni 2023 tentang Permohonan Ijin Penelitian Untuk Memenuhi Tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan

Berdasarkan surat tersebut, Kami mengizinkan mahasiswa di bawah ini:

Nim : T20196131
Nama : Oriana Kendra Raditya Niramputri
Semester : Semester Delapan
Program Studi : Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Untuk mengadakan Penelitian dengan Judul "The Implementation of English Song to Increase Vocabulary Achivment in Second Grade Students at Sekolah Menengah Atas Diponegoro Panti Jember" selama 20 (dua puluh) hari dimulai pada tanggal 17 Mei 2023 s/d 7 Juni 2023 di SMA Diponegoro Panti

Demikian surat ini dibuat, untuk dapat digunakan sebagai mana mestinya.

Jember, 15 Juni 2023
Kepala SMA Diponegoro Panti

BAPAK BUDI CAHYONO, S.S.

Appendix 5

Research Completion Letter



YAYASAN LEMBAGA PENDIDIKAN ISLAM DIPONEGORO

SMA Diponegoro Panti

NSS : 304052416044 Status : Akreditasi A NPSN : 20523816

Jl. Keputren Suci - Panti - Jember (68153) Telepon 0331413 110

Email : smadiponegoropanti01@gmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor surat: 65/E.23/20523816/VI/2023

Yang bertanda tangan di bawah ini :

Nama : Ibar Budi Cahyono, S.S.
Jabatan : Kepala Sekolah
Nama Sekolah : Sekolah Menengah Atas Diponegoro Panti
Alamat sekolah : Jalan Keputren Suci Panti Jember


Menerangkan dengan sebenarnya bahwa :

Nama : Oriana Kendra Raditya Niramputri
Nim : T20196131
Prodi/Semester : Tadris Bahasa Inggris / 8 (Delapan)
Mahasiswa : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah melaksanakan penelitian/riset pendidikan dengan judul "*The Implemetation of English Song to Increase Vocabulary Achievmnt in Second Grade Students at Sekolah Menengah Atas Diponegoro Panti Jember*" selama 20 (Dua Puluh) hari, dari tanggal 17 Mei 2023 sampai 7 Juni 2023 di lembaga kami untuk menyelesaikan tugas skripsinya.

Demikian surat ini dibuat dengan sebenarnya, dan digunakan sebagai mana mestinya.

Jember, 10 Juni 2023

SMA Diponegoro Panti

IBAR BUDI CAHYONO, S.S.

Appendix 6

Observation Sheet

OBSERVATION CHECKLIST PRE-TEST

No	Indicator	1 st Meeting		
		L	G	VG
1.	Pre-Teaching			✓
	1. Responds to teacher greetings with polite speech.			
	2. Responds to teacher questions about the situation of students with polite speech.		✓	
	3. Focus on teachers conveying the competencies to be achieved.		✓	
2.	While-Teaching		✓	
	4. Students focus attention when the teacher delivers the material until finish			
	5. English Song media attract student' attention to the material			✓
	6. English Song help students to figure out their ideas		✓	
	7. Students comply with the rules of the researcher in the class		✓	
	8. Show a sense of pleasure and enthusiasm for learning activities.		✓	
	9. Do not do other things outside of learning activities.	✓		
	10. The students active in asking and answering session	✓		
	11. The students enjoy the learning process		✓	
	12. Students record what is explained by the teacher		✓	
3.	Post-Teaching		✓	
	13. Respond to questions about student learning difficulties.			
	14. The students conclude the subject matter with the teacher.		✓	
	15. Students share their opinion about the learning process		✓	
	16. Students have good opinion about the learning process		✓	

OBSERVATION CHECKLIST CYCLE 1

No	Indicator	1 st Meeting			2 nd Meeting		
		L	G	VG	L	G	VG
1.	Pre-Teaching			✓			✓
	17. Responds to teacher greetings with polite speech.			✓			✓
	18. Responds to teacher questions about the situation of students with polite speech.			✓			✓
	19. Focus on teachers conveying the competencies to be achieved.		✓			✓	
2.	While-Teaching		✓			✓	
	20. Students focus attention when the teacher delivers the material until finish		✓			✓	
	21. English Song media attract student' attention to the material			✓			✓
	22. English Song help students to figure out their ideas		✓			✓	
	23. Students comply with the rules of the researcher in the class		✓			✓	
	24. Show a sense of pleasure and enthusiasm for learning activities.		✓			✓	
	25. Do not do other things outside of learning activities.	✓			✓		
	26. The students active in asking and answering session		✓			✓	
	27. The students enjoy the learning process			✓			✓
	28. Students record what is explained by the teacher	✓				✓	
3.	Post-Teaching	✓				✓	
	29. Respond to questions about student learning difficulties.						
	30. The students conclude the subject matter with the teacher.		✓				✓
	31. Students share their opinion about the learning process		✓			✓	
	32. Students have good opinion about the learning process			✓			✓

OBSERVATION CHECKLIST CYCLE 2

No	Indicator	1 st Meeting			2 nd Meeting		
		L	G	VG	L	G	VG
1.	Pre-Teaching			✓			✓
	33. Responds to teacher greetings with polite speech.			✓			✓
	34. Responds to teacher questions about the situation of students with polite speech.			✓			✓
	35. Focus on teachers conveying the competencies to be achieved.			✓			✓
2.	While-Teaching			✓			✓
	36. Students focus attention when the teacher delivers the material until finish			✓			✓
	37. ENGLISH SONG media attract student' attention to the material			✓			✓
	38. ENGLISH SONG helps students to figure out their ideas			✓			✓
	39. Students comply with the rules of the researcher in the class			✓			✓
	40. Show a sense of pleasure and enthusiasm for learning activities.			✓			✓
	41. Do not do other things outside of learning activities.		✓			✓	
	42. The students active in asking and answering session			✓			✓
3.	Post-Teaching		✓				✓
	45. Respond to questions about student learning difficulties.		✓				✓
	46. The students conclude the subject matter with the teacher.		✓				✓
	47. Students share their opinion about the learning process			✓			✓
	48. Students have good opinion about the learning process			✓			✓

L: Less

G: Good

VG: Very Good

Appendix 7

Syllabus

SILABUS

Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA
 Kelas : XI (Sebelas)
 Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i> 	<ul style="list-style-type: none"> - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p><i>those, my, their,</i> dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Mengucapkan dan menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar
<p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku 	<ul style="list-style-type: none"> - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>yang termuat di KI</p> <ul style="list-style-type: none"> • Multimedia Layout yang membuat tampilan teks lebih menarik. 	
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya
<p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang 	<ul style="list-style-type: none"> - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	menumbuhkan perilaku yang termuat di KI	
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal-hal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan 	<ul style="list-style-type: none"> - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 	<p>atau berbeda</p> <ul style="list-style-type: none"> - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbia <i>first</i>, <i>then</i>, <i>following</i>, <i>finally</i> - Hubungan 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya 	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	sebab-akibat (<i>if –then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	- Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif	- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Unsur kebahasaan - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang	- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesantertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	termuat di KI	



The Head Master of School

Ibar Budi Cahyono, S. S

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Apendix 8

VALIDITY INSTRUMENT

VALIDITY INSTRUMENT

INSTRUCTIONS

1. Put a check mark (✓) in the column according to your opinion
2. If there is a need to be revised, please write in the column "Catatan"

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A.	Isi					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.9 dan 4.9			✓		
	2. Indikator sesuai dengan Materi			✓		
	3. Petunjuk cara pengerjaan soal sesuai dengan soal yang disediakan.			✓		
	4. Pedoman penskoran sesuai dengan rubric skor yang telah di tetapkan.			✓		
B.	Konstruk					
	1. Soal disusun menggunakan test tulis yang berupa isi dari lirik lagu			✓		
	2. Mengartikan lirik lagu sesuai dengan bahasa yang baik dan benar.				✓	
C.	Bahasa					
	1. Petunjuk soal menggunakan kaidah bahasa inggris yang benar dan mudah dipahami			✓		
	2. Isi dari lirik lagu tidak mengandung kata kata yang menyinggung peserta didik.				✓	

Note:

- 4 : Sangat Baik
- 3 : Baik
- 2 : Kurang
- 1 : Sangat Kurang

Jember, 12 May 2023

Validator


(Ida Ernawati, S. Pd)

Appendix 9

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) I

Sekolah : SMA Diponegoro Panti

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XII / Genap

Tema : Friendship

Materi Pokok : Analysing Lyrics

Alokasi Waktu : 3 x 40 menit

Kompetensi Dasar	Indikator
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu (ENGLISH SONGS) terkait kehidupan remaja SMA /SMK/MAK	3.9.1. Mengidentifikasi lagu (K1) 3.9.2. Menirukan model lagu dengan terbimbing(K1) 3.9.3. Mendengarkan dan menemukan informasi rinci dari lagu. (K1) 3.9.4. Mengidentifikasi pesan yang terkandung dalam lagu (K2) 3.9.5. Menemukan berbagai macam teks lagu dari berbagai sumber dalam konteks yang berbeda-beda (K3) 3.9.6. Menganalisis berbagai struktur dan unsur penulisan lagu. (K4)
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA /SMK/MAK	4.9.1. Menyanyikan lagu dengan pengucapan dan tekanan kata yang benar.(P3) 4.9.2. Membuat kumpulan analisa lirik lagu. (P4)

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu.

2. Memahami makna lirik lagu secara kontekstual.
3. Mendapatkan nilai moral dari lagu
4. Mendapatkan hiburan dari lagu

B. Materi Pembelajaran

6) Materi Pembelajaran Pengayaan

Teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, tahun, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan

C. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Problem Based Learning
3. Metode : Diskusi, Tanya Jawab

D. Media Pembelajaran

1) Media:

Youtube

2) Alat/Bahan:

1. Mobile Phone
2. Active Speaker / Sound
3. Lyric

E. Sumber Belajar

Buku Lembar Kerja Siswa Bahasa Inggris Kelas XI

F. Langkah – Langkah Pembelajaran

Kegiatan Pendahuluan

- A. Guru memberi salam (greeting)
- B. Guru mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama
- C. Guru memeriksa kehadiran peserta didik
- D. Guru memberikan motivasi kepada siswa
- E. Guru menyampaikan tujuan pembelajaran kepada siswa
- F. Guru memberikan apersepsi kepada siswa

Kegiatan Inti

Mengamati

- Peserta didik mengamati guru selama menjelaskan teori mengenai *analysing lyrics*
- Peserta didik mengamati lagu yang diputar oleh guru berjudul “*Trouble is a friend*” by Lenka

Menanya

- Peserta didik menanyakan bagaimana cara pengucapan yang baik dan benar mengenai beberapa kata atau ungkapan yang masih sulit
- Guru memberikan klarifikasi/jawaban berkaitan dengan pertanyaan yang ditanyakan oleh peserta didik.
- Peserta didik dibimbing oleh guru untuk menanyakan pertanyaan yang berkaitan dengan lagu

Mengumpulkan Informasi

- Peserta didik (individu) mencari makna dari lagu yang berjudul “*Trouble is a friend*”

Mengasosiasi

- Secara individu peserta didik mengerjakan soal tentang lirik lagu “*Trouble is a Friend*”

Mengkomunikasikan

- Peserta didik menyampaikan pemahaman dari lirik lagu “*Trouble is a friend*” melalui lembar kertas yang telah disediakan

Kegiatan Penutup (10')

- 1) Guru menyampaikan test yang akan dikerjakan di pertemuan selanjutnya
- 2) Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan
- 3) Guru mengajak peserta didik berdoa dan mengucapkan salam

G. Penilaian Hasil Pembelajaran Pengayaan dan Remedial

Teknik Penilaian

Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi:

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
1.	Penugasan	Pilihan Ganda	<i>Answer The</i>	Saat pembelajaran	Penilaian untuk

			<i>Question based on Analyzing Lyrics in Paper</i>	n berlangsung	pembelajaran (<i>assessment for learning</i>) dan sebagai pembelajaran (<i>assessment for leaning</i>)
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Pembelajaran Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Maksimal). Guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan/atau menyusun *Trouble is a Friend*

“Trouble is a friend”

Lenka

Trouble he will find you, no matter where you go, oh oh
Masalah, dia akan menemukanmu, kemanapun kau pergi, oh oh
 No matter if you're fast, no matter if you're slow, oh oh
Entah dirimu cepat, entah dirimu lambat, oh oh
 The eye of the storm or the cry in the morn, oh oh
Pusat badai atau isak tangis di pagi hari, oh oh
 You're fine for a while but you start to lose control...
Beberapa saat kau baik-baik saja namun kau mulai kehilangan kendali...

He's there in the dark
Dia ada dalam gelap
 He's there in my heart
Dia ada di hatiku
 He waits in the wings
Dia menanti di sayap
 He's gotta play a part
Dia harus memainkan peran
 Trouble is a friend yeah trouble is a friend of mine

*Masalah adalah teman yeah masalah adalah temanku
Ah ooh...*

Trouble is a friend but trouble is a foe, oh oh
Masalah adalah teman namun masalah adalah musuh

And no matter what I feed him he always seems to grow, oh oh
Dan kuberi dia makan apapun dia selalu tumbuh, oh oh
He sees what I see and he knows what I know, oh oh
Dia melihat yang kulihat dan dia tahu yang kutahu, oh oh
So don't forget as you ease on down the road...
Maka janganlah lupa saat kau dalam kemudahan

He's there in the dark

Dia ada dalam gelap

He's there in my heart

Dia ada di hatiku

He waits in the wings

Dia menanti di sayap

He's gotta play a part

Dia harus memainkan peran

UNI Trouble is a friend yeah trouble is a friend of mine

KIAI FIAJI ACHMAD SIDDIQ
J E M B E R
*Masalah adalah teman yeah masalah adalah temanku
oh oh*

So don't be alarmed if he takes you by the arm

Maka jangan kaget jika dia menggandengmu

I won't let him win but I'm a sucker for his charm

Takkan kubiarkan dia menang namun aku terhisap pesonanya

Trouble is a friend yeah trouble is a friend of mine

Masalah adalah teman yeah masalah adalah temanku

ah ooh

How I hate the way he makes me feel

Betapa benci aku pada caranya mempengaruhi perasaanku

And how I try to make him leave,

Dan betapa tlah kucoba mengusirnya,

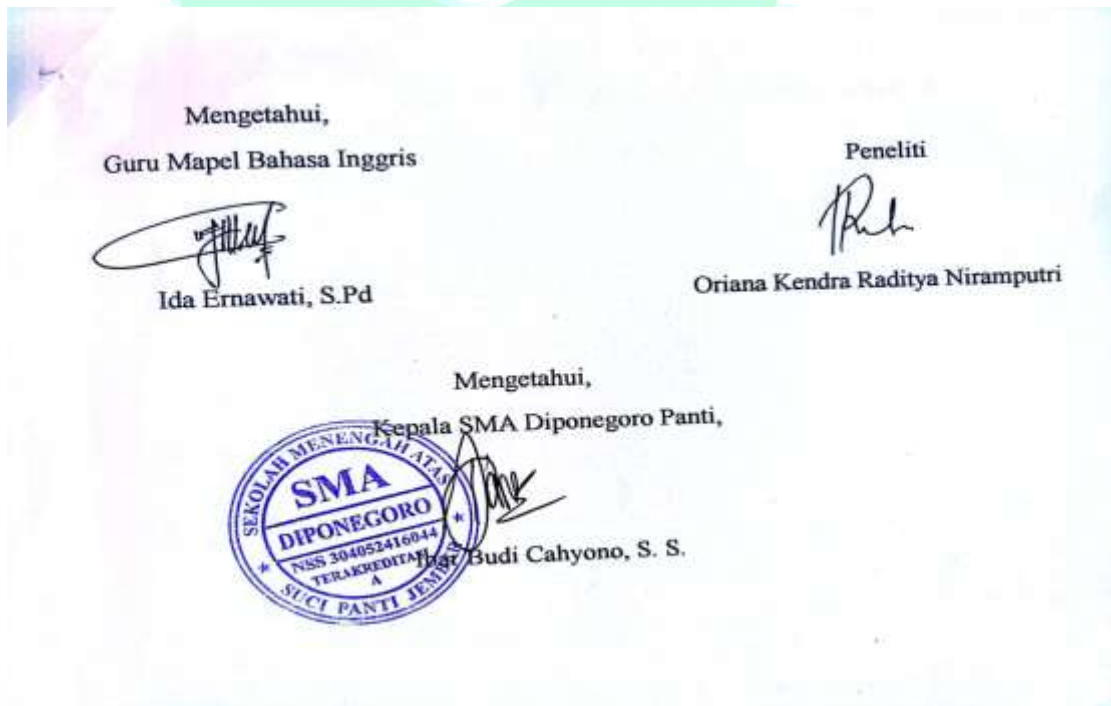
I try, oh oh I try.....

Kucoba, oh oh kucoba....

Pembelajaran Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan penugasan, maka akan diberikan pembelajaran tambahan (Remedial Teaching) terhadap IPK yang belum tuntas kemudian diberikan penugasan lagi dengan ketentuan:

1. Soal yang diberikan berbeda dengan soal sebelumnya namun setara
2. Nilai akhir yang akan diambil adalah nilai hasil tes terakhir.
3. Siswa lain yang sudah tuntas (KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberi keadilan.



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) II

Sekolah : SMA Diponegoro Panti

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XII / Genap

Tema : Friendship

Materi Pokok : Analysing Lyrics

Alokasi Waktu : 3 x 40 menit

Kompetensi Dasar	Indikator
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu (ENGLISH SONGS) terkait kehidupan remaja SMA /SMK/MAK	3.9.1. Mengidentifikasi lagu (K1) 3.9.2. Menirukan model lagu dengan terbimbing(K1) 3.9.3. Mendengarkan dan menemukan informasi rinci dari lagu. (K1) 3.9.4. Mengidentifikasi pesan yang terkandung dalam lagu (K2) 3.9.5. Menemukan berbagai macam teks lagu dari berbagai sumber dalam konteks yang berbeda-beda (K3)
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA /SMK/MAK	3.9.6. Menganalisis berbagai struktur dan unsur penulisan lagu. (K4) 4.9.1. Menyanyikan lagu dengan pengucapan dan tekanan kata yang benar.(P3) 4.9.2. Membuat kumpulan analisa lirik lagu. (P4)

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu.
2. Memahami makna lirik lagu secara kontekstual.

3. Mendapatkan nilai moral dari lagu

4. Mendapatkan hiburan dari lagu

B. Materi Pembelajaran

Materi Pembelajaran Pengayaan

Teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, tahun, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan

C. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Problem Based Learning
3. Metode : Diskusi, Tanya Jawab

D. Media Pembelajaran

Media:

Youtube

Alat/Bahan:

1. Mobile Phone
2. Active Speaker / Sound
3. Lyric

E. Sumber Belajar

Buku Lembar Kerja Siswa Bahasa Inggris Kelas XI

F. Langkah – Langkah Pembelajaran

Kegiatan Pendahuluan

- Guru memberi salam (greeting)
- Guru mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa Bersama
- Guru memeriksa kehadiran peserta didik
- Guru memberikan motivasi kepada siswa
- Guru menyampaikan tujuan pembelajaran kepada siswa
- Guru memberikan apersepsi kepada siswa

Kegiatan Inti

Mengamati

- Peserta didik mengamati guru selama menjelaskan teori mengenai *analysing lyrics*
- Peserta didik mengamati lagu yang diputar oleh guru berjudul “*Count on Me*” by Bruno Mars

Menanya

- Peserta didik menanyakan bagaimana cara pengucapan yang baik dan benar mengenai beberapa kata atau ungkapan yang masih sulit
- Guru memberikan klarifikasi/jawaban berkaitan dengan pertanyaan yang ditanyakan oleh peserta didik.
- Peserta didik dibimbing oleh guru untuk menanyakan pertanyaan yang berkaitan dengan lagu

Mengumpulkan Informasi

- Peserta didik (individu) mencari makna dari lagu yang berjudul “*Count on Me*”

Mengasosiasi

- Secara individu peserta didik mengerjakan soal mengenai lirik lagu “*Count on Me*”

Mengkomunikasikan

- Peserta didik menyampaikan pemahaman dari lirik lagu “*Count on Me*” melalui lembar kertas yang telah disediakan

Kegiatan Penutup

- Guru menyampaikan test yang akan dinilai untuk pertemuan selanjutnya
- Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan
- Guru mengajak peserta didik berdoa dan mengucapkan salam

G. Penilaian Hasil Pembelajaran Pengayaan dan Remedial

Teknik Penilaian

Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi:

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
1.	Penugasan	Pilihan Ganda	<i>Answer The</i>	Saat pembelajaran	Penilaian untuk

			<i>Question based on Analyzing Lyrics in Paper</i>	n berlangsung	pembelajaran (assessment for learning) dan sebagai pembelajaran (assessment for leaning)
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Pembelajaran Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan penugasan, maka akan diberikan pembelajaran tambahan (Remedial Teaching) terhadap IPK yang belum tuntas kemudian diberikan penugasan lagi dengan ketentuan:

1. Soal yang diberikan berbeda dengan soal sebelumnya namun setara
2. Nilai akhir yang akan diambil adalah nilai hasil tes terakhir.
3. Siswa lain yang sudah tuntas (KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberi keadilan.

Pembelajaran Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Maksimal). Guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan/atau menyusun *Count on Me*

“Count on Me”

Bruno Mars

If you ever find yourself stuck in the middle of the sea
Jika kau terombang-ambing di tengah lautan
I'll sail the world to find you
'Kan kulayari seluruh lautan 'tuk temukanmu
If you ever find yourself lost in the dark and you can't see
Jika kau tersesat dalam gelap dan kau tak bisa melihat
I'll be the light to guide you
Aku 'kan menjadi cahaya yang membimbingmu

BRIDGE

Find out what we're made of
Temukan diri kita yang sebenarnya
When we are called to help our friends in need
Saat kita terpanggil untuk membantu teman yang membutuhkan

[Chorus]

You can count on me like 1, 2, 3
Kau bisa mengandalkanku seperti 1, 2, 3
I'll be there

Aku 'kan datang

And I know when I need it

Dan aku tahu saat aku membutuhkannya

I can count on you like 4, 3, 2

Aku bisa mengandalkanmu seperti 4, 3, 2

And you'll be there

Dan kau akan datang

'cause that's what friends are supposed to do oh yeah

Karna begitulah seharusnya teman

oooooh, oooohhh yeah yeah

[Verse 2]

If you're tossin' and you're turnin

Jika kau sedang resah dan gelisah

and you just can't fall asleep

Dan kau tak bisa tidur

I'll sing a song beside you

'Kan kunyanyikan lagu di sisimu

And if you ever forget how much you really mean to me

Dan jika kau lupa betapa berartinya dirimu bagiku

Every day I will remind you

Tiap hari aku 'kan mengingatkanmu

Back to BRIDGE, CHORUS

You'll always have my shoulder when you cry

Kau boleh selalu menangis di pundakku

I'll never let go

Aku takkan pernah pergi

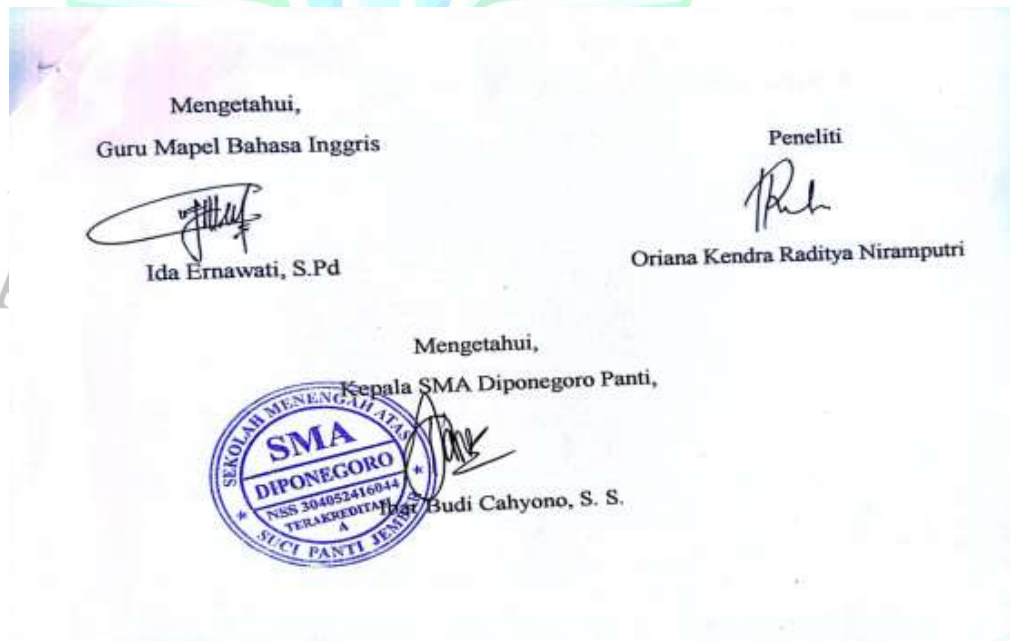
Never say goodbye

Takkan pernah bilang selamat tinggal

Back to CHORUS

You can count on me 'cause I can count on you

Kau bisa mengandalkanku karna aku bisa mengandalkanku





Jl. Keputren

a year ago - See more dates



ISLAMAHMAD SIDDIQ
, ... B E R

Appendix 11

Blue Print

Sekolah : SMA Diponegoro Panti

Bentuk : Pilihan Ganda

Materi : Analysing Lyrics

Kelas : XI IPS 1

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 3 x 40 Menit

Kompetensi Dasar	Kelas	Materi	Indikator Soal	Nomor Soal	Bentuk Soal
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu (ENGLISH SONGS) terkait kehidupan remaja SMA /SMK/MAK	XI IPS 1	Analysing Lyrics	Menentukan judul lagu	1	PG
			Sinonim kata	2,3,4,10	PG
Arti kata			5,6,9	PG	
Arti lagu			7	PG	
Menentukan subjek dalam lagu			8	PG	
Menentukan part of speech			11,12,13,14,15,16,17,18,19,20	PG	
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA /SMK/MAK					

Appendix 12

Pre-test

“BEN”

Michael Jackson

Ben, the two of us need look no more
We both found what we were looking for
With a friend to call my own
I'll never be alone
And you, my friend, will see
You've got a friend in me
(You've got a friend in me)
Ben, you're always running here and there (here and there)
You feel you're not wanted anywhere (anywhere)
If you ever look behind
And don't like what you find
There's something you should know
You've got a place to go
(You've got a place to go)
I used to say "I" and "me"
Now it's "us", now it's "we"
(I used to say "I" and "me")
(Now it's "us", now it's "we")
Ben, most people would turn you away (turn you away)
I don't listen to a word they say (a word they say)
They don't see you as I do
I wish they would try to
I'm sure they'd think again
If they had a friend like Ben
Like Ben
(Like Ben)
Like Ben

Task 1

Please answer the correctly !

HOTS

1. What is the meaning of second line talk?
A. **Second line talked about a friend**
B. Second line talked about an aunty
C. Second line talked about a cousin
2. Ben is an animal, who is him?
A. **Dog**
B. Cat
C. Rabbit
3. The word “you” in the 9rd line refers to..
A. Ben
B. **Ben’s Friend**
C. Ben’s Siblings
4. The word “never” in the 4rd line is antonym of..
A. **Ever**
B. Even
C. Easy
5. “So dont forget as you ease on down the road.” The underlined word antonym of....
A. **Remember**
B. Talk
C. Call
6. Now it’s “us”, now it’s (...) The underlined word similar of....
A. They
B. Them
C. **We**
7. “And how I try to make him leave” The underlined word antonym of....
A. Back
B. Afraid
C. **Stay**
8. “I wish they would try to” The underlined word synonym of....
A. Lose
B. **Hope**
C. Victory
9. The word “us” in the 1st line refers to..
A. **We**
B. They
C. He
10. “I’ll never be alone” The underlined word is an abbreviation of..
A. **I will**
B. I would
C. I had

11. "I wish they would try to" the underlined word similar to..
- Undertake**
 - Efforts
 - There
12. "Ben, most people would turn you away (turn you away)" the underlined word synonym of..
- Person**
 - Animal
 - Plant
13. What is the synonym of "go" in lyrics?
- Leave**
 - See
 - Find
14. "You've got a place to go" what is the meaning of the underlined word?
- Me**
 - You
 - He
15. The word "they'd" is an abbreviation of..
- They are
 - They is
 - They had**
16. "If you ever look behind, and don't like what you find" what is the meaning of this word?
- There is **me** behind you
 - There is him behind you
 - There is her behind you
17. What is the synonym of "say" ?
- Speak**
 - Loud
 - Never
18. What is the antonym of "need" in the first line..
- Urgent**
 - Bad
 - Expected
19. What is the synonym of "listen" in the lyrics?
- Hear**
 - Open
 - Miss
20. What is the synonym of "most" in the lyrics?
- Almost**
 - Again
 - Listen

LKPD

No	Correct Answer	Score
1	A	5
2	A	5
3	B	5
4	A	5
5	A	5
6	C	5
7	C	5
8	B	5
9	A	5
10	A	5
11	A	5
12	A	5
13	A	5
14	A	5
15	C	5
16	A	5
17	A	5
18	A	5
19	A	5
20	A	5
Total		100

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Post Test
“Trouble is a Friend”
Lenka

Trouble will find you no matter where you go, oh oh
No Matter if you're fast no matter if you're slow, oh oh
The eye of the storm and the cry in the morn, oh oh
Your fine for a while but then start to loose control
He's there in the dark
He's there in my heart
He waits in the winds
He's gotta play a part
Trouble is a friend
Yeah trouble is a friend of mine. oh oh
Trouble is a friend but trouble is a foe, oh oh
And no matter what I feed him he always seems to grow, oh oh
He sees what I see and he knows what I know, oh oh
So don't forget as you ease on down the road
So don't be alarmed if he takes you by the arm
I won't let him win, but I'm a sucker for his charm
Trouble is a friend
Yeah trouble is a friend of mine, oh oh
Oh how I hate the way he makes me feel
And how I try to make him leave, I try
Oh Oh I try

Task 2

Please answer the correctly !

1. What is the synonym of "Trouble"
 - a. Friendship
 - b. Love
 - c. **Problem**
2. What is the meaning of trouble is a friend?
 - a. **There is a trouble with her friend**
 - b. Her friend always support her
 - c. They feel lucky to have them
3. The word "you" in the 2nd line refers to..
 - a) **Yourself**
 - b) Myself
 - c) Theirself
4. "The eye of the storm and the cry in the morn, oh oh"
The underlined word similar with....
 - a. Happy
 - b. Happyness
 - c. **Crying**
5. "So dont forget as you ease on down the road." The underlined word antonym of....
 - a. **Remember**
 - b. Advantage
 - c. Loss
6. The title of this song is "Trouble is a.."
 - a. **Friend**
 - b. Enemy
 - c. Family
7. "And how I try to make him leave" The underlined word antonym of....
 - a. Back
 - b. Afraid
 - c. **Stay**
8. "I won't let him win." The underlined word synonym of....
 - a. **Lose**
 - b. Lost
 - c. Victory
9. The word "I" in the 2nd line refers to..
 - a. **Me**
 - b. They
 - c. He
10. Who is "he" in this lyrics?
 - a. Her boyfriend
 - b. **Her bestfriend**
 - c. Her parents

11. What is the synonym of “matter” ?

- a. Give
- b. Use
- c. **Problem**

12. What is the synonym of “wait” ?

- a. **Stay**
- b. Take
- c. Suck

13. “Heart” is a type of word..

- a. **Noun**
- b. Adverb
- c. Adjective

14. “Hate” is the type of word..

- a. Verb
- b. Adjective
- c. **Noun**

15. What is the synonym of “friend”

- a. **Pal**
- b. Enemy
- c. Job

16. “Arm” is the type of word...

- a. Adjective
- b. **Noun**
- c. Verb

17. What is the antonym of “Friend”

- a. Buddy
- b. **Enemy**
- c. Mate

18. “Leave” is the type of word..

- a. Clausa
- b. **Verb**
- c. Adverb

19. “Trouble” is the type of word...

- a. Verb
- b. Adverb
- c. **Noun**

20. What is the antonym of start..

- a. Leave
- b. **Finish**
- c. Go

LKPD

No	Correct Answer	Score
1	C	5
2	A	5
3	A	5
4	A	5
5	A	5
6	A	5
7	C	5
8	A	5
9	A	5
10	B	5
11	C	5
12	A	5
13	A	5
14	C	5
15	A	5
16	B	5
17	B	5
18	B	5
19	C	5
20	B	5
Total		100

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Post Test Cycle 1

“Best Friend”

Jason Chen

Do you remember when I said I'd always be there.
Ever since we were ten, baby.
When we were out on the playground playing pretend.
Didn't know it back then.
Now I realize you were the only one
It's never too late to show it.
Grow old together,
Have feelings we had before
Back when we were so innocent
I pray for all your love
Girl our love is so unreal
I just wanna reach and touch you, squeeze you, somebody pinch me
This is something like a movie
And I don't know how it ends girl
But I fell in love with my Best Friend
Through all the dudes that came by
And all the nights that you'd cry.
Girl I was there right by your side.
How could I tell you I loved you
When you were so happy
With some other guy?
Now I realize you were the only one
It's never too late to show it.
Grow old together,
Have feelings we had before
When we were so innocent.
I pray for all your love
Girl our love is so unreal
I just wanna reach and touch you, squeeze you, somebody pinch me
This is something like a movie
And I don't know how it ends girl
But I fell in love with my Best Friend
I know it sounds crazy
That you'd be my baby.
Girl you mean that much to me.
And nothing compares when
We're lighter than air and
We don't wanna come back down.

And I don't wanna ruin what we have
Love is so unpredictable.
But it's the risk that I'm taking, hoping, praying
You'd fall in love with your best friend
I pray for all your love
Girl our love is so unreal
I just wanna reach and touch you, squeeze you, somebody pinch me
This is something like a movie
And I don't know how it ends girl
But I fell in love with my Best Friend
I pray for all your love
Girl our love is so unreal
I just wanna reach and touch you, squeeze you, somebody pinch me
This is something like a movie
And I don't know how it ends girl
But I fell in love with my Best Friend
I remember when I said I'd always be there
Ever since we were ten baby.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Task 3

Please answer the correctly !

1. What is the meaning of Best Friend?
 - a. Someone who always hurt us
 - b. Someone who never talk with us
 - c. **Someone who close with us**
2. “But in fell in love with my”
 - a. **Best Friend**
 - b. Siblings
 - c. Cousin
3. The word “you” in the 5rd line refers to..
 - A. Jason Chen’s Friend
 - B. Jason Chen’s Best Friend**
 - C. Jason Chen’s Cousin
4. “Ever since we were ten, baby”
The underlined word antonym of....
 - A. Never**
 - B. Nothing
 - C. Know
5. “Love is so unpredictable.” The underlined word the meaning is....
 - A. Not able to be predicted**
 - B. Able to be predicted
 - C. Not yet
6. What is the title of this song?
 - A. Trouble is a friend
 - B. Best Friend**
 - C. See you again
7. “And all the nights that you’d cry” The underlined word similar with....
 - A. Sad**
 - B. Confused
 - C. Lonely
8. “I won’t let him win.” The underlined word synonym of....
 - A. Lose
 - B. Lost
 - C. Victory**
9. The word “we” in the 2nd line refers to.
 - A. Jason Chen’s Friend
 - B. Jason Chen’s Best Friend**
 - C. Jason Chen’s Cousin
10. What is the meaning of “this is something like a movie”?
 - A. For people who fallen in love
 - B. It didn’t mean anything
 - C. The story is the same as in the movie**

HOTS

11. What is the synonym of “movie”?

- a. **Film**
- b. Media
- c. Television

12. What is the synonym of “late”.

- a. **Delay**
- b. Fast
- c. Long

13. “old” is the type of word...

- a. **Adjective**
- b. Clausa
- c. Noun

14. What is the synonym of “guy”

- a. Woman
- b. **Man**
- c. People

15. “tell” is the type of word...

- a. Noun
- b. **Verb**
- c. Adjective

16. “unreal” is the antonym of word...

- a. **Real**
- b. Fake
- c. Original

17. “crazy” is the type of word...

- a. Noun
- b. **Adjective**
- c. Adverb

18. “realize” is the type of word...

- a. Adverb
- b. **Verb**
- c. Noun

19. What is the antonym of “cry” word...

- a. **Happy**
- b. Feel
- c. Love

20. “show” is the type of word...

- a. **Verb**
- b. Noun
- c. Adjective

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
MEMBER

LKPD

No	Correct Answer	Score
1	C	5
2	A	5
3	B	5
4	A	5
5	A	5
6	B	5
7	A	5
8	C	5
9	B	5
10	C	5
11	A	5
12	A	5
13	A	5
14	B	5
15	B	5
16	A	5
17	B	5
18	B	5
19	A	5
20	A	5
Total		100

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Post Test
“Count on Me”
Bruno Mars

Oh-oh
If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you
We'll find out what we're made of
When we are called to help our friends in need
You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh, yeah, yeah
If you tossin' and you're turnin' and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you, oh
We'll find out what we're made of
When we are called to help our friends in need
You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh, yeah, yeah
You'll always have my shoulder when you cry
I'll never let go, never say goodbye
You know
You can count on me like one, two, three
I'll be there
And I know when I need it I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh
You can count on me 'cause I can count on you

Task 4

Please answer the correctly !

1. What is the title of the song?
 - a. Friendship
 - b. Best Friend
 - c. **Count on Me**
2. Verse 1 explain about..
 - A. **A person is willing to do various things to help his best friend**
 - B. A person is lazy to do things to help his best friend
 - C. A person never does things to help his best friend
3. "I'll be the light to guide you"
The underlined word meaning of...
 - A. A person will give you a happiness things
 - B. A person will accompany you whenever
 - C. **A person will be there whenever you need them**
4. "If you tossin' and you're turnin' and you just can't fall asleep"
The underlined word similar of..
 - a. **Throw**
 - b. Kick
 - c. Hit
5. "You can count on me." The underlined word the synonym is...
 - A. **Rely on**
 - B. Turn on
 - C. Rely in
6. You can ... like one two three
 - A. I'll be there
 - B. Help our friends
 - C. **Count on Me**
7. Based on the song, best friend are supposed to be..
 - A. **Care with each others**
 - B. Disrespect with each other
 - C. Hate to each others
8. What is the antonym of "dark" word in 4 lines?
 - A. Dim
 - B. Lost
 - C. **Light**
9. What is the meaning of sail in the 2nd line?
 - A. **He/her will set sail to find his/her friend in the middle of the Sea**
 - B. He/her will sail to bring his/her friends back
 - C. He/her will sail to get out his/her friends
10. What is the antonym of light?
 - A. **Dark**

HOTS

- B. Mean
- C. Empty

11. The word “find” is type of..

- a. Clausa
- b. Noun
- c. **Verb**

12. The word “remind” is type of..

- a. Clausa
- b. **Verb**
- c. Noun

13. The word “count” is type of..

- A. Adjective
- B. Noun**
- C. Verb

14. The word “friends” is antonym of..

- a. **Enemy**
- b. Love
- c. Family

15. The word “asleep” is type of..

- a. **Adjective**
- b. Adverb
- c. Preposition

16. The word “lost” is type of..

- a. **Verb**
- b. Conjunction
- c. Adverb

17. The word “need” is type of

- a. Adverb
- b. **Verb**
- c. Preposition

18. The word “know” is type of..

- a. Conjunction
- b. Preposition
- c. **Verb**

19. The word “sing” is type of..

- a. **Verb**
- b. Adjective
- c. Clausa

20. The word “sea” is type of..

- a. Adjective
- b. Verb
- c. **Noun**

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No	Correct Answer	Score
1	C	5
2	A	5
3	C	5
4	A	5
5	A	5
6	C	5
7	A	5
8	C	5
9	A	5
10	A	5
11	C	5
12	B	5
13	B	5
14	A	5
15	A	5
16	A	5
17	B	5
18	C	5
19	A	5
20	C	5
Total		100

UNIVERSITAS ISLAM NEGERI
KIAI HAI ACHMAD SIDDIQ
J E M B E R

Post Test Cycle II
“See You Again”
Charlie Puth

It's been a long day without you, my friend
And I'll tell you all about it when I see you again
We've come a long way from where we began
Oh, I'll tell you all about it when I see you again
When I see you again
Damn, who knew?
All the planes we flew, good things we been through
That I'd be standing right here talking to you
'Bout another path, I know we loved to hit the road and laugh
But something told me that it wouldn't last
Had to switch up, look at things different, see the bigger picture
Those were the days, hard work forever pays
Now I see you in a better place (see you in a better place)
Uh
How can we not talk about family when family's all that we got?
Everything I went through, you were standing there by my side
And now you gon' be with me for the last ride
It's been a long day without you, my friend
And I'll tell you all about it when I see you again (I'll see you again)
We've come a long way (yeah, we came a long way)
From where we began (you know we started)
Oh, I'll tell you all about it when I see you again (I'll tell you)
When I see you again
First, you both go out your way and the vibe is feeling strong
And what's small turned to a friendship, a friendship turned to a bond
And that bond will never be broken, the love will never get lost
(The love will never get lost)
And when brotherhood come first, then the line will never be crossed
Established it on our own when that line had to be drawn
And that line is what we reached, so remember me when I'm gone
(Remember me when I'm gone)
How can we not talk about family when family's all that we got?
Everything I went through you were standing there by my side
And now you gon' be with me for the last ride
So let the light guide your way, yeah
Hold every memory as you go
And every road you take
Will always lead you home, home

Task 5

Please answer the correctly !

1. What is the title of the song?
 - a. Best Friend
 - b. Ben
 - c. **See You Again**
2. What is the synonym of “everything” ?
 - A. Take In
 - B. Many Things**
 - C. Glimpse
3. “Established”
This word similar with....
 - A. Set**
 - B. Place
 - C. Ride
4. “Talk”
What is the synonym of this word?
 - a. **Speak**
 - b. Go
 - c. Meet
5. What is the meaning of “brotherhood” word?
 - A. Family’s relationship**
 - B. Friend’s relationship
 - C. Cousin’s relationship
6. What is the meaning of “i see you in a **better place**”?
 - A. He will see his best friend in another place
 - B. He will see his best friend in mall
 - C. He will see his best friend in **cemetery**
7. What is the meaning of the song?
 - A. People who miss their best friend**
 - B. People who need their best friend
 - C. People who never care with their best friend
8. Who is “You” in the song?
 - A. Friend**
 - B. Family
 - C. Siblings
9. What is the meaning of “you both”
 - A. You and him**
 - B. You and your parents
 - C. Charlie Puth
10. What is the synonym of “home”
 - A. Villa
 - B. House**
 - C. Hotel

HOTS

11. The word “long” is type of..
a. **Adjective**
b. Clausa
c. Preposition
12. The word “come” is type of..
a. **Verb**
b. Adjective
c. Adverb
13. The word “better” is type of..
a. Preposition
b. **Adjective**
c. Adverb
14. The word “talk” is type of..
A. Adverb
B. Preposition
C. **Verb**
15. The word “love” is type of..
a. Adjective
b. Preposition
c. **Verb**
16. The word “get” is type of..
a. **Verb**
b. Noun
c. Adverb
17. The word “friendship” is type of..
a. Adverb
b. **Noun**
c. Verb
18. The word “strong” is type of..
a. Noun
b. Verb
c. **Adjective**
19. The word “line” is type of..
a. Clausa
b. Verb
c. **Noun**
20. The word “home” is type of..
a. **Verb**
b. Clausa
c. Adjective

LKPD

No	Correct Answer	Score
1	C	5
2	B	5
3	A	5
4	A	5
5	A	5
6	C	5
7	A	5
8	A	5
9	A	5
10	B	5
11	A	5
12	A	5
13	B	5
14	C	5
15	C	5
16	A	5
17	B	5
18	C	5
19	C	5
20	A	5
Total		100

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Appendix 13

Score Pre-Test and Post-Test

Pre-test Cycle

No	Students Name	Score	Explanation	Categories
1	AMW	60	Not complete	Good
2	AAA	70	Not complete	Good
3	FS	60	Not Complete	Good
4	ARN	60	Not Complete	Good
5	AES	80	Complete	Very Good
6	AR	80	Complete	Very Good
7	ANA	70	Not Complete	Very Good
8	CO	80	Complete	Very Good
9	DDK	50	Not Complete	Good
10	DAS	80	Complete	Very Good
11	EF	60	Not Complete	Good
12	FS	60	Not Complete	Good
13	GM	80	Complete	Very Good
14	LF	60	Not Complete	Good
15	LW	60	Not Complete	Good
16	LLH	60	Not Complete	Good
17	MSW	60	Not Complete	Good
18	MR	60	Not Complete	Good

19	MS	60	Not Complete	Good
20	NN	60	Not Complete	Good
21	NM	80	Complete	Very Good
22	NLA	60	Not Complete	Good
23	PWE	70	Not Complete	Very Good
24	PM	80	Complete	Very Good
25	RHD	60	Not Complete	Good
26	RA	50	Not Complete	Good
27	RS	70	Not Complete	Very Good
28	RG	60	Not Complete	Good
29	SA	80	Complete	Very Good
Total		1920		

Post Test Cycle I

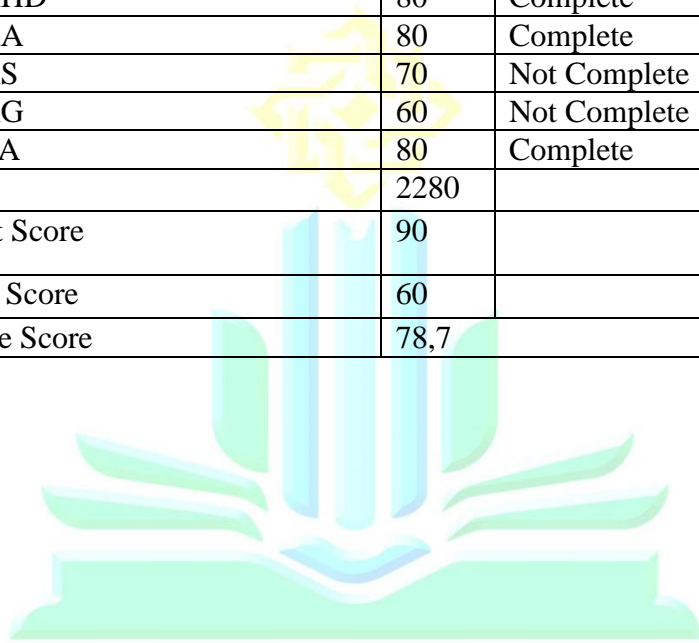
No	Students Name	Score	Explanation	Categories
1	AMW	50	Not Complete	Good
2	AAA	70	Not Complete	Very Good
3	FS	60	Not Complete	Good
4	ARN	50	Not Complete	Good
5	AES	80	Complete	Very Good
6	AR	80	Complete	Very Good
7	ANA	60	Not Complete	Good
8	CO	80	Complete	Very Good
9	DDK	60	Not Complete	Good
10	DAS	80	Complete	Very Good
11	EF	80	Complete	Very Good
12	FS	60	Not Complete	Good
13	GM	80	Complete	Very Good
14	LF	80	Complete	Very Good
15	LW	80	Complete	Very Good

No	Students Name	Score	Explanation	Categories
16	LLH	60	Not Complete	Good
17	MSW	80	Complete	Very Good
18	MR	80	Complete	Very Good
19	MS	70	Not Complete	Very Good
20	NN	80	Complete	Very Good
21	NM	50	Not Complete	Good
22	NLA	80	Complete	Very Good
23	PWE	50	Not Complete	Good
24	PM	80	Complete	Very Good
25	RHD	70	Not Complete	Very Good
26	RA	80	Complete	Very Good
27	RS	60	Not Complete	Good
28	RG	50	Not Complete	Good
29	SA	80	Complete	Very Good
Total		2020		
Highest Score		80		
Lowest Score		50		
Average Score		69,7		

Post Test Cycle II

No	Students Name	Score	Explanation	Categories
1	AMW	80	Complete	Very Good
2	AAA	80	Complete	Very Good
3	FS	70	Not Complete	Very Good
4	ARN	80	Complete	Very Good
5	AES	80	Complete	Very Good
6	AR	80	Complete	Very Good
7	ANA	80	Complete	Very Good
8	CO	90	Complete	Excellent
9	DDK	80	Complete	Very Good
10	DAS	70	Not Complete	Very Good
11	EF	80	Complete	Very Good
12	FS	80	Complete	Very Good
13	GM	90	Complete	Excellent
14	LF	80	Complete	Very Good
15	LW	80	Complete	Very Good
16	LLH	90	Complete	Excellent
17	MSW	80	Complete	Very Good
18	MR	80	Complete	Very Good
19	MS	80	Complete	Very Good
20	NN	80	Complete	Very Good

No	Students Name	Score	Explanation	Categories
21	NM	80	Complete	Very Good
22	NLA	80	Complete	Very Good
23	PWE	60	Not Complete	Good
24	PM	80	Complete	Very Good
25	RHD	80	Complete	Very Good
26	RA	80	Complete	Very Good
27	RS	70	Not Complete	Very Good
28	RG	60	Not Complete	Good
29	SA	80	Complete	Very Good
Total		2280		
Highest Score		90		
Lowest Score		60		
Average Score		78,7		



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 14

Research Journal

RESEARCH JOURNALS' ACTIVITIES

Name : Oriana Kendra Raditya Niramputri
 NIM : T20196131
 Title : The Implementation of English Song to Increase Vocabulary Achievement in Second Grade Students at Sekolah Menengah Atas Diponegoro Pantj Jember
 Location : SMA DIPONEGORO, Pantj, Jember

No	Day/Date	Activities	Informant's Name	Signature
1.	Monday, 2 nd January 2023	Giving observation permission letter to conduct interview and observation.	Ibar Budi Cahyono, S.S.	
2.	Wednesday, 18 th January 2022	Observe the classroom activity at the second grade of diponegoro senior high school	Ida Ernawati, S.Pd.	
3.	February, 1 st 2023	The researcher conducted second observation	Ida Ernawati, S.Pd.	
4.	May, 9 th 2023	The researcher giving research permission letter to the school and discussed about validity instrument	Ibar Budi Cahyono, S.S.	
5.	May, 10 th 2023	The researcher and collaborator conducted students' pre-test	Ida Ernawati, S.Pd.	
6.	May, 17 th 2023	The researcher implement the action (First meeting)	Ida Ernawati, S.Pd.	
7.	May, 24 th 2023	The researcher give a test to student post test 1 (Second meeting)	Ida Ernawati, S.Pd.	
8.	May, 31 th 2023	The researcher implement the action (Third meeting)	Ida Ernawati, S.Pd.	
9.	June, 7 th 2023	The researcher give a test to students post test 2 (Fourth meeting)	Ida Ernawati, S.Pd.	

Jember, 07 June 2023

The Head Master of School



Ibar Budi Cahyono, S. S.

Appendix 15

BIODATA



Personal Information

Name : Oriana Kendra Raditya Niramputri
Plate, date of birth : Jember, 19 August 2001
Address : Jl. Kalingga No. 17 Kel. Kebonsari Kec. Sumbersari
Kab. Jember
Faculty : Education and Teacher Training
Major : English Education Department
Email : orianakendraradityaniramputri@gmail.com

Educational Background

SD AL-IRSYAD AL-ISLAMIYYAH JEMBER (Graduated in 2013)
SMPN 9 JEMBER (Graduated in 2016)
SMKN 1 JEMBER (Graduated in 2019)
UNIVERSITAS ISLAM NEGERI KH. ACHMAD SIDDIQ JEMBER