

**IMPROVING STUDENTS' LISTENING SKILL
THROUGH ENGLISH SONG USING SPOTIFY APPLICATION
IN MTS BAITUL ARQOM BALUNG JEMBER**

THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of Requirements to Obtain
a Bachelor's Degree of Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Study Program



SRN: T20196122

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**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2024**

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MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا ۝٣٦

“(O man), follow not that whereof thou hast no knowledge. Lo! the hearing and the sight and the heart – of each of these it will be asked.”

*(Q.S Al Isra': 36)**



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* Terjemah makna surah al Isra' -terjemah berbahasa Inggris-Sahih International-Ensiklopedia Alquran Alkarim, https://quranenc.com/id/browse/english_saheeh/17/36

DEDICATION

With gratitude to Allah SWT, shalawat and salam poured out to our Prophet Muhammad SAW for the completion of this thesis with enthusiasm in the process of making it and sincerely from the deepest heart. I proudly dedicate my first thesis to people who care for and love me and to people who helped me to complete this thesis:

1. My Beloved parents, Mr. Ahmad Fauzi, as my first love and superhero. Mrs. Nuruni Istiqomah, as my heaven's. Their gave me the best support any situation of my life, prayed for me in all day, motivated me to complete my thesis, and love me never stop until now. Thank you very much Mama Ayah, I was able to complete my studies until graduated. I am so glad to have you in my life. Hopefully Mama Ayah will always be healthy, blessed with a long and happy life.
2. My Beloved little brother and sister, Axcerian Hidayah Almaki, as my beloved little brother and Cinta Aqis Ramadhani, as my beloved little sister, accompanied me when I get bored worked on my thesis, always encouragement and comforted me when I am tired. Thank you very much, I am proud to have a little sister and little brother like you.

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Allhamdulillah Rabbil 'Alamiin. Thanks to Allah SWT who has always given his blessing and guidance. So, I seem to finish this undergraduate thesis well. Sholawat dan Salam were given to our Prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for accomplishing the undergraduate degree in English Language Teaching of UIN KHAS Jember. The undergraduate thesis entitled "Improving Students Listening Skill Through English Song Using Spotify Application in MTs Baitul Arqom Balung Jember".

Moreover, I am completely mindful that the undergraduate thesis seem never finished without helping from others during the writing process. Therefore, I would like to express the greatest gratitude to the honorable:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as a Rector of UIN KHAS Jember who has given opportunity to study in this institute.
2. Dr. H. Abdul Mu'is, M.Si. as the Dean of Faculty and Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
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5. Isnadi, SS., M.Pd. as my Advisor, completing this thesis is not an easy moment that I have to go through as a student university. Thank you Sir, for taking the time to help me make it all happen and completed.
6. The lecturers of the English Department who have given me knowledge.
7. Abdul Hadi, S.Pd. the Head Master of Mts Baitul Arqom, and the staff who have given me a permission and helped me during my research
8. Abdul Karim, S.Pd. the English teacher of VIII A class who have given me the trust and support to conduct research in class.
9. To all my classmates in TBI 3 who have learned together through education for these four years.

10. The last of my best friend who participated in this process of this research.

May Allah repay all who have supported me in this process with kindness.

I realize that this thesis is far from being perfect. Therefore, I welcome all the criticisms and suggestions. The researcher hopes that this thesis will be useful for readers and other researchers who need it.

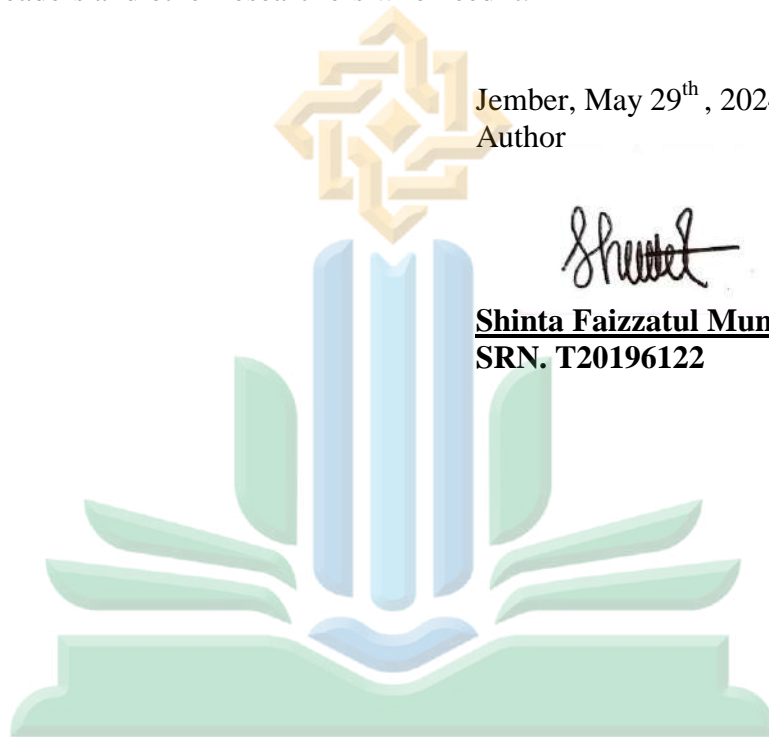
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ABSTRACT

Shinta Faizzatul Munawaroh, 2024: *Improving Students' Listening Skill Through English Song Using Spotify Application in Madrasah Tsanawiyah Baitul Arqom Jember.*

Keywords: Spotify Application, Listening Skill, Classroom Action Research.

English is one of the international languages that everyone around the world must know and understand. Listening to English songs makes it easier for students to understand English. For example, Mts Baitul Arqom students who try to learn English by using English songs have improved in listening, but learning to listen well is not as easy as it seems. Listening to music becomes an activity young people. There were so many kinds of music streaming application that could helped them listen to music everywhere. The researcher used the Spotify application for English learning media. The definition of Spotify itself is an application designed to facilitate English learning, especially listening.

The focus of this research: How does Spotify application can improve students' listening skill in Madrasah Tsanawiyah Baitul Arqom Balung Jember. The research objective: To describe that Spotify application can improve listening skill in Madrasah Tsanawiyah Baitul Arqom Balung Jember.

This research used Classroom Action Research (CAR) as method of Kemmis and Mc Taggart which consisted of four procedures, namely plan, action, observe, and reflect. This research, the researcher conducted in 2 cycles and the criteria of succes (KKM) in English subject is 75. The object of this research is students 8th A class of MTs Baitul Arqom consist of 29 students. To collect the data, the researcher used the students' listening test, observation, interview.

The results obtained in the pre-test stage were an average score of 43,41 by the total 1.259, while 6,89 learning completeness from these results was known to be low scores obtained in the pre-action, this was because the subject teacher were less using English songs in improvement students' listening skill. The researcher concluded that cycle I up to cycle II, the students listening skill was improved. It showed from the percentage of students improvement in pre-test was 06,89% that referred by 2 of 29 students who finished. At cycle I, the percentage of students improvement was 20,68% who stated by 6 of 29 students who finished. The percentage of students improvement in cycle II has raised by 82,75% with 24 students of 29 students who finished the score, it indicated that using Spotify application through English songs effective was improve students listening skill.

Based on the explanation above using Spotify application through English songs to improve students' listening skills has succeed and completed. So, by using Spotify application in 8th A class of MTs Baitul Arqom was improved.

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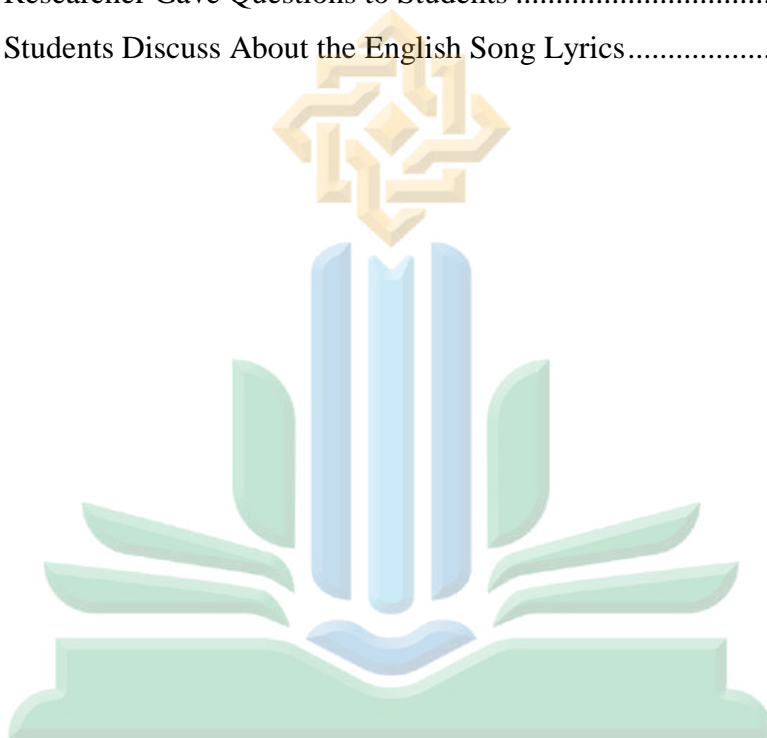
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CHAPTER I

INTRODUCTION

This chapter provides an overview of the research. This chapter included the research background, the research problem, the research objective, the significance of the research, and the definition of key terms, which will be described and clarified as follows:

A. Research Background

English is one of the international language that must be known and understood by all people around the world.¹ It has spread widely all over the world, first because of the influence of the British Empire and, second due to the preeminence of North American influence in the world. English was very important to be mastered by everyone since English was often used as a mean of international communication. It was widely used in every kind of activities all over the world. In Indonesia, its one of the foreign languages that was taught at schools as a compulsory subject for junior high school, senior high school, and university.

English language in Indonesia has been included in the education curriculum which has been mentioned based on Government Decree No. 060/U/1993 dated 25 February 1993. The decision stated that English lessons were local subjects in elementary schools.² It could be seen that English was

¹Andriani, "The Use of SPOTIFY Application to Improve Student' Ability in Listening Through English Song" (Thesis, Muhammadiyah University of Makassar,2019), 1.

²Sekretariat Negara Republik Indonesia Keputusan Menteri Pendidikan dan Kebudayaan Undang-undang Nomor 60 tahun 1993 tentang kurikulum pendidikan dasar 9 tahun, (Jakarta: Menteri Pendidikan dan kebudayaan RI,193).

one of the requirements to pass the national exam. It has shown that English has an important role in the international community, including Indonesia.

There were four main skills in English: reading, listening, speaking, and writing. Listening was one of the important skills students have to learn in learning English, but learning to listen well was not easy as it seems.³ Listening was also the process of understanding the meaning by hearing the sound. However, its process was constructed the meaning of utterances to understand the aim of what people said.

There were several reasons why song is used for learning foreign language, especially English. The main reason was that song could create a fun learning atmosphere.⁴ Students will perceive and listen to songs as an entertaining part of the assignment. So, it provided fun and relieved boredom. This could be a success for the process of listening to English songs through the Spotify application. So, that listening skill learning activities were more effective because there were not only listening to songs but also being able to see the lyrics of the song.

In Islam, humans have been given the ability to hear and see so they were guided to be grateful in Surah An-Nahl verse 78:⁵

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ

³Zezens Pratama, "Improving Students' Listening Skill Through Watching English Movies at the Eleventh Grade of SMA Negeri 1 Manggar, Bangka Belitung Province 2017/2018 Academic Year" (Thesis, Syarif Hidayatullah State Islamic University of Jakarta, 2018), 2.

⁴Ni Made Sinta, "Improving Students' Listening Comprehension By Using Spotify Application at Class IX SMPN 35 Makassar" (Thesis, Bosowa University of Makassar, 2020), 2.

⁵Mahmud Zayid, "The Quran", (Lebanon: Dar Al-Choura, 1980), 196.

“Allah brought you out of your mothers’ wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks.”

This verse implied that Allah given us the ability to listen to something that was taught. Listening was an active process of understanding speech that involved words from the sounds or music that was heard.

This research to find out how listening English song via Spotify application could improve student motivation and listening skill.⁶ Listening to music becomes an activity young people. There were so many kinds of music streaming application that could helped them listen to music everywhere. Listening is one of the skills that students needed to know and understand someone speaking in English. Students who were good at listening will better understand what people said in English.⁷

Spotify application is media as learning tool for students by provided a variety of audio content, included educational podcasts, language courses, and interactive learning materials. A variety of audio content for students to expand their knowledge while improve listening skills. This application very easy to listen and played on mobile phone but, in Mts Baitul Arqom Balung Jember not allowed mobile phone. So, this study used LCD for this lesson. The definition of Spotify itself was an application designed to facilitate learning English, especially listening. This application, could improve memory, increase vocabulary, practice pronunciation, and it doesn’t make

⁶ M. Yusril Mahendra, “The Students’ Perseption On Use JOOX App in Listening Skill” (Thesis, State Islamic Institute of Plangkaraya, 2020), 3.

⁷ Observation at MTs Baitul Arqom Balung Jember

students feel bored.⁸ Students could learn to listen by choose the English song students like. So, Spotify application in learning to listen English song used to improve students listening skills.

The researcher choose the school for observation and research at Mts Baitul Arqom Balung Jember. It was because one of the teachers said that "the students were very less interested in English lessons". Therefore, the researcher wanted to make students interested in learning English, especially in listening skills. Based on the observations the researcher found a problem with listening, such as the way students listen to songs. Students preferred to listen to songs, because songs could be enjoyed to listen. Therefore the researcher choose a titles related to listening of songs. Researcher used the LCD to displayed songs through the Spotify application during listening lessons. Students enjoyed for the lesson, because students just listen carefully to the song played.

Previously, in teaching listening this school never used Spotify and also often used LCD to watch movies on listening lessons. The researcher taught students of grade VIII A and the level of completeness (KKM) at this school was 75 for English. The researcher hoped that make the student learn interested, enjoyed, funny and it also could make students able to mastered listening with English songs.

Listening is an important role in mastered English. It could build the students listening skill, where there was a process of listening and concluded

⁸Ni Made Sinta, "Improving Students' Listening Comprehension By Using Spotify Application at Class IX SMPN 35 Makassar" (Thesis, Bosowa University of Makassar, 2020), 20.

with what has been heard from the speaker that the listener's comprehension. So, that students could listen more to English sound by listening students heard. As the study in listening, will used students listening skills with the Spotify application to listen the provided lyrics in the application. This reason was made the writer intersted to carried out a research entitled **“Improving Student Listening Skill Through English Song Using Spotify Application in MTs Baitul Arqom Balung Jember in the Academic Year 2022/2023”**

B. Research Question

Based on the background above, the research question as follow:

How does Spotify application can improve students listening skill at MTs Baitul Arqom Balung Jember?

C. Reseach Objective

Based on the research question above, the research objective as follow:

To describe that Spotify application can improve listening skill at MTs Baitul Arqom Balung Jember.

D. Significance of the Research

1. Theoritically

This research is useful for broadening knowledge about the progress and development of learning English, especially in listening skills, and can be used as a reference for other researchers.

2. Pratically

a. For the students, hopefully this research can help student has exact understood that listening English song in listening skill. They had

capability in English general to improve them self in English listening by Spotify application.

- b. For the English teachers, can take useful information from this research for teaching English listening skill. Then, the teachers are aware that understanding Spotify application well is very important to make good listening skill. At the last, teaching and learning listening can be improve as well as students listening skill.
- c. For the researchers, this research can get information about Spotify application especially about the problems of listening skill in English teaching and can use as a reference for other researchers in doing a better research.

E. Definition of Key Term

1. Listening

listening is a skill that feels difficult to master because it needs more attention and concentration to comprehend the sounds (listening material).

It can be said that listening is not a passive skill. The process of listening is a complex process in which many things happen simultaneously inside the mind. Beside being complex, listening is far more difficult than many people can imagine.⁹

2. Song

According to Dale t Griffie song is a part of the music which have words, and it has some elements that make songs differ from the poetry or speech

⁹Filomina Minarti, Ni Putu Meri Dewi Pendit, & Ni Putu Wulantari, "Improving Students' Listening Ability by Using Songs at The Seventh Grade Students' of MTs Al-Amin Tabanan, 2021", Jurnal Mahasiswa Pendidikan 3, no.1: 1-2.

although they are have many similarity.¹⁰ For this research, the researcher used Dale T Griffee's definition.

3. Spotify

Spotify is an Application designed to facilitate learning English, especially listening. Spotify is a digital music, video streaming service that gives you access to billions of songs worldwide. Music can be searched with a search engine that includes the name of artist, album, genre, song list, or record label. The advantages of learning to listen using spotify namely music and song play an important role in developing English, especially listening.¹¹ It can improve memory, increase vocabulary, practice pronunciation, and certainly not makes student feel bored because they can learn to listen by choosing the English song they like. So, spotify application in learning to listen means the application to listen English song is use to improve students' listening skill.

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¹⁰Dale T. Griffee, *Songs in Action*, (Newyork: Prentice Hall, 1992), 3.

¹¹Ni Made Sinta, "Improving Students' Listening Comprehension By Using Spotify Application at Class IX SMPN 35 Makassar" (Thesis, Bosowa University of Makassar, 2020), 20.

CHAPTER II

LITERATURE REVIEW

This chapter presented literature review. It consisted of relevant previous study and theoretical framework.

A. Previous Studies

The first previous research was done by Ni Made Sinta from Bosowa University Makassar, entitled *“Improving Students’ Listening Comprehension By Using Spotify Application at Class IX SMPN 35 Makassar”*. It used pre-experimental in one class pre-test and post-test. The population in this research were students’ of SMPN 35 Makassar in 2020/2021 academic year, namely class 9. The total number of sample was 25 students’ from class IX.1, the data were obtained from listening test and questionnaires.

The results showed that the Spotify Application significantly increased students’ listening comprehension and their listening interest after did treatment. Mean score improved from 52.80 in pre-test to 84.40 in post-test. And students interest in listening using the spotify application can be seen in the pre-test and post-test percentages, in pre-test 0% got ‘excellent’ and 0% got ‘good’, meaning that students are not interested in spotify. Meanwhile in

the post-test 16% got 'excellent' and 72 % got 'good'. So there was students interest in spotify after doing the treatment.¹²

The second previous research was done by Andriani from Muhammadiyah University of Makassar, entitled *"The Use of SPOTIFY Application to Improve Students Ability in Listening through English Song"*. The researcher applied pre-experimental method with one group pre-test - post-test design, and collected the data based on the test. The sample of the research was the first semester students which consisted of 25 students. The sample was taken by using purposive sampling technique.

The result of the research were the mean score obtained by the students through pre-test was 57.2 and post-test was 74.4 with the t-test value orientation is greater than t-table ($10.8 > 2.06$). Listening through English Song in term of identify the phoneme words improved 17.2%. The result of calculating ttest of the indicators in the students" t-test listening ability in listening through English Song was greater than t-table $25.1 > 2.06$.¹³

The third previous research was done by Abdul Hair from Antasari State Islamic University Banjarmasin, entitled *"An Analysis of English Storytelling on Spotify for Learning Listening Comprehension"*. This research used qualitative approach, with a content analysis method to analyze the content that are available on Spotify. The researcher surfed the Spotify platform to find audio storytelling content and analyze the content that have potential for

¹²Ni Made Sinta, "Improving Students' Listening Comprehension By Using Spotify Application at Class IX SMPN 35 Makassar" (Thesis, Bosowa University of Makassar, 2020), 42-54.

¹³Andriani, "The Use of SPOTIFY Application to Improve Student' Ability in Listening Through English Song" (Thesis, Muhammadiyah University of Makassar, 2019), 35.

enhancing listening ability. The consideration is based on content types, popularity, level of difficulties and rate of activity.

The results showed that there are three channels that are focus on audio storytelling content, popular among user Spotify, active on uploading new content at least one content every week, and has level of difficulties. This channel has a lot of audio storytelling content, each of which contains grammatical and vocabulary according to the level of difficulty and exploration of new cultures.¹⁴

The fourth previous research was done by Kevin Septa Krisdian from Tidar University, entitled *“Enhancing Students Listening Skill Through Spotify Media: Reflective Practices English Language Teaching Classroom”*. It used Classroom Action Research. The subject of this research was students in the ninth grade of SMP Pantekosta Magelang in the school year 2022/2023. The total number of students was 28 students which consist of 15 males and 13 females. The writer used tests and nontests to collect data. The test is about listening tests while the non-test is observation, questionnaire, and documentation.

The finding of this study showed that based on questionnaire and observation, the use of the Spotify media to enhance listening skills increases the students` scores. The result of the research showed in Pre-cycle is 69%,

¹⁴Abdul Hair, “An Analysis of English Storytelling on Spotify for Learning Listening Comprehension” (Undergraduate Thesis, Antasari State Islamic University of Banjarmasin, 2023), 60.

Cycle I is 74%, and Cycle II is 77%.¹⁵ It means using Spotify media enhance students' listening skill and increase their motivation in English Learning Teaching.

The last previous research was done by Yanuar Lazuardy, Yunik Susanti, and Suhartono from PGRI Nusantara University of Kediri, entitled *“The Effect of Using on Viral Playlist at Spotify on the Students’ Listening Skill at the Tenth Grade MAN 1 Kota Kediri”*. It used quantitative research, and the research was conducted at MAN 1 Kota Kediri. The sample was X IPS 1 class that consists of 36 students. The students were given pre-test, treatment, and post-test.

The data result shows that t-score is higher than t-table in the level significant of 5%. The mean score of pre-test is 72,86 with the total score 2.687 and mean score of posttest is 83,92 with the total score 3.109.¹⁶ The result of the research shows that there is any significant effect of using the treatment, it is proven by the different score between pre-test and post-test.

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¹⁵Kevin Septa Krisdian, “Enhancing Students Listening Skill Through Spotify Media: Reflective Practices English Language Teaching Classroom” (Undergraduate Thesis, Tidar University, 2023), 61-64.

¹⁶Yanuar Lazuardy, Yunik Susanti, and Suhartono, “The Effect of Using on Viral Playlist at Spotify on the Students’ Listening Skill at the Tenth Grade MAN 1 Kota Kediri, 2023”, Proceedings of International Student Conference on Education, Vol.13: 106.

Table 2.1
The Similarities and Differences between Previous Research and This Research

No.	Author and Title	Similarities	Differences
1.	Ni Made Sinta "Improving Students' Listening Comprehension By Using Spotify Application at Class IX SMPN 35 Makassar".	a. Both use Spotify application.	a. This method used pre-experimental, while in my research used Classroom Action Research (CAR).
2.	Andriani "The Use of SPOTIFY Application to Improve Students Ability in Listening through English Song".	a. Both use Spotify application.	a. This method used pre-experimental, while in my research used Classroom Action Research (CAR).
3.	Abdul Hair "An Analysis of English Storytelling on Spotify for Learning Listening Comprehension".	a. Both use Spotify application.	a. This method used qualitative approach, while in my research used Classroom Action Research (CAR).
4.	Kevin Septa Krisdian "Enhancing Students Listening Skill Through Spotify Media: Reflective Practices English Language Teaching Classroom".	a. Both focus on students listening skills. b. Both use Spotify application. c. Both used Classroom Action Research (CAR).	a. This study showed that based on questionnaire and observation, while in my research based on observation, interview, and test.
5.	Yanuar Lazuardy, Yunik Susanti, and Suhartono "The Effect of Using on Viral Playlist at Spotify on the Students' Listening Skill at the Tenth Grade MAN 1 Kota Kediri".	a. Both on focus students listening skills. b. Both use Spotify application.	a. This method used quantitative research, while in my research used Classroom Action Research (CAR).

Based on the table 2.1, this research has similarities and differences with the previous research, the researcher found the gap. Some previous researcher used Spotify application as media, and showed that application could be interesting because that application had received treatment or had used the lyric of songs to improve students' listening skill. Therefore this research focused on improving students' listening skill using Spotify application.

B. Theoretical Framework

1. Listening Skill

a. The definition of Listening

Listening is the activity of payed attention and trying to understood the meaning of what was heard.¹⁷ Its the medium through which children, young people, and adults received most of information and understood of the world.¹⁸

According to Brown, research tended to agree that listening, especially for academic and professional contexts, was a very subtitle skill that required the learner's attention to a series of strategies for extracting meaning from text.¹⁹ The importance of listening to language learning could hardly be overstated. Listening is a major component of language learning and teaching.

¹⁷Vidya Mandarani, "Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down dan Bottom-Up", (Jurnal Pedagogi A I ISSN 2089-3833, Vol.5, No.5, Agustus 2016), 190.

¹⁸Regita Cahyani G, "Using English Song in Improving Listening Skill at Eighth Grade Students' in MTs Negeri 1 Manado" (Thesis, State Institute of Islamic Studies Manado, 2020), 6.

¹⁹H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Newyork: Longman, 2004), 247.

Listening is a creative skill. That means people understood the sound of falling in our ears and people taken the raw material of words, sentences and mof sound, and from that material created the meaning.²⁰

b. Types of Listening

According to H. Douglas Brown, there were 5 types of listening as follow:

- 1) Intensive Listening to the perceptual components (phonemes, words, intonation, discourse markers, etc.) of a wider language.
- 2) Responsive Listening to relatively short passages of language (greetings, questions, commands, comprehension checks, etc.) to create an short response.
- 3) Selective Listening is process sections of discourse such as short monologues of several minutes to "scan" specific information. The purpose of such performance should not be a common find meaning, but to be able to understand the information designated in a longer spoken language contexts (such as classrooms directions from a teacher, TV or radio news, or stories). An assessment task in selective listening may ask students, for example, to listen to names, numbers, grammatical categories, directions (in map exercises), or specific facts and events.

²⁰Alvian Nugroho, "Improving the Student Listening Skill Through Video Clip Media At the Tenth Grade of MA Nurul Ulum Kotagajah Lampung Tengah", (An Undergraduate Thesis, State Islamic Institute of Metro, 2019), 7.

- 4) Extensive Listening is develops top-down, spoken overarching understanding language. Extensive performance for listening to conversations and deriving comprehensive message or purpose. Listen to the gist, main ideas, and making inferences is part of extensive listening.²¹
- 5) Interactive Listening is performance that could included all of the types as learners actively. Their listening performance must be intricately integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.

c. Teaching Listening

Teaching was understood as showed or helped someone learning something, giving instructions, leading something while learning, inform, know or understand.²² Listening was have also been considered from additional perspectives in recent years not only in terms of understood, but also in terms of language learning teaching listening required something more than the teacher compared to students. One of the main principles in teaching listening, must: "language materials are intended for use in listening training". Understood not to be presented visually at first. Listening lessons go beyond the actual primary task of listening and related activities before

²¹H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman, 2004), 120.

²²H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Newyork: Longman, 2004), 7

and after listening. This means that teaching was listening must go beyond understood, then action.

There were several principles to considered when teaching necessary listening skills known by the teacher. First, people needed to focus on listening in the early staged of teaching ESL. This means that learning English, students must know the listening process. Second, listening should directed students to used as much material as possible that was relevant to real life. This allowed students to seen how important the topic was in real life. Third, listening must maximized the used of native language because its difficult for students to understood when the teacher used it difficult words. Fourth, listening should vary according to the material gender, age, dialect, accent, subject, speed and noise level genre the purpose of this principle was to arouse students' interested material to be provided in each session. Fifth, the teacher must always asked students to listen and asked them to showed it their understood of the task. It could train their listening skills. Sixth, language materials for used in listening training.

It could be concluded that learning to listen means conveyed some material through understood the language system. That's also included how do people used this knowledge of language system to understood or conveyed means and how used certain skills. It taken constant practice be able to do it. Listen more closed and eventually will be able to control it.

2. Song

a. Definition of Song

According to the Oxford dictionary, song is a small part of music. In addition to Griffie said a song is a piece of music with words, and there were several elements that distinguish song from poetry or language, not with standing a lot of similarity.²³ Songs were a natural way to got kids to payed attention rhymes and a fun way of learn.²⁴ Music taken art to another dimension and emotions in class. Songs could be fun, memorable and stimulated for students.²⁵

b. Function of Song

According to Lo and Li, song is an invaluable tool for developed students abilities in listening, speaking, reading, writing, and also could be used to teach various elements of language such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.²⁶

So, researcher used vocabulary because this title related to listening skill. Furthermore, that teaching English for young learned used songs has many advantages. One of these advantages was that students will feel comfortable and relaxed because good atmosphere that will improve their skills.

²³Dale T. Griffie, *Songs in Action*, (New York: Prentice Hall, 1992), 3.

²⁴Regita Cahyani G, "Using English Song in Improving Listening Skill at Eighth Grade Students' in MTs Negeri 1 Manado", (Thesis, State Institute of Islamic Studies Manado, 2020), 14.

²⁵J.J. Wilson, *How to Teach Listening*, (New Mexico: USA, 2008), 49.

²⁶R. Lo & H.C. Li, *Songs Enhance Learner Involvement*, (English Teaching Forum, 1998), 8-11.

3. Learning Listening by Media Spotify Application

According to Sadiman, media is something that used for streaming from the sender of the message to the recipient, so thoughts, feelings, students' attention and interested so that the learning process occurs in progress.²⁷

From some of the explanations above, it could be concluded that media is a tool for conveyed information to recipients and everything that could be used to send messages from sender to recipient, so that could stimulate thoughts, feelings, concerns so that effective and efficient communication occurs.

According to Sanjaya, an application is a software program created on a computer companies to perform certain tasks.²⁸ According to Ramzi, application was that stored objects, data/information, questions and work with media that could be useful for implementing existing things or problems so, that changed occur being new without underled values, problems and the work itself.²⁹

So, application is the transformation of a problem or job into a form difficult things become simpler, easier and understandable user. So, that problems were resolved faster and quickly assisted by the right application.

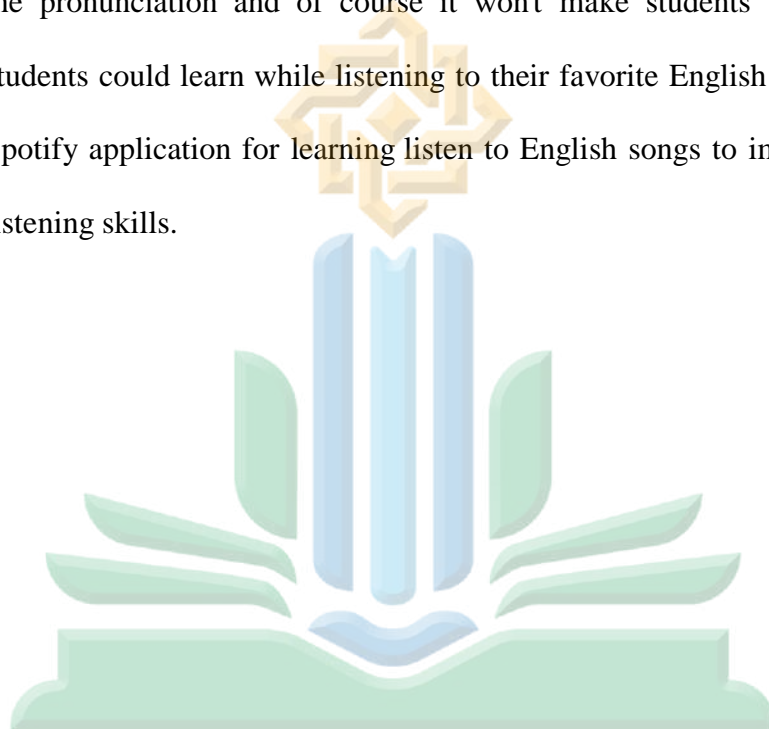
Spotify is an application that aims to facilitate English learning, especially listening. Spotify is a digital music and video streaming service that given access to worldwide. It could search for music used a search

²⁷Sadiman, Educational Media, (Jakarta: Rajawali Press, 2011), 7.

²⁸Sanjaya, Learning and Learning Models, (Bandung: CV Pustaka Setia, 2015).

²⁹Muhammad Ramzi, (Surabaya: LKP, Design and Build a Web-Based Subject Scheduling Application STIKOM, 2013).

engine included artist name, album, genre, track list or label.³⁰ That's one the benefit of learning to listen with Spotify was music and played songs an important role in the development of English language learning and especially listening. It could improve memory, expand vocabulary and used the pronunciation and of course it won't make students bored because students could learn while listening to their favorite English songs. So, the Spotify application for learning listen to English songs to improve student listening skills.



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³⁰Ni Made Sinta, "Improving Students' Listening Comprehension By Using Spotify Application at Class IX SMPN 35 Makassar" (Thesis, Bosowa University of Makassar, 2020), 19.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher focuses on the research methodology. It consists of research design, research settings, research stages, data collection techniques, data analysis techniques, and achievement indicators (criteria of success).

A. Research Design

The design of this research used Classroom Action Research (CAR). Classroom Action Research is a development work from action research. It is called Classroom Action Research (CAR) because it is used to be like that before as part of the scope of education conducted by action research in other fields. Therefore added the word "class" for differences. This class was not limited to the classroom, but led to every place where the teacher was needed. Khosy described action research as research conducted sequentially to improve training practice. A part from that, Classroom Action Research was also applied to various subjects. This was great for solved problems in various subject areas, such as Mathematics, English, Indonesian, Science and others.³¹

According to Harmer, action research was the name get some actions that the teacher might be able to do because it want to improve aspects of teaching or alternatives, and want to evaluated the success of the suitability of certain procedural activities.³² Burns stated that action research is a world of

³¹Valsa Koshy, *Action Research for Improving Practice: A Practical Guide*, (London: Thousand Oaks New Delhi, 2005), 8.

³²Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, (Pearson Longman: Harlow, 2007), 414.

education, usually big movements happened to a handful of people time. This refers to the concepts of "reflective practice" and teacher as a researcher.³³

The purpose of this Classroom Action Research was to improve students' listening skill through English songs used Spotify application. The researcher wants to find out how much the Spotify application could improve students' listening skill during learning to manage classroom settings. Researcher doing research at cycles and each consists four steps: plan, action, observe, and reflect. The researcher used the Kemmis and McTaggart designs could be seen in Figure 1.1

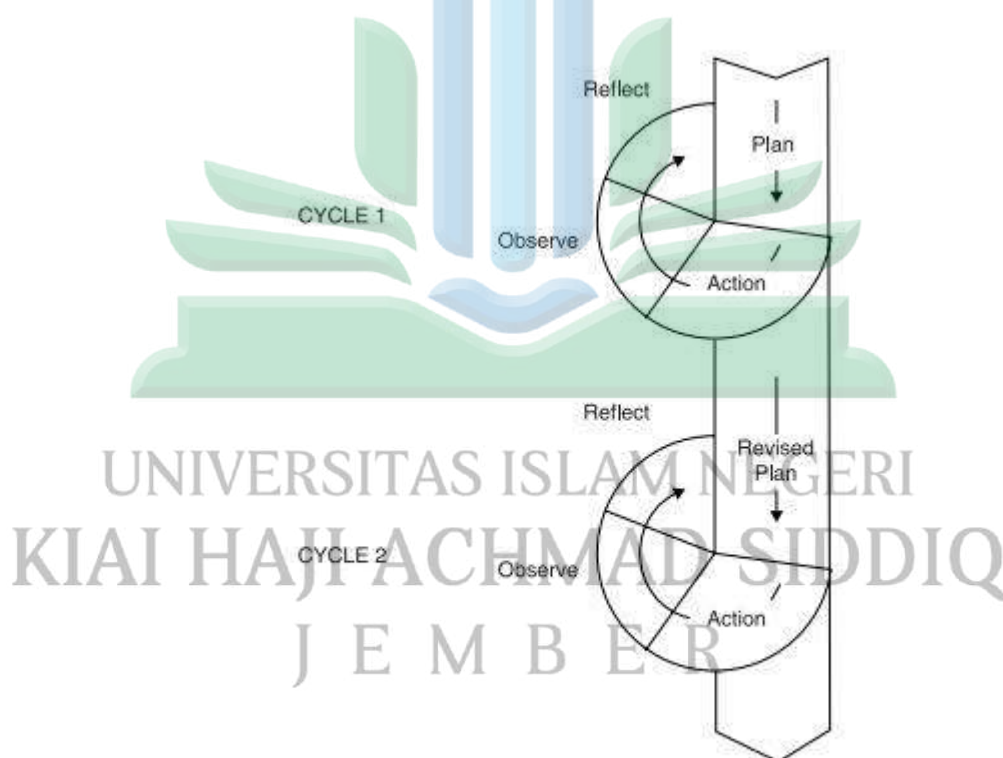


Figure 1.1 Cyclical AR model based on Kemmis and McTaggart (1988).

³³Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), 2.

According to Kemmis and McTaggart (as cited in Burns 2010: 8)

Action research consists four steps:

1. Plan

The researcher identify the problem and developed an action plan to improve the stated of the class to be studied during this planning process. In this study, researcher involved several activities before carried out class action. Its as follows :

- a. Researcher observed the class, interviewed the English teachers and students to get data about students' listening problems.
- b. Discuss research schedule that was set late.
- c. Researcher used the Spotify media application.
- d. Researcher created a lesson plan for the activities to be carried out.
- e. The researcher prepared instruments such as songs and student worksheets.
- f. The researcher decided to hold two meetings in one cycle.

2. Action

The researcher created a depth plan for this action. In this case, researcher collaborated with English teachers to developed classroom strategies. This cycle consists of two meetings: one for teaching and one for exams. In this phase, researcher and collaborator included the followed steps that must be considered when taken action:

- a. Used the media of Spotify application, the researcher explained the material (song).

- b. The researcher instructed the student to listen English songs on the Spotify application via LCD that has been displayed.
- c. Students were asked to watch and listen English songs with lyrics.
- d. Based on the material, researcher were asked students to written English song lyrics according to what the students heard.
- e. Researcher asked students to present based on findings what students written.

3. Observe

Researcher observed and documented the actions that were taken during this observation. Its goal was to collected information from the field. At this point, the researcher worked with the English teacher as a collaborator to observed the classroom situation when the action was implemented. The following researcher and collaborator observed the classroom situation:

- a. Student listening activities.
- b. Student response during teaching and learning activities.
- c. Students were enthusiastic participants during the learning process.

Researcher and teachers were also collaborators make some noted during the observation used the observation sheet.

4. Reflect

Researcher evaluated and analyzed students listening test scores in this reflection used the formula for average scores and the percentage of class that met the minimum completeness level (KKM) criteria. Researcher

could then determined when the results were successful and when the research could be stopped. However, if the results continued to failed, the researcher must revised the plan and continued to the next cycle.

B. Research Settings

1. Research Setting

The research setting of this research was conducted at Mts Baitul Arqom Balung Jember. This resason the researcher choose this school because one of the english teachers said that “the students there were very less effective and less interested in English lesson”. Therefore, the reseacher want to make a little bit of student interested in learning English, especially in listening skills. Then, the researcher decided to taken research at Mts Baitul Arqom Balung Jember.

2. Time of Research

The Classroom Action Research (CAR) was carried out through two of the cycles to improve students listening skills by english song used Spotify application.

3. Research Subject

The subject of this study were students’ of grade VIII A consisting out of 29 students’ who has problems in learning to listen English. That students’ who passed the KKM score were 29% or 9 students’ and who passed did not pass the KKM score were 80% or 20 students’. That was why they needed strategies in learning to listen English to helped them improve their listening skills.

C. Research Stages

The research stages that the researcher going to be conducted as:

1. Pre-test at this stage, the researcher will taken a preliminary test for measurement listening skills to students before treatment. Based on these observations, researcher could find out students' difficulties in listening skills.
2. Treatment, an efforts to increased student motivation in relation to listening skills. This step consisted of two cycles:
 - a. Cycle I
 - 1) Planning, make a plan about what was needed and what to be done in action, and make a lesson plan (RPP).
 - 2) Action, applied of song activities to improve listening skills based on the lesson plan.
 - 3) Observasion, taking existing situation and conditions at the action based on the observation sheet.
 - 4) Reflection, analyzed to identify and improve the effects of actions to plan the next cycle.
 - b. Cycle II
 - 1) Planning, identify of problems from action 1 and search solution to solved the problem.
 - 2) Action, doing the program of action 2
 - 3) Observation, collected data in action 2
 - 4) Reflection, evaluation of action 2

3. Post-test, to know the score of students listening skill after given the treatments.

D. Data Collection Technique

Classroom Action Research required data to support research. There were several ways to collected data, such as observation, interviews, and tests. The data collection techniques in this study were used by researchers to obtained data:

1. Observation

a. Pre-Observation

In this observation, students were the object of activity observation. The purpose of this observation was to identify the difficulties that students feel and students' understanding of the material they have given. This could be seen in attitude, response, and student behavior.

b. While-Observation

The researcher found a problem with listening, such as the way students listen to songs. Students preferred to listen to songs, because songs could be enjoyed to listen. Therefore the researcher choose a titles related to listening of songs. Researcher used the LCD to displayed songs through the Spotify application during listening lessons. Students enjoyed for the lesson, because students just listen carefully to the song played.

2. Interview

Interview data used to collected data or information related to problems faced by students at Mts Baitul Arqom Jember. Data received the researcher survey English teachers and students' of VIII A.

In the first interview, the researcher asked the teacher to accepted information about language problems faced by students in class. This was about students weaknesses in learning English, about students interested in learning English especially listening skills, about obstructed in students listening skills, about the results of students listening scores, and the situation in the classroom during teaching and learning activities.

In the second interview, the researcher asked the students their feelings during teaching and learning English, the researcher also asked students what could made students enthusiastic and enjoyed learning English and not get bored. After that, the results of the interview the researcher obtained data from the English teacher and students' of VIII A about students' listening skills.

3. Listening Test

Test is an important part of teaching and learning as a whole. Test was used as a tool to reinforce learning and motivated students language performance. The researcher used a written test for students to collect the data. This test was conducted after used Spotify application in the learning process. The researcher gave the test to students at the end of the cycle. The researcher used a written test based on listening to English song. The

researcher asked the students to listen the song according to played. The researcher asked the students to write the lyrics on the paper provided. In this task, the researcher will take a score to see how much the students' listening skills have improved. In this test, a score rubric used by the researcher to assess how well students listen. The things that will be seen are vocabular mastery.

E. The Assessment of Listening

1. Vocabulary Mastery

The mastery of English vocabulary itself is closely related to the ability of the learner to acquire the Vocabulary. Henry and Pongrantz point out that mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and writing. It means that a learner who learns English as a second language must comprehend the meaning of the words and can apply them in sentences

F. Data Analysis Technique

In analyzing data, this research used quantitative analysis. It was a type of scoring, namely individual score. The first step, the researcher calculated individual scores before calculating the average score. To measure students written exam results, this was interpreted as follows:

1. Determining Students' Individual Score

The researcher determined the results of individual scores used rubrics when written narrative text. Researcher calculated used the followed formula;

To analyze the students' mean score the researcher used this pattern as follow:

$$X = \frac{\sum X}{N} \times 100$$

Notes:

X = Students' individual score

$\sum x$ = Students' total score

N = Total number of scoring

100 = Maximum score

2. The Mean Score of the Whole Students'

After calculating the individual scores, the researcher determined the average value to calculate the scores of all students, the researcher used the followed formula:

$$M = \frac{\sum x}{n}$$

Notes:

M = Mean

$\sum x$ = Sum of students score

n = The number of students

Table 3.1

Criteria for Percentage of Score the Students

Final Score (%)	Criteria
81% - 100%	Excellent
61% - 80%	Good
41% - 60%	Average
21% - 40%	Pair
< 20%	Poor

G. Validity of Data

The researcher used content validity in this study. According to Brown, lesson sample could claimed evidenced of content-related validity, also called content validity, if it required the test taken to exhibit the behavior being measured.³⁴

The validity of the research was checked before the test for a given research. The researcher analyzed the contents of the subject instruments based on the English curriculum and syllabus to test the validity of the subject matter instruments. The researcher then carried out the treatment after compared all the elements.

To determine the validity of the test, researcher used two expert opinions. Abdul Karim, S.Pd., gave his first expert opinion as an English teacher at MTs Baitul Arqom Balung Jember and Isnadi, S.S., M.Pd., gave his second expert opinion as an English lecture at Kiai Haji Islamic University Achmad Shiddiq Jember.

Table 3.2
LEMBAR VALIDASI INSTRUMEN OBSERVASI

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrument lembar observasi sesuai dengan gramatikal bahasa Inggris.				
2.	Petunjuk penggunaan instrument lembar observasi dapat dipahami dengan jelas.				
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas.				
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman				

³⁴H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York : Prentice Hall.2001), 22-23.

	konsep.				
5.	Pedoman/criteria penskoran dapat digunakan dengan baik.				

Komentar dan Saran Perbaikan

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 23 September 2023
Validator,

ABDUL KARIM S.Pd

Table 3.1
LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standart Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator.				
2.	Soal sesuai dengan indikator.				
3.	Petunjuk cara pengerjaan soal sesuai dengan soal yang telah disediakan.				
4.	Pedoman penskoran sesuai dengan bobot criteria soal secara logis.				
5.	Instruksi soal mudah dipahami.				
6.	Instruksi soal menggunakan bahasa inggris sesuai dengan gramatikal.				
7.	Instruksi soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian.				

Komentar dan Saran Perbaikan

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

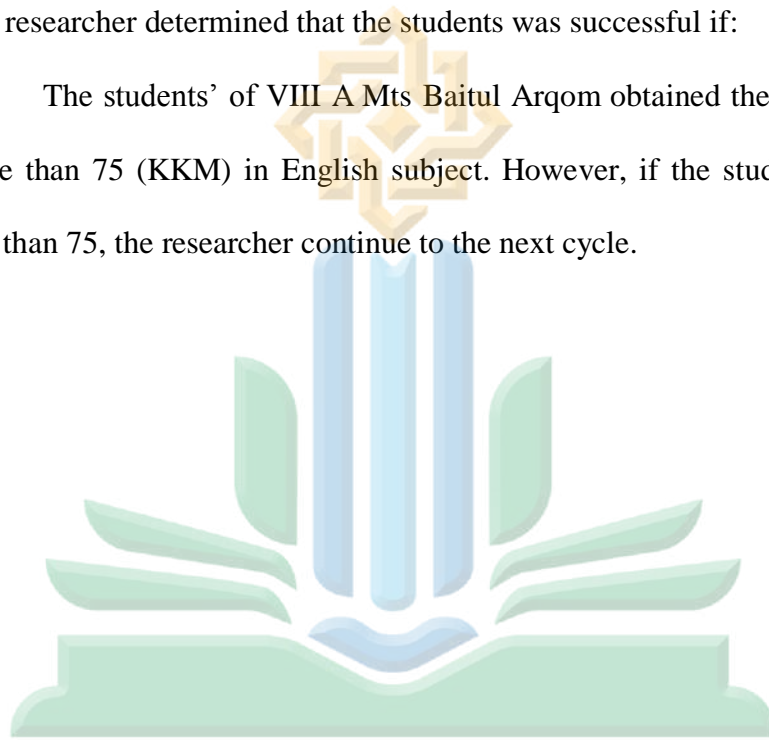
Jember, 23 September 2023
Validator,

ABDUL KARIM S.Pd

H. Criteria of Success

The researcher determined that the students was successful if:

The students' of VIII A Mts Baitul Arqom obtained the same score or more than 75 (KKM) in English subject. However, if the students get score less than 75, the researcher continue to the next cycle.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the profile of the school, research findings and discussion. The detail of the research process were presented below:

A. Profile of MTs Baitul Arqom

Mts Baitul Arqom is one of the Islamic Junior High School in Balung. Its located in Jl. Karangduren No. 32 Balung. The location of this school was good for teaching and learning, because the situation of this school very comfortable and far from crowded area. The *vision* of this school is “The realization of graduates devoted and accomplished”. The school *mission* is “to perform Dhuha Prayers in Congregation, to perform Duhur Prayers in Congregation, to get used to tawadhu' for parents, to get used to tawadhu' for teachers, to get used to respecting friends, to get used to good behavior in community, to obey the rules, to provide academic guidance, to provide academic assistance, to provide non-academic guidance and last to provide non-academic mentoring”. In teaching learning process, it used 2013 Curriculum. MTs Baitul Arqom has good facilities. There were several *extraculinaries* in this school, “Tahfidz, Scout, Muadloroh, Pansus, Karate, Hadrah, Pentaque, Paskibra, TSM, BTA, Basketball, Volleyball and Futsal”.³⁵

³⁵Mts Baitul Arqom (mts baitularqom.com).

B. Research Findings

This section consists of the result of the Classroom Action Research (CAR) and the research findings were obtained from the beginning until the last teaching and learning process. The researcher conducted research in Mts Baitul Arqom Year of 2022/2023. Before the 1st cycle was carried out, the researcher conducted the initial observations on July 25, 2023. There were several problems of students lack of hearing in listening skills. Only a few students had adequated listening levels but most of them were still lacking. The lack of given material about listening also affected the level of hearing of students so that made them could not meet the completeness of learning at the time of pre-test.

1. Pre-test

The pre-test was done before implementing the Classroom Action Research. It was on Thursday, October 12th, 2023. It started at 09.30 – 11.45. The pre-test used to measure the students listening skill.

Pre-test learning began with the administration of the first test by the researcher. The implementation of the learning process in the pre-test was still going on conventionally, which was still used easy songs entitled The Rest Of My Life.

The researcher began the learning process by praying and then checking the attendance of the students. After explained the purpose of the research, the researcher gave the first test by using the song of Maher Zain. The title is For The Rest Of My Life (see appendix 8). The researcher

omited some words from the lyrics. The test given was listening to songs and filling in the blank lyrics to students. When checking the questions on the first test (cycle 1), the results were obtained as in the form of the table below. (see table 4.1)

Table 4.1
The Result of Pre-test

No	Students Name	Score	Explanation
1	AMD	40	Not Complete
2	AR	40	Not Complete
3	ANH	50	Not Complete
4	ANLF	50	Not Complete
5	ATZP	76	Complete
6	DIZ	30	Not Complete
7	DUN	50	Not Complete
8	FHM	65	Not Complete
9	HAA	40	Not Complete
10	MHF	30	Not Complete
11	MAA	60	Not Complete
12	MRE	35	Not Complete
13	MI	35	Not Complete
14	MAM	40	Not Complete
15	MRS	30	Not Complete
16	MAM	30	Not Complete
17	MFE	35	Not Complete
18	MFR	40	Not Complete
19	MNR	30	Not Complete
20	MRH	30	Not Complete
21	NRJ	85	Complete
22	NAF	40	Not Complete
23	NLS	40	Not Complete
24	RA	30	Not Complete
25	SIA	68	Not Complete
26	SJ	40	Not Complete
27	SDC	40	Not Complete
28	SSS	40	Not Complete
29	IFH	40	Not Complete
Total		1.259	
High Score		85	
Lowest Score		30	
Average Score		43,41	

Formulation:

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

Notes:

X :Mean/ Average

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

$\sum N$:Total students

$$P = \frac{\sum \text{sum of student score}}{\text{Total students}} \times 100\% = \frac{1.259}{29} = 43,41\%$$

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

$$P = \frac{\sum \text{Students who have finished learning}}{\sum \text{Students}} \times 100\% = \frac{2}{29} \times 100\% = 06,89\%$$

Based on the data above, there were only 2 or 6,89% students completeness. Meanwhile, 27 students or 93,11% still need to pass the KKM (75) score. Therefore, the next step was performing cycle I.

2. Cycle I

The implementation of the cycle I in two meetings was carried out on November 2nd 2023, from 10.00-11.45 WIB until November 9th 2023, from 10.00-11.45 WIB with material the English song which entitled For The Rest Of My Life from Maher Zain used planning, implementation, observation and reflection. The researcher acted as a teacher in class VIII A for cycle I.

a. Planning

In the planning stage, the researcher conducted pre-observation at the Madrasah Tsanawiyah Baitul Arqom Balung Jember. After knowing the situation of students based on the results of discussions with Mr. Abdul Karim S.Pd, as the English teacher and collaborator. The researcher prepared various things used in the framework of implementing the learning process in the cycle I include; lesson plans, media, observation sheets, and materials in this cycle. Researcher prepare lesson plan that include material for cycle I. The lesson plan focused on the written test by using the Spotify application as a listening learning media and the material used listening to English song and filling in the blank lyrics. The researcher create a learning implementation for the Song material with a time allocation of 2 lesson hours. The researcher planned 3 meetings to teach listening to English song using Spotify application and 1 meeting for post test. Researcher prepared the media include LCD, speakers, laptop and other devices to display English songs as learning media.

b. Acting

1) The first meeting

The first meeting was conducted on Thursday, November 2nd 2023, from 10.00-11.45, which was allocated (2 x 45 minutes), followed by 29 students. After preparing all of the materials, the researcher starting lesson by praying, greeting, the continued with

attendance list of the students, asking them about their feelings and condition, the researcher also explained to what they would have in the meeting.

The condition students of VIII A was enjoyed and happy in this meeting. The students all present in the class of 29 students. After that, the researcher gave the students of paper blank lyrics had prepared for students before. The researcher began to explained the materials about the English song using Spotify application for 15 minutes. After the students understood the materials, the researcher gave questions to students about the English song for 20 minutes. After that, the researcher checked the answer by pointing students and written on their paper.



Figure 4.1
The Researcher Giving Material

Before the researcher continued the explanation, the researcher asked the students about the material they didn't understand; after that, the researcher continued to explain of listening English song using Spotify application, giving them an example using the word to filling in the blank lyrics on the paper. Next, the researcher gave a problem used an English song with the

title For the Rest of My Life from Maher Zain that was related to the materials by filling in the blank lyrics, but before that the researcher explained about filling in the blank lyrics again. After the song ends, all students fill in the blank lyrics. Then the researcher gathered the results of the questions given. This activities lasts for 15 minutes.

Allocation of time remained for 30 minutes was used to evaluated cycle I to students. The evaluated was in the form of written. The researcher played back the song given and the students written the words or sentences students heard without looked at the lyrics. Evaluation was carried out to determined the level of student listening.

2) The Second Meeting

The second meeting was conducted on Thursday, November 9th 2023, from 10.00 until 11.45; which was allocated (2 x 45 minutes) followed by 29 students. After preparing all of the material, the researcher started the class by praying, greeting, and checking the attendance list.

Firstly, the researcher asked students about the material that had been learned last Thursday to remember before continued the next lesson. After that, the researcher directed students to make 5 groups from the attendance list, each consists of 5 students. Then, the researcher explained the terms of the task, 30 minutes, the

English song that the researcher had prepared would be played use the Spotify application which was displayed through LCD 3 times, the first round was displayed with lyrics, the second and third rounds were displayed without lyrics. After that, the first song was played used lyrics, students were asked to pay attention and understand the song that was displayed. Then, the researcher distributed paper in the blank lyrics to each group. After the paper was distributed, students and their groups were told to carried out their tasks by listening to English songs without lyrics and filling in the blank lyrics that had been provided. Lastly, after the students completed the task, the researcher asked one of the students to collect the paper that each group had completed.



Figure 4.2
The Students Fill the Blank English Song Lyrics

In the main activity, the students shared opinions according to each group that has been heard. The students very concentrated. The researcher feels happy because the students were enthusiastic about this learning, although the results were not quite satisfactory. At least the students have participated. In this cycle the student has

not met the target or to be unsuccessful and there was no improvement. So, the researcher will be the next cycle.

c. Observing

This observation was stage where the researcher made the observation phase at the time of learning. At this stage the researcher supervised the activities of students who were focused on filling in the blank lyrics. Then the researcher also supervised students who actively said or answer questions given by researcher. In the learning process taken place researcher looked at developments in student activities that had occurred in students. This observation aimed to be able to determined the level of listening of students when used English songs in the eyes of English language lessons.

In classroom learning activities with English songs used Spotify application to improve students listening skills in English subjects run smoothly and well, because this activities has never been given by the subject teacher in class. So, that was able to draw attention students to followed the learning process and not made bored.

The researcher gave the students test (see appendix 8) and the result could be seen in this following table: (see table 4.2)

Table 4.2
The Result of Post-test Cycle 1

No	Student Name	Score	Explanation
1	AMD	65	Not Complete
2	AR	60	Not Complete
3	ANH	70	Not Complete
4	ANLF	70	Not Complete

5	ATZP	85	Complete
6	DIZ	50	Not Complete
7	DUN	65	Not Complete
8	FHM	76	Complete
9	HAA	55	Not Complete
10	MHF	50	Not Complete
11	MAA	76	Complete
12	MRE	60	Not Complete
13	MI	60	Not Complete
14	MAM	65	Not Complete
15	MRS	60	Not Complete
16	MAM	50	Not Complete
17	MFE	60	Not Complete
18	MFR	70	Not Complete
19	MNR	55	Not Complete
20	MRH	60	Not Complete
21	NRJ	90	Complete
22	NAF	60	Not Complete
23	NLS	60	Not Complete
24	RA	50	Not Complete
25	SIA	76	Complete
26	SJ	70	Not Complete
27	SDC	70	Not Complete
28	SSS	76	Complete
29	IFH	70	Not Complete
Total		1.884	
High Score		90	
Lowest Score		50	
Average Score		64,96	

The average of score was determined by the formula:

$$x \frac{\sum x}{\sum N} = \frac{1.884}{29} = 64,96$$

Notes:

X : Average value

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

$\sum N$: Total students

To find out the classical valued of students the followed formula is used.

$$P = \frac{\Sigma \text{Students who have finished learning}}{\Sigma \text{Students}} \times 100\% = \frac{6}{29} \times 100\% =$$

20,68%

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 : 20,68%

Σ Student Activity : 64,96

Σ Students : 29

d. Reflecting

Based on the observation instruments of the learning process in cycle I, the average activities of students was 64,96 and the

student presentations reached 20,68% or 6 students. This was categorized as bad if viewed from the score presentation. Students complete is 6 students and student not complete is 23 students.

Therefore, the researcher decided to perform cycle II.

3. Cycle II

The cycle must be continued of the cycle II and was carried out on November 16th 2023, from 10.00-11.45 until November 23rd 2023, from 09.00-10.45 with material the English song with different song which entitled Perfect by Ed Sheeran used planning, implementation,

observation, and reflection. The researcher acted as a teacher in class VIII A for cycle 2.

a. Planning

Based on the activities in Cycle I, the Cycle II process was focused on the problems in Cycle I, the researcher revised the lesson plan, students activities, different songs, and evaluation for students.

Researcher redesigned the lesson plan in Cycle II, namely, researcher need to give more time to students to understand English songs use the Spotify application, which improved students' hearing. Researcher also changed different English song which entitled Perfect by Ed Sheeran. Researcher provided more rounds of English songs, as well as pause the song if students want to hone what students hear carefully, then continued the song. Researcher also have a way to make students more concentrated, namely, researcher set the speed of the song at a slow speed so that students could maximize their hearing and string the right lyrics, with the hope that students could understand the English songs presented by researcher.

b. Acting

1) The First Meeting

The first meeting was conducted on Thursday, November 16th 2023 at 10:00-11:45, attended by 29 students of class VIII A. The researcher started the meeting by praying, saying greetings, asking for news, and checking the students' attendance list.

In this phase, the lesson was begun by praying. It was by checking presence of the students. After that, the researcher explained the material for 15 minutes. After the students understood the materials, the researcher gave questions to students about vocabulary of the lyrics for 20 minutes. After that the researcher checked, the answers by pointing students and written their answers on the paper.



Figure 4.3
The Researcher Gave Questions to Students

Next, the researcher played an English song entitled Perfect by Ed Sheeran and asked the students to the missing words of the lyrics. Then researcher gathered the results of the test given. This activities lasts for 15 minutes.

Allocation of time remained for 30 minutes was used to evaluate the cycle II. The evaluation was in the form written. The researcher played back the song given and the students wrote the missing words of the lyrics. Evaluation was carried out to determine the level of student listening.

2) The second meeting

The first meeting was conducted on Thursday, November 23rd 2023 at 10:00-11:45, attended by 29 students of class VIII A. The researcher started the meeting by praying, saying greetings, asking for news, and checking the students' attendance list.

At this meeting, the researcher gave a written post-test. The researcher divided VIII A students into 5 groups to listen English songs and write missing lyrics quickly. The researcher gave 10 minutes for the group that was fast and filled in the missing lyrics the most and became the winner.



Figure 4.4
The Students Discuss About the English Song Lyrics

c. Observing

This observation was carried out the researcher by making the observation during learning process. At this stage, the researcher supervised the activities of students who were focused on filling in the blank lyrics. Then, the researcher also supervised students who actively asked or answered questions given by the researcher. During learning process, the researcher observed the development of student

activities that occurred. This observation aimed to determine the level of listening of students when using English songs using Spotify application in English subjects.

The researcher gave the students exercise and the result could be seen in table 4.3:

Table 4.3 The Result of Post-test Cycle II

No	Student Name	Score	Explanation
1	AMD	85	Complete
2	AR	80	Complete
3	ANH	90	Complete
4	ANLF	80	Complete
5	ATZP	95	Complete
6	DIZ	70	Not Complete
7	DUN	80	Complete
8	FHM	90	Complete
9	HAA	80	Complete
10	MHF	76	Complete
11	MAA	80	Complete
12	MRE	76	Complete
13	MI	76	Complete
14	MAM	80	Complete
15	MRS	80	Complete
16	MAM	76	Complete
17	MFE	70	Not Complete
18	MFR	76	Complete
19	MNR	70	Not Complete
20	MRH	70	Not Complete
21	NRJ	95	Complete
22	NAF	76	Complete
23	NLS	76	Complete
24	RA	70	Not Complete
25	SIA	80	Complete
26	SJ	76	Complete
27	SDC	76	Complete
28	SSS	80	Complete
29	IFH	76	Complete
Total		2.285	
High Score		95	
Lowest Score		70	
Average Score		78,79	

The average score inside used the formula:

$$x \frac{\sum x}{\sum N} = \frac{2.285}{29} = 78,79$$

Notes:

X : Average value

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

$\sum N$: Total students

To find out the classical value of students were used:

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

82,75%

Notes:

P : Classical completeness

\sum Complete students : A large amount is complete

\sum Students : Total of Students

Data Analysis:

\sum Percentage of student activity : 82,75%

\sum Student Activity : 78,79

\sum Students : 29

d. Reflecting

Based on instruments that carried out in observation on the cycle II, the students' average score was 78,79 and students' presentation score was 82,75% or 24 students. This was categorized as

good if viewed from the score presentation. Student complete is 24 students and students not complete is 5 students. So, this cycle stopped because had complete.

(see table 4.4)

Table 4.4
The Comparison of Cycle I and Cycle II

No	The observed aspect	Completeness %		
		Pre-test	Cycle I	Cycle II
1	Average value	43,41	64,96	78,79
2	Students complete	06,89%	20,68%	82,75%
3	Students not complete	93,10%	79,31%	17,24%

Students who completed in cycle II reached 82,75%, namely 24 people with an average score of 78,79. It certainly increased when compared to cycle I. Furthermore, the average in cycle I, only increased by 20,68% (6 students). If described in the form of a comparison table between pre-test, cycle I, and cycle II completeness in improving students' listening skill through english song using Spotify application in class VIII A in MTs Baitul Arqom.

C. Discussion

Based on research conducted at MTs Baitul Arqom Balung Jember about improving students' listening skill through english song using Spotify application in class VIII A of islamic junior high school, the data obtained through observation, interview and documentation, the researcher presented the discussion from the data presentation and data analysis above. The researcher found several data in the field that relevant to the theory used. This

discussion detailed based on the focus of the problem that has been determined and summarized as follows:

Improving Students' Listening Skill Through English Song Using Spotify Application in MTs Baitul Arqom Balung Jember

In this discussion, the researcher compares the present study to other previous research findings which related to improving students' listening skill through english song using Spotify application.

The previous research from Ni Made Sinta found that the use Spotify application can be used to improve the students' listening comprehension. The result was proven by the result of students' listening test which were conducted on pre-test and post-test.³⁶

Moreover, Andriani also found in his research indicated that the students' ability in listening ability through English Song by using SPOTIFY application showed the improvement of the students listening ability in the terms of phoneme words. From the improvement showed the process in pre-test and post-test. The researcher gave the treatment by using SPOTIFY application, so that the students could show the improvement in post-test. In pre-test, only gave the exercise (listening through English song) to know their prior knowledge before using SPOTIFY application.³⁷

³⁶Ni Made Sinta, "Improving Students' Listening Comprehension By Using Spotify Application at Class IX SMPN 35 Makassar" (Thesis, Bosowa University of Makassar, 2020), 54-57.

³⁷Andriani, "The Use of SPOTIFY Application to Improve Student' Ability in Listening Through English Song" (Thesis, Muhammadiyah University of Makassar, 2019), 35.

This study both using Spotify application in listening skill. This study focus on students' listening skill through english song using Spotify application.

The present study was conducted which to indicated that by using songs' lyrics technique was an effective for teaching English especially in listening skill. Therefore, English teachers are suggested to use this technique to improve the student's listening skill.³⁸

To improve students' listening skill through english song using Spotify application in English lessons could attracted students' attention. Therefore, this learning model was applied by researcher and subject teachers had never applied this kind of learning model. Students were really like of new things. Therefore, the researcher seen many students who were happy and enthusiastic in teaching and learning activities after using Spotify application in English lessons. The average score in the cycle I students get an increased of 64.96 with an overall score of 1.884 while the score of students' mastery in learning was 20,68 in the cycle I has been categorized low. In the cycle I, has not been said to succeed. Therefore, the researcher and subject teacher proceed to the cycle II which aimed to improve students' learning outcomes.

In the cycle II, the average score was 78,79, and the total score of 2.285 increased more than the cycle I. While in the students' learning

³⁸Rossolino R, Teppa, Rinny R, Jenie P, "Improving Students' Listening Skill By Using Songs' Lyrics a Study Conducted at SMAN 1 Melonguane, 2022", JoTELL Journal of Teaching English, Linguistics, and Literature published by English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Manado 1, no.2: 244-260.

completeness reached 82,75. In the cycle II, this could be categorized as high.

Listening entails understanding the meaning of words, phrases, clauses, sentences, and linked discourse." In addition, listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.³⁹

According to Brown, research tends to agree that listening, especially for contexts, academic, and professional, is a skills that requires learner attention to strategies for obtaining meaning from texts.⁴⁰ Whereas in this study, students were very concentrated on listening to English songs that had been presented to produce students' skill to understand the lyrics/meaning of the song.

There were 5 types of listening according to Brown, including intensive, responsive, selective, extensive, and interactive. In this study, the appropriate one is responsive, because students respond quickly to the songs that had been presented to produce maximum results in students' listening skills.⁴¹ Students listen to English songs through the application were interested and the researcher used the Spotify application for listening

³⁹Lengkoan, Andries, and Tatipang, "A Study on Listening Problems Faced by Students of Higher Education, 2022", *Globish 1*, no.1: 41-50.

⁴⁰H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Newyork: Longman, 2004), 247.

⁴¹H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman, 2004), 120.

learning media. Why Spotify? because Spotify is very easy to access on a cellphone or laptop. In addition, Spotify also does not drain much mobile data. So, it is very much interested for access.

English songs very influential to improve students' listening skills, because by often listening to English songs students could understand a little vocabulary, students become easy to fill in the blank lyrics as presented by researcher in this study. Listening to English songs using the Spotify application has greatly improved. Students become comfortable and not bored learning English with media and this methods. So, in conclusion, improve of students' listening skills through English songs using the Spotify application is successful and was an increase in the achievement of students' listening skills.

The results obtained in the pre-test stage were an average score of 43,41 by the total 1.259, while 6,89 learning completeness from these results was known to be low scores obtained in the pre-action, this was because the subject teacher were less using English songs in improvement students' listening skill.

The majority of students find Spotify to be a useful and effective tool for learning English. It is perceived as a good medium for social interaction, improving vocabulary mastery, and receiving useful feedback from teachers. Students find Spotify easy to use and accessible anywhere. Some students find it challenging to navigate the system and ask teachers for help, but

overall, the use of Spotify for English language learning is well-perceived by students.⁴²

Using Spotify application through English songs to improve students' listening skills in English language lessons has succeed and completed in improving students' learning outcomes in class VIII A at MTs Baitul Arqom Balung Jember. Based on the explanation above using Spotify application through English songs to improve students' listening skills has succeed and completed. Based the results of my research, it was found that there was a problem with students' disinterest in learning to listen. By listening to English songs using Spotify application, students get increased changes because with English song students don't get bored while learning to listen and students by using Spotify application can choose the songs students want to play. So, by using Spotify application in class VIII A at MTs Baitul Arqom was improved.



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⁴²Ashya Isdanyo S, Intan Hamzah, "Students' Perception of the Use of Spotify Application to Improve Students' Vocabulary Mastery, 2023", *Journal of English Language Teaching and Learning (JELTL)* 4, no.1: 14-18.

CHAPTER V

Conclusion and Suggestion

A. Conclusion

The conclusion that was conducted at class VIII A in MTs Baitul Arqom Balung Jember. The researcher concluded that cycle I up to cycle II, the students listening skill was improved. It showed from the percentage of students improvement in pre-test was 06,89% that referred by 2 of 29 students who finished. Then in cycle I, the percentage of students improvement was 20,68% who stated by 6 of 29 students who finished. The percentage of students improvement in cycle II has raised by 82,75% with 24 students of 29 students who finished the score, it indicated that using Spotify application through English songs effective was improve students listening skill. That means in cycle II has increased better than in cycle I.

B. Suggestions

Based on the result of this research, the researcher determine some suggestions as follows:

1. For the Teachers

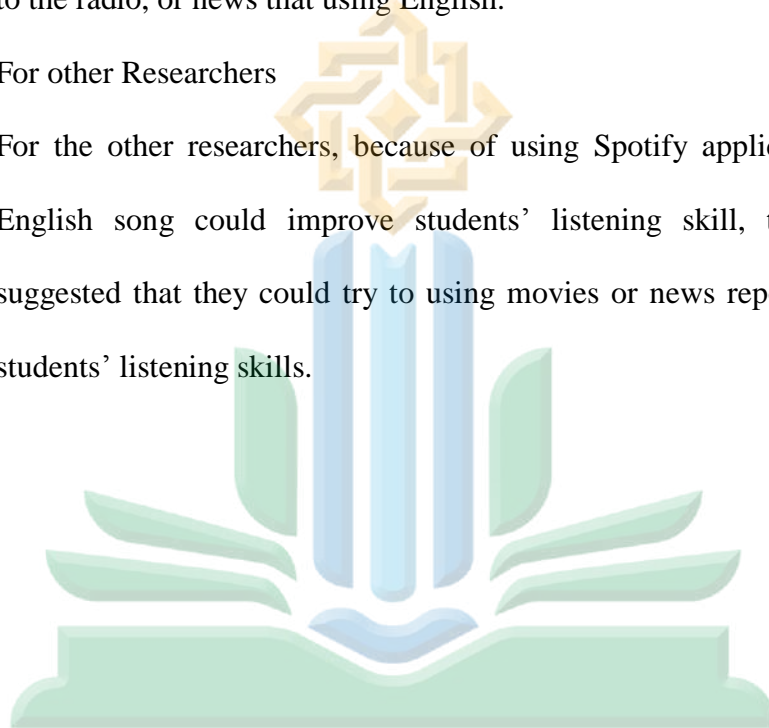
It recommended that teachers provided audio, video or any technique related to learning of each meeting, in order to practice students listening skills and increased students enthusiasm so students not get bored just focused on the book material.

2. For the Students

It recommended to understood how to listen something well, especially in the using Spotify application through English songs. Also hoped that students will always improve their listening skills by listening to the radio, or news that using English.

3. For other Researchers

For the other researchers, because of using Spotify application through English song could improve students' listening skill, the researcher suggested that they could try to using movies or news report to improve students' listening skills.



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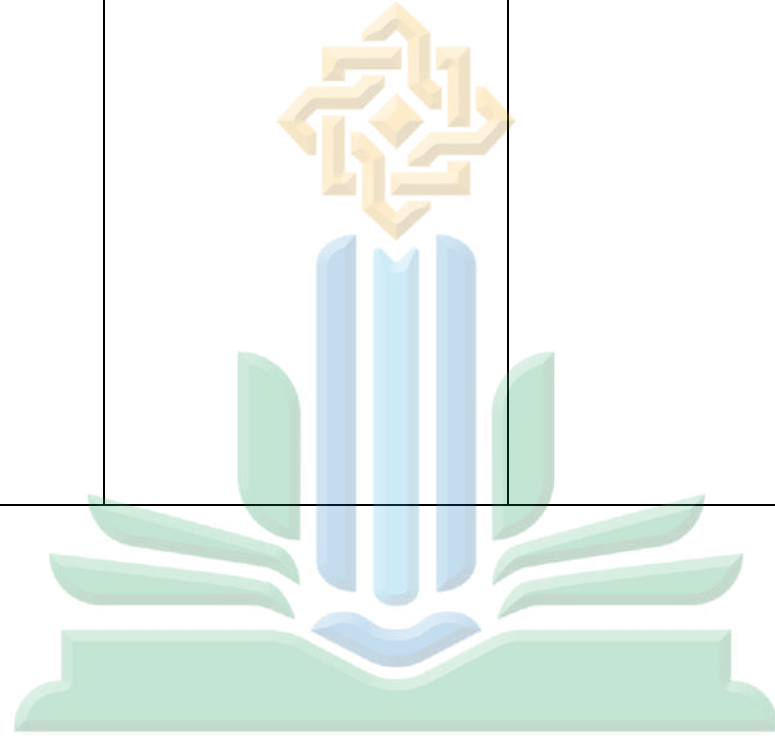
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Appendix 1

MATRIX OF RESEARCH

Tittle	Variable	Indicator	Source Data	Research Method
<p>IMPROVING STUDENTS LISTENING SKILL THROUGH ENGLISH SONG USING SPOTIFY APPLICATION AT MTS BAITUL ARQOM BALUNG JEMBER</p>	<p>1. English Song through Spotify Application 2. Students' Listening Skill</p>	<p>Vocabulary Mastery</p>	<p>1. Students' Listening Test 2. Observation 3. Interview Data 4. Documentation</p>	<p>1. Research design : CAR The Stage of CAR: a. Planning b. Implementing c. Observing d. Reflecting 2. Data Collection Method : a. Listening Test b. Observation c. Interview 3. Data Analysis : a. Average Score : $M = \frac{\sum x}{n}$Notes: M : Mean $\sum x$: Sum of students score n : Number of students b. Pass Score : $P = \frac{F}{N} \times 100\%$Notes:</p>

				<p>P: The Class Percentage F: Total Percentage Score N: Number of Students</p> <p>4. Validity of Data : Song Validity</p> <p>5. Criteria of Success : This research will be successful if the students got a score of 76. It is because the grade of minimum score are equal to or higher than 76% of the total students in the research.</p>
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Appendix 2

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Shinta Faizzatul Munawaroh
Plate, date of birth : Jember, 29 April 2001
Addres : JL Bali No 71
Faculty : Education and Teacher Training
Program : English Education

Declare that undergraduate thesis entitled **“Improving Students’ Listening Skill Through English Song Using Spotify Application at Mts Baitul Arqom Balung Jember”** is truly my original work from the result of conducting research at Mts Baitul Arqom Balung Jember, expect some resources which are accepted from references mentioned.

Jember, December 02nd 2023

I declared



Shinta Faizzatul Munawaroh

NIM. T20196122

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Appendix 3

SURAT PERMOHONAN IJIN PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Meteram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3582/In.20/3.a/PP.009/09/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Mts Baitul Arqom Balung Jember
Krajan, Balung Lor, Balung, Jember Regency, East Java

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196122
Nama : SHINTA FAIZZATUL MUNAWARO
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Improving Student Listening Skill Through English Song Using Spotify Application" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Abdul Karim, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 September 2023
an. Dekan,
Wakil Dekan Bidang Akademik,



MASHUDI

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Appendix 4

SURAT KETERANGAN SELESAI PENELITIAN



BALAI PENDIDIKAN PONDOK PESANTREN BAITUL ARQOM
" MTs. BAITUL ARQOM "
STATUS : TERAKREDITASI
NSM : 121235090024 NPSN : 20581453
BALUNG - JEMBER

Alamat : Jl. Karangrejo No 32 Telp. (0331) 3091340 KodePos 68161 Balung-Jember

SURAT KETERANGAN

Nomor: 321/MTsS.13.32.0558/C.5/03/2024

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah menerangkan bahwa :

Nama : Shinta Faizzatul Munawaroh
NIM : T20196122
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat : Jl. Bali No.71 Balunglor-Balung

Adalah benar nama tersebut diatas telah melaksanakan Penelitian dan Observasi di MTs Baitul Arqom Balung terhitung mulai tanggal 01 s/d 25 November 2023 dalam rangka penyusunan skripsi dengan judul : " Improving Student Listening Skill Through English Song Using Spotify Application "

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Jember, 25 Maret 2024

Kepala MTs Baitul Arqom



Abdul Hadi, S. Pd

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Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(CYCLE I)

Sekolah : Mts Baitul Arqom Balung Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII B/Genap

Materi Pokok : Listening Music

Alokasi Waktu : 4 x 40 menit (2 pertemuan)

A. Kompetensi Inti (KI)

Menyimak dan mendengarkan sebuah lagu beserta liriknya sesuai dengan kebiasaan di sekitar kita.

B. Kompetensi Dasar (KD)

Memahami makna dari lagu yang diputarkan melalui aplikasi Spotify.

C. Tujuan Pembelajaran

1. Siswa diharapkan mampu meningkatkan kemampuan mendengarkan lagu bahasa Inggris dengan menggunakan aplikasi Spotify.
2. Siswa dapat memahami kosakata yang didengarkan dalam sebuah lagu.
3. Siswa dapat mengetahui penggunaan pronunciation yang tepat dari lagu yang didengarkan.
4. Siswa dapat menulis lirik lagu sesuai dengan lagu yang didengarkan.
5. Siswa dapat memanfaatkan digital media yang telah ada untuk belajar bahasa Inggris.

D. Materi Pembelajaran

Sebuah lagu bahasa Inggris yang telah dipilih melalui aplikasi Spotify.

E. Metode Pembelajaran

Technology Based Learning.

F. Media, Alat, dan Sumber Belajar

Media : Aplikasi Spotify.

Alat : Handphone, Laptop, LCD, Speaker, Spidol, Papan Tulis.

Sumber Belajar : Lagu Bahasa Inggris : For the Rest of My Life by Maher Zain

G. Langkah-Langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2 x 40 menit)

No	Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
1.	Pendahuluan	<ol style="list-style-type: none">Guru menyampaikan salam dan menanyakan kehadiran peserta didik.Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.Guru mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.Guru memotivasi kepada peserta didik.Guru menjelaskan tujuan pembelajaran kepada peserta didik.Guru menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.	10 menit
2.	Kegiatan Inti	<ol style="list-style-type: none">Guru menjelaskan materi tentang mendengarkan (Listening).Guru memutar lagu + lirik yang ditampilkan di LCD.Peserta didik mengamati dan mendengarkan lagu beserta liriknya dengan teliti.Guru membagikan lembar soal kepada peserta didik berisi lirik yang rumpang.Peserta didik mengisi lirik yang rumpang sesuai pendengaran dengan mendengarkan lagu tanpa lirik.Guru dan siswa melakukan kembali kegiatan diatas.	60 menit

3.	Penutup	<ul style="list-style-type: none"> a. Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami. b. Guru dan peserta didik menyimpulkan materi hasil pembelajaran. c. Guru memberi penguatan terhadap hasil kerja peserta didik. d. Guru melakukan refleksi dengan peserta didik. e. Guru menyampaikan kegiatan pada pertemuan selanjutnya. f. Guru menutup pembelajaran dengan berdoa bersama dan mengucapkan salam perpisahan. 	10 menit
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2. Pertemuan Kedua (2 x 40 menit)

No	Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
1.	Pendahuluan	<ul style="list-style-type: none"> a. Guru menyampaikan salam dan menanyakan kehadiran peserta didik. b. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai. c. Guru mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar. d. Guru memotivasi kepada peserta didik. e. Guru menjelaskan tujuan pembelajaran kepada peserta didik. f. Guru menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri. 	10 menit
2.	Kegiatan Inti	<ul style="list-style-type: none"> a. Guru menjelaskan materi tentang mendengarkan (Listening). b. Guru memutar lagu + lirik yang ditampilkan di LCD. c. Peserta didik mengamati dan mendengarkan lagu beserta liriknya dengan teliti. d. Guru membagikan lembar soal kepada peserta didik berisi lirik yang rumpang. 	60 menit

		<p>e. Peserta didik mengisi lirik yang rumpang sesuai pendengaran dengan mendengarkan lagu tanpa lirik.</p> <p>f. Guru dan siswa melakukan kembali kegiatan diatas.</p>	
3.	Penutup	<p>a. Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami.</p> <p>b. Guru dan peserta didik menyimpulkan materi hasil pembelajaran.</p> <p>c. Guru memberi penguatan terhadap hasil kerja peserta didik.</p> <p>d. Guru melakukan refleksi dengan peserta didik.</p> <p>e. Guru menyampaikan kegiatan pada pertemuan selanjutnya.</p> <p>f. Guru menutup pembelajaran dengan berdoa bersama dan mengucapkan salam perpisahan.</p>	10 menit

H. Penilaian

Teknik Penilaian : Observasi dan Test Tulis

Instrument Penilaian : Vocabulary Mastery

UNIVERSITAS ISLAM NEGERI Penilaian Sikap

Kompetensi	Teknik Penilaian	Instrument Penilaian
Sikap spiritual dan sosial	Observasi	Jurnal catatan sikap peserta didik.
Pengetahuan	<ul style="list-style-type: none"> - Penugasan - Tes tertulis 	<ul style="list-style-type: none"> - Tugas terstruktur dan tugas mandiri. - Uraian.
Keterampilan	Praktik	Writing, Listening.

I. Instrument/Soal

FILL IN THE BLANK

Listen to the song carefully and fill in the blank by using sentences that you listen by the audio.

For the Rest of My Life – Maher Zain

I praise Allah for you, my love

You've found your home, it's here with me

And I'm here with you

Now let me let you know

You've my heart

I was always thinking that love was wrong

But everything was when you came along

Oh, and there's a couple of words I wanna say

For the Rest of my life

I'll be with you

I'll stay by your side honest and

Till the end of my time

I'll be loving you. you

For the rest of my life

Through days and nights

I'll thank Allah for my eyes

Now and forever I, I'll be there for you

I know it deep in my heart

I feel so blessed when I think of you

And I Allah to bless all we do

You're my wife and my friends and my strength

And I pray we're together in Jannah

Finally now I myself, I feel so strong

Guess everything was changed when you came along

Oh, and there's a couple of words I want to say.

Answer with the correct words the song above

1. What is the meaning For the Rest of My Life in Indonesian?

2. How your feeling after listen the song above?
3. Please find the word that you don't know the meaning based the song above!

Kunci Jawaban

I praise Allah for **sending me** you, my love
You've found your home, it's here with me
And I'm here with you
Now let me let you know
You've **opened** my heart
I was always thinking that love was wrong
But everything was **changed** when you came along
Oh, and there's a couple of words I wanna say
For the rest of my life
I'll be with you
I'll stay by your side honest and **true**
Till the end of my time
I'll be loving you. **loving** you
For the rest of my life
Through days and nights
I'll thank Allah for **opening** my eyes
Now and forever I, I'll be there for you
I know it deep in my heart
I feel so blessed when I think of you
And I **ask** Allah to bless all we do
You're my wife and my friend and my strength
And I pray we're together in Jannah
Finally now I **find** myself I feel so strong
Guess everything was changed when you came along
Oh, and there's a couple of words I want to say

1. What is the meaning For the Rest of My Life in Indonesian? **Selama Sisa Hidupku**
2. How your feeling after listen this song?
3. Please find the word that you don't know the meaning based the song above!

OBSERVATION SHEET

No	Statement	Score				
		P	F	A	G	E
1	Teacher prepares the material					
2	Teacher can manage classroom condition well					
3	Teacher uses time effectively					
4	The method that used by the teacher is interesting					
5	Teacher being friendly to the student					
6	Teacher displays the LCD to see the song lyrics					
7	Teacher asks the students' difficulties					
8	Students pay attention to the teacher when explaining					
9	Students ask the teacher about the explanation given					
10	Students understand the explanation given by the teacher					
11	Students active in the class					
12	Students dare asks and answer in the class					
13	Students feel glad during the lesson					
14	Students feel bored during the learning process					

Keterangan Penilaian:

P = Poor (20)

G = Good (61-80)

F = Fair (21-40)

E = Excellent (81-100)

A = Average (41-60)

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Guru Mata Pelajaran

Peneliti




Abdul Karim, S.Pd
Munawaroh

Shinta Faizzatul

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(CYCLE II)

Sekolah : Mts Baitul Arqom Balung Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII B/Genap

Materi Pokok : Listening Music

Alokasi Waktu : 4 x 40 menit (2 pertemuan)

J. Kompetensi Inti (KI)

Menyimak dan mendengarkan sebuah lagu beserta liriknya sesuai dengan kebiasaan di sekitar kita.

K. Kompetensi Dasar (KD)

Memahami makna dari lagu yang diputarkan melalui aplikasi Spotify.

L. Tujuan Pembelajaran

6. Siswa diharapkan mampu meningkatkan kemampuan mendengarkan lagu bahasa Inggris dengan menggunakan aplikasi Spotify.
7. Siswa dapat memahami kosakata yang didengarkan dalam sebuah lagu.
8. Siswa dapat mengetahui penggunaan pronunciation yang tepat dari lagu yang didengarkan.
9. Siswa dapat menulis lirik lagu sesuai dengan lagu yang didengarkan.
10. Siswa dapat memanfaatkan digital media yang telah ada untuk belajar bahasa Inggris.

M. Materi Pembelajaran

Sebuah lagu bahasa Inggris yang telah dipilih melalui aplikasi Spotify.

N. Metode Pembelajaran

Technology Based Learning.

O. Media, Alat, dan Sumber Belajar

Media : Aplikasi Spotify.

Alat : Handphone, Laptop, LCD, Speaker, Spidol, Papan Tulis.

Sumber Belajar : Lagu Bahasa Inggris : Perfect by Ed Sheeran.

P. Langkah-Langkah Kegiatan Pembelajaran

3. Pertemuan Pertama (2 x 40 menit)

No	Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
1.	Pendahuluan	<ul style="list-style-type: none">g. Guru menyampaikan salam dan menanyakan kehadiran peserta didik.h. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.i. Guru mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.j. Guru memotivasi kepada peserta didik.k. Guru menjelaskan tujuan pembelajaran kepada peserta didik.l. Guru menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.	10 menit
2.	Kegiatan Inti	<ul style="list-style-type: none">g. Guru menjelaskan materi tentang mendengarkan (Listening).h. Guru memutar lagu + lirik yang ditampilkan di LCD.i. Peserta didik mengamati dan mendengarkan lagu beserta liriknya dengan teliti.j. Guru membagikan lembar soal kepada peserta didik berisi lirik yang rumpang.k. Peserta didik mengisi lirik yang rumpang sesuai pendengaran dengan mendengarkan lagu tanpa lirik.l. Guru dan siswa melakukan kembali kegiatan diatas.	60 menit

3.	Penutup	<p>g. Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami.</p> <p>h. Guru dan peserta didik menyimpulkan materi hasil pembelajaran.</p> <p>i. Guru memberi penguatan terhadap hasil kerja peserta didik.</p> <p>j. Guru melakukan refleksi dengan peserta didik.</p> <p>k. Guru menyampaikan kegiatan pada pertemuan selanjutnya.</p> <p>l. Guru menutup pembelajaran dengan berdoa bersama dan mengucapkan salam perpisahan.</p>	10 menit
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4. Pertemuan Kedua (2 x 40 menit)

No	Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
1.	Pendahuluan	<p>g. Guru menyampaikan salam dan menanyakan kehadiran peserta didik.</p> <p>h. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.</p> <p>i. Guru mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.</p> <p>j. Guru memotivasi kepada peserta didik.</p> <p>k. Guru menjelaskan tujuan pembelajaran kepada peserta didik.</p> <p>l. Guru menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.</p>	10 menit
2.	Kegiatan Inti	<p>g. Guru menjelaskan materi tentang mendengarkan (Listening).</p> <p>h. Guru memutar lagu + lirik yang ditampilkan di LCD.</p> <p>i. Peserta didik mengamati dan mendengarkan lagu beserta liriknya dengan teliti.</p> <p>j. Guru membagikan lembar soal kepada peserta didik berisi lirik yang rumpang.</p>	60 menit

		<p>k. Peserta didik mengisi lirik yang rumpang sesuai pendengaran dengan mendengarkan lagu tanpa lirik.</p> <p>l. Guru dan siswa melakukan kembali kegiatan diatas.</p>	
3.	Penutup	<p>g. Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami.</p> <p>h. Guru dan peserta didik menyimpulkan materi hasil pembelajaran.</p> <p>i. Guru memberi penguatan terhadap hasil kerja peserta didik.</p> <p>j. Guru melakukan refleksi dengan peserta didik.</p> <p>k. Guru menyampaikan kegiatan pada pertemuan selanjutnya.</p> <p>l. Guru menutup pembelajaran dengan berdoa bersama dan mengucapkan salam perpisahan.</p>	10 menit

Q. Penilaian

Teknik Penilaian : Observasi dan Test Tulis

Instrument Penilaian : Vocabulary Mastery



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Penilaian Sikap

Kompetensi	Teknik Penilaian	Instrument Penilaian
Sikap spiritual dan sosial	Observasi	Jurnal catatan sikap peserta didik.
Pengetahuan	<ul style="list-style-type: none"> - Penugasan - Tes tertulis 	<ul style="list-style-type: none"> - Tugas terstruktur dan tugas mandiri. - Uraian.
Keterampilan	Praktik	Writing, Listening.

R. Instrument/Soal

FILL IN THE BLANK

Listen to the song carefully and fill in the blank by using sentences that you listen by the audio.

Perfect – Ed Sheeran

I found a love, for me
Darling, just dive right in and **1.** () my lead
Well, I found a girl, beautiful and sweet
Oh, I never knew you were the **2.** () waiting for me
'Cause we were just kids when we fell in love
Not knowing what it was
I will not give you up this time
But darling, just kiss me slow
Your **3.** () is all I own
And in your eyes, you're holding mine
Baby, I'm **4.** () in the dark
With you between my arms
Barefoot on the grass
Listening to our favourite song
When you said you **5.** () a mess
I whispered underneath my breath
But you **6.** () it
Darling, you look perfect tonight
Well, I **7.** () a woman, stronger than anyone I know
She shares my dreams, I hope that someday I'll share her home
I found a lover, to carry more than just my secrets
To carry love, to carry **8.** () of our own
We are still kids, but we're so in love
9. () against all odds
I know we'll be **10.** () this time

Answer with the correct words the song above

1. What is the meaning Perfect in Indonesian?
2. How your feeling after listen this song?
3. Please find the word that you don't know the meaning based the song above!

Kunci Jawaban

1. follow
2. someone
6. heard
7. found

3. **heart** 8. **children**
 4. **dancing** 9. **Fighting**
 5. **looked** 10. **alright**

1. What is the meaning Perfect in Indonesian? **Sempurna**
2. How your feeling after listen this song?
3. Please find the word that you don't know the meaning based the song above!

OBSERVATION SHEET

No	Statement	Score				
		P	F	A	G	E
1	Teacher prepares the material					
2	Teacher can manage classroom condition well					
3	Teacher uses time effectively					
4	The method that used by the teacher is interesting					
5	Teacher being friendly to the student					
6	Teacher displays the LCD to see the song lyrics					
7	Teacher asks the students' difficulties					
8	Students pay attention to the teacher when explaining					
9	Students ask the teacher about the explanation given					
10	Students understand the explanation given by the teacher					
11	Students active in the class					
12	Students dare asks and answer in the class					
13	Students feel glad during the lesson					
14	Students feel bored during the learning process					

Keterangan Penilaian:

P = Poor (20)

G = Good (61-80)

F = Fair (21-40)

E = Excellent (81-100)

A = Average (41-60)

Guru Mata Pelajaran

Peneliti




Abdul Karim, S.Pd

Shinta Faizzatul Munawaroh

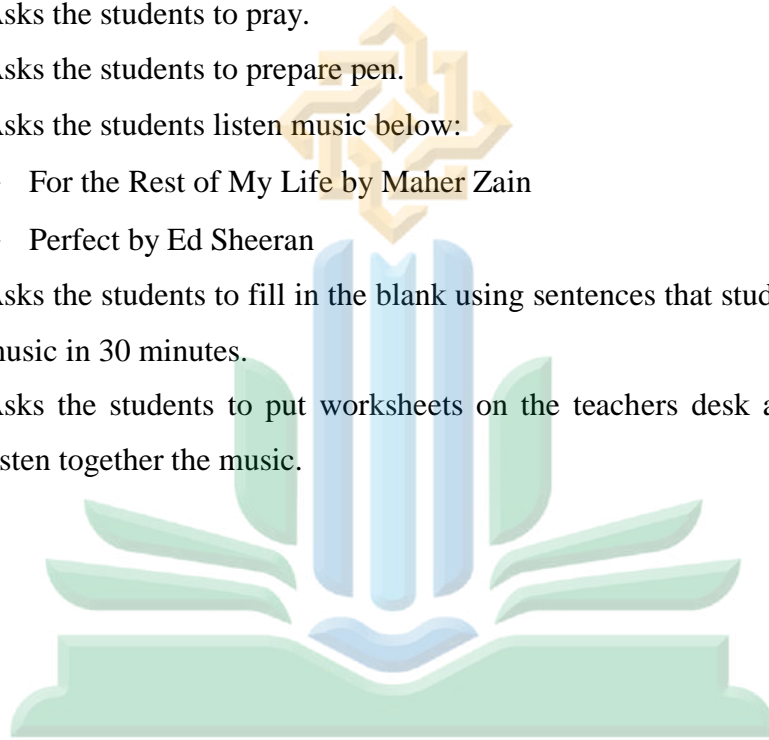
Appendix 6

TEST INSTRUMENT

The researcher uses a writing test based on listening English song. The researcher asks an English song which is displayed on the LCD and students told to listen the music using Spotify application with lyrics. The researcher asks the students for writing lyrics after listen the song.

A. Students' Direction

1. Asks the students to pray.
2. Asks the students to prepare pen.
3. Asks the students listen music below:
 - ◆ For the Rest of My Life by Maher Zain
 - ◆ Perfect by Ed Sheeran
4. Asks the students to fill in the blank using sentences that students listen by the music in 30 minutes.
5. Asks the students to put worksheets on the teachers desk and lets play dan listen together the music.



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Appendix 7

SOAL POST-TEST CYCLE I

FILL IN THE BLANK

Listen to the song carefully and fill in the blank by using sentences that you listen by the audio.

For the Rest of My Life – Maher Zain

I praise Allah for you, my love

You've found your home, it's here with me

And I'm here with you

Now let me let you know

You've my heart

I was always thinking that love was wrong

But everything was when you came along

Oh, and there's a couple of words I wanna say

For the Rest of my life

I'll be with you

I'll stay by your side honest and

Till the end of my time

I'll be loving you. you

For the rest of my life

Through days and nights

I'll thank Allah for my eyes

Now and forever I, I'll be there for you

I know it deep in my heart

I feel so blessed when I think of you

And I Allah to bless all we do

You're my wife and my friends and my strength

And I pray we're together in Jannah

Finally now I myself, I feel so strong

Guess everything was changed when you came along

Oh, and there's a couple of words I want to say.

Fill in the blanks with the correct words the song above

4. What is the meaning For the Rest of My Life in Indonesian?
5. How your feeling after listen the song above?
6. Please find the word that you don't know the meaning based the song above!

Kunci Jawaban

I praise Allah for **sending me** you, my love
You've found your home, it's here with me
And I'm here with you
Now let me let you know
You've **opened** my heart
I was always thinking that love was wrong
But everything was **changed** when you came along
Oh, and there's a couple of words I wanna say
For the rest of my life
I'll be with you
I'll stay by your side honest and **true**
Till the end of my time
I'll be loving you. **loving** you
For the rest of my life
Through days and nights
I'll thank Allah for **opening** my eyes
Now and forever I, I'll be there for you
I know it deep in my heart
I feel so blessed when I think of you
And I **ask** Allah to bless all we do
You're my wife and my friend and my strength
And I pray we're together in Jannah
Finally now I **find** myself I feel so strong
Guess everything was changed when you came along
Oh, and there's a couple of words I want to say

4. What is the meaning For the Rest of My Life in Indonesian? **Selama Sisa Hidupku**
5. How your feeling after listen this song?
6. Please find the word that you don't know the meaning based the song above!

Appendix 8

SOAL POST-TEST CYCLE II

FILL IN THE BLANK

Listen to the song carefully and fill in the blank by using sentences that you listen by the audio.

Perfect – Ed Sheeran

I found a love, for me
Darling, just dive right in and **1.** () my lead
Well, I found a girl, beautiful and sweet
Oh, I never knew you were the **2.** () waiting for me
'Cause we were just kids when we fell in love
Not knowing what it was
I will not give you up this time
But darling, just kiss me slow
Your **3.** () is all I own
And in your eyes, you're holding mine
Baby, I'm **4.** () in the dark
With you between my arms
Barefoot on the grass
Listening to our favourite song
When you said you **5.** () a mess
I whispered underneath my breath
But you **6.** () it
Darling, you look perfect tonight
Well, I **7.** () a woman, stronger than anyone I know
She shares my dreams, I hope that someday I'll share her home
I found a lover, to carry more than just my secrets
To carry love, to carry **8.** () of our own
We are still kids, but we're so in love
9. () against all odds
I know we'll be **10.** () this time

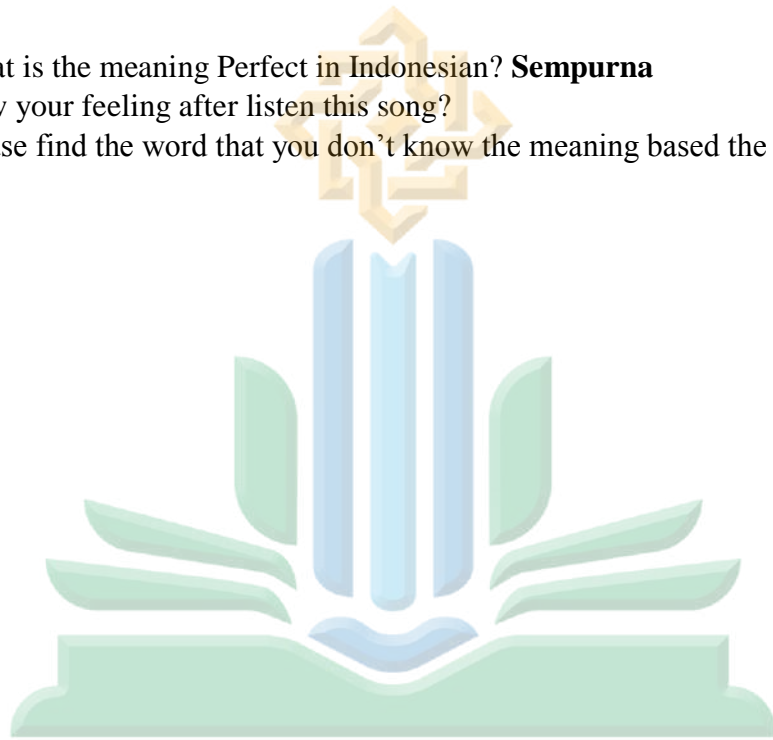
Answer with the correct words the song above

4. What is the meaning Perfect in Indonesian?
5. How your feeling after listen this song?
6. Please find the word that you don't know the meaning based the song above!

Kunci Jawaban

- | | |
|-------------------|--------------------|
| 6. <u>follow</u> | 6. <u>heard</u> |
| 7. <u>someone</u> | 7. <u>found</u> |
| 8. <u>heart</u> | 8. <u>children</u> |
| 9. <u>dancing</u> | 9. <u>Fighting</u> |
| 10. <u>looked</u> | 10. <u>alright</u> |

4. What is the meaning Perfect in Indonesian? **Sempurna**
5. How your feeling after listen this song?
6. Please find the word that you don't know the meaning based the song above!



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Appendix 10

INSTRUMENT VALIDITY

LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standart Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator.		√		
2.	Soal sesuai dengan indikator.			√	
3.	Petunjuk cara pengerjaan soal sesuai dengan soal yang telah disediakan.		√		
4.	Pedoman penskoran sesuai dengan bobot criteria soal secara logis.		√		
5.	Instruksi soal mudah dipahami.		√		
6.	Instruksi soal menggunakan bahasa Inggris sesuai dengan gramatikal.			√	
7.	Instruksi soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian.		√		

Komentar dan Saran Perbaikan

.....
.....
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Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

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JEMBER

Jember, 23 September

2023

Validator,

ABDUL KARIM S.Pd

LEMBAR VALIDASI INSTRUMEN OBSERVASI

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrument lembar observasi sesuai dengan gramatikal bahasa Inggris.		√		
2.	Petunjuk penggunaan instrument lembar observasi dapat dipahami dengan jelas.	√			
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas.		√		
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep.		√		
5.	Pedoman/criteria penskoran dapat digunakan dengan baik.	√			

Komentar dan Saran Perbaikan

.....
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.....
.....

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 23 September

2023

Validator,

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Appendix 11

SHEET OF STUDENTS SCORE IN PRE-TEST

Name: *Auliana Talita Z.F.*

Class/Absent: *VIII^A / 5*

A. FILL IN THE BLANK

Listen to the song carefully and fill in the blank by using sentences that you listen by the audio.

20 I praise Allah for sanding me you my love ✓
You found me still at home and sail with me ✓
And I'm here with you ✓
Now let me let you know ✓
You've love my heart ✓
I was always thinking that she was wrong ✓
But everything was changed when you came along Ohohoh ✓
And there's a couple of all I want to say ✓

23 For the Rest of my life ✓
I'll be with you ✓
I'll stay by your side all the rest and true 1/2 ✓
Till the end of my life ✓
I'll be loving you. loving you ✓

15 For the rest of My Life ✓
Through days and night ✓
I'll thank Allah for open my eyes 1/2 ✓
Now and forever I, I'll be there for you ✓
I know it beat in my heart ✓

15 I feel so blessed when I find of you 1/2 ✓
And I will love Allah to that all we do ✓
You're my and my and my ✓
And I want we're together in Jannah ✓
Now I myself I feel so blessed ✓
Everything has changed when you came along Ohohoh ✓
And there's a couple of all I want to say 1/2 ✓

1
20
23
15
15
73 +



Name: Annisa Nur L.F

Class/Absent: VIII A' / 04

A. FILL IN THE BLANK

Listen to the song carefully and fill in the blank by using sentences that you listen by the audio.

I praise Allah for sending you my love 1/2

You found me side me and sail with me

And I'm here with you ✓

Now let me tell you know 1/2

You've have my heart

I was always thinking that my was wrong

But everything was changed when you came along Ohohoh ✓

And there's a couple of with I want to say

For the Rest of my life ✓

I'll be there for you

10 I'll stay by your side on the true and stand you 1/2

Till the end of my

I'll be loving you. loving you ✓

For the rest of My Life ✓

Through days and life

I'll thank Allah for with my eyes

Now and forever I, I'll be there for you ✓

I know it for you in my heart

I so blessed when I for of you

And I as Allah to sang all we do

You're my and my and my

And I we're together in Jana

Now I myself I feel so changes

Everything has changed when you came along Ohohoh ✓

And there's a couple of side I want to say 1/2

15

15
10
15
10
~~25~~
50

10

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10

SHEET OF STUDENTS SCORE IN POST-TEST

Name: Auliana Talita F. P.

Class/Absent: VIII A1

Absen 5

Listen to the song and fill in the blanks in the lyrics below:

Perfect – Ed Sheeran

I found a love, for me

Darling, just dive right in and 1. (follow) my lead ✓

Well, I found a girl, 2. (beautiful) and sweet ✓

Oh, I never knew you were the 3. (some one) waiting for me ✓

'Cause we were just kids when we fell in 4. (love) ✓

Not knowing what it was

I will not give you up this 5. (time) ✓

But 6. (darling), just kiss me slow ✓

Your 7. (heart) is all I own ✓

And in your eyes, you're holding 8. (mine) ✓

Baby, I'm 9. (dancing) in the dark ✓

With you 10. (between) my arms ✓

Barefoot on the grass

Listening to our 11. (favorite song) ✓

When you said you looked a mess

I whispered underneath my 12. (breath) ✓

But you heard it

Darling, you look perfect 13. (tonight) ✓

Well, I 14. (found) a woman, stronger than anyone I know ✓

She shares my 15. (dream), I hope that someday I'll share her home ✓

I found a lover, to carry more than just my 16. (secrets) ✓

To carry love, to carry 17. (children) of our own ✗

We are still kids, but we're so in 18. (love) ✓

19. (Fighting) against all odds ✓

I know we'll be 20. (alright) this time ✓

Auliana Talita F. P. Pribadi VIII A1
Answer this question according to the song above

Absen 5

1. What is the title above? Perfect
2. What does the song talk about? love
3. Who is the singer above? Ed Sheeran
4. What is the meaning Perfect in Indonesian? Sempurna
5. How your feeling after listen this song? sad

15:5

Class/Absent: VIII A' / 04

Name: Annisa Nur L.F

Listen to the song and fill in the blanks in the lyrics below:

Perfect – Ed Sheeran

I found a love, for me

Darling, just dive right in and 1. (follow) my lead ✓

Well, I found a girl, 2. (beautiful) and sweet ✗

Oh, I never knew you were the 3. (someone) waiting for me ✓

'Cause we were just kids when we fell in 4. (love) ✓

Not knowing what it was

I will not give you up this 5. (time) ✓

But 6. (kiss me), just kiss me slow ✗

Your 7. (heart) is all I own ✓

And in your eyes, you're holding 8. (mine) ✓

Baby, I'm 9. (dancing) in the dark ✓

With you 10. (between) my arms ✓

Barefoot on the grass

Listening to our 11. (favorite song) ✓

When you said you looked a mess

I whispered underneath my 12. (breath) ✓

But you heard it

Darling, you look perfect 13. (to night) ✓

Well, I 14. (found) a woman, stronger than anyone I know ✓

She shares my 15. (dream), I hope that someday I'll share her home ✗

I found a lover, to carry more than just my 16. (secrets) ✓

To carry love, to carry 17. (our children) of our own ✓

We are still kids, but we're so in 18. (love) ✓

19. (fighting) against all odds ✓

I know we'll be 20. (alright) this time ✓

Nama : Annisa Nur L.F

Kelas = VIII A' / 04

Answer this question according to the song above

1. What is the title above? perfect ✓
2. What does the song talk about? ~~love~~ love
3. Who is the singer above? Ed Sheeran
4. What is the meaning Perfect in Indonesian? sempurna
5. How your feeling after listen this song? Happy sad

13:5



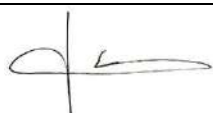

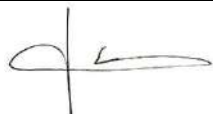
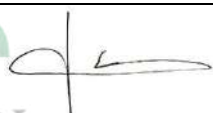
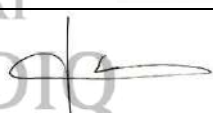
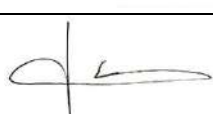
JOURNAL OF RESEARCH

Name : Shinta Faizzatul Munawaroh

NIM : T20196122

Title : Improving Student's Listening Skill Through English Song Using Spotify Application at MTs Baitul Arqom Balung Jember

Location : MTs Baitul Arqom Balung Jember

No	Day/Date	Activity	Initials
1.	Monday, 18 th September 2023	The researcher gives a research permit to the school and gives try out to class VIII A.	
2.	Thursday, 12 th October 2023	The researcher gives pre-test in another class VIII B.	
3.	Thursday, 19 th October 2023	The researcher observed the class activity and interview the English teacher and a few students at VIII B of MTs Baitul Arqom Balung Jember.	
4.	Thursday, 2 nd November 2023	The researcher applies the action to give the material about the English song (first meeting in Cycle I).	
5.	Thursday, 9 th November 2023	The researcher applies the action to give the students post-test (second meeting in Cycle I).	
6.	Thursday, 16 th November 2023	The researcher applies the action to give the students different the English song (first meeting in Cycle II).	
7.	Thursday, 23 rd November 2023	The researcher applies the action to give the students post-test (second meeting in Cycle II).	
8.	Saturday, 25 th November 2023	The researcher asking for a letter of research finishing.	

Jember, 25th November 2023



Appendix 14

DOCUMENTATION



The Researcher Explain the Material



The Students Discuss the Lyrics about “For the Rest of My Life and Perfect”

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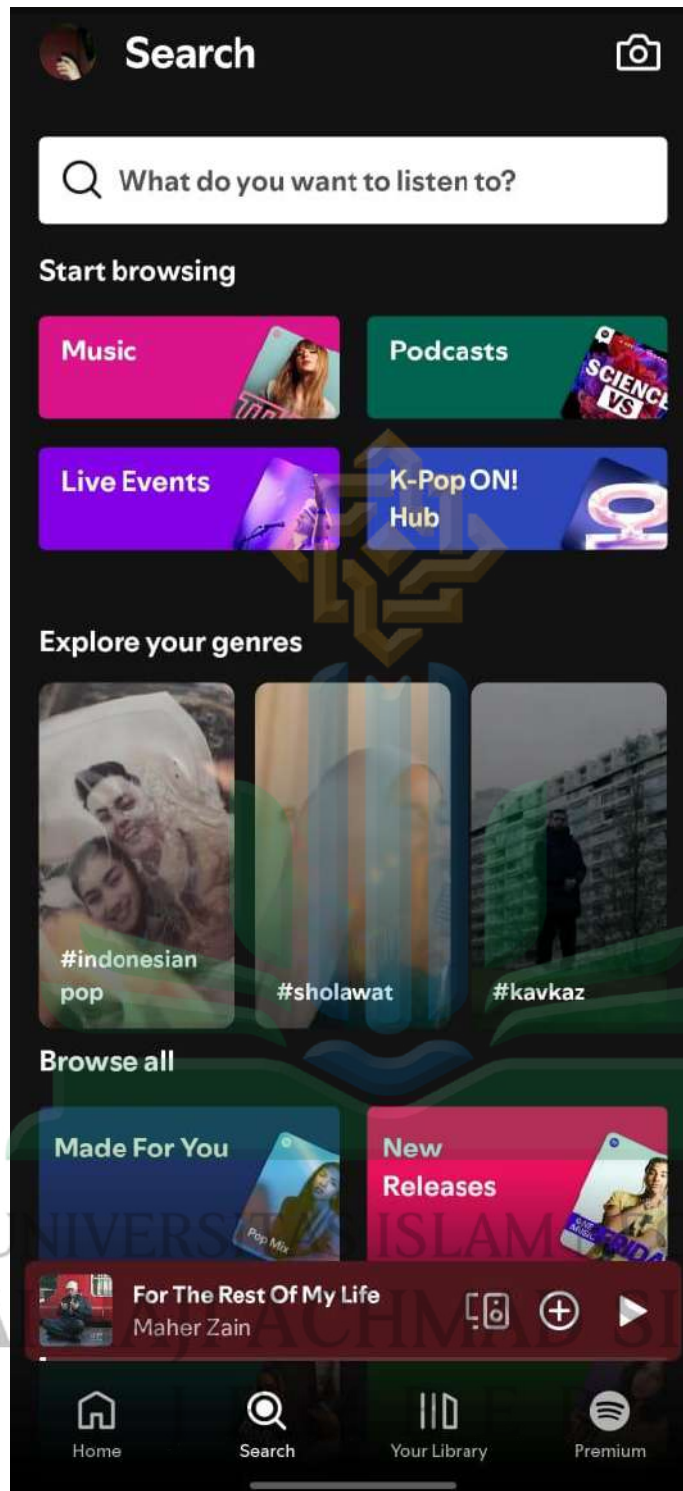
The Students Complete the Task

Appendix 15

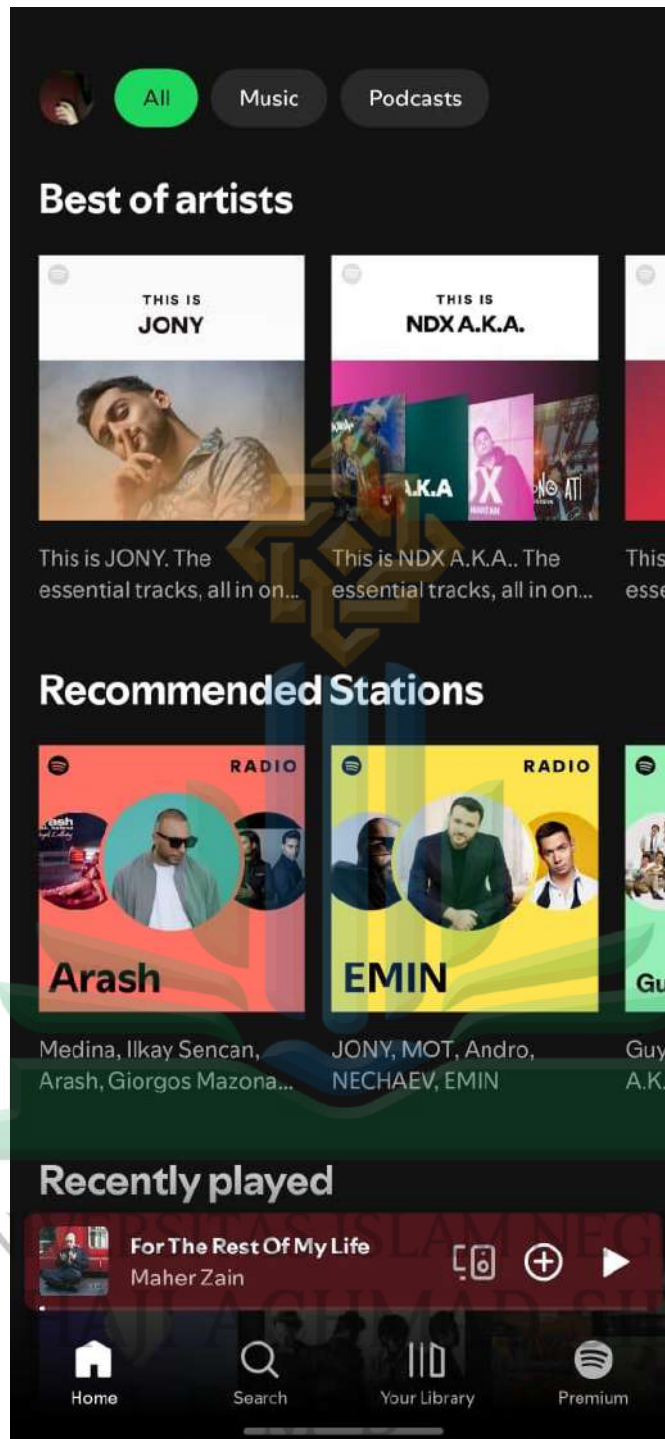
PICTURE OF SPOTIFY APPLICATION



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J E M B E R



This is the appearance of the Spotify application, you can choose the type of English song that you like.



This is one of favourite artists whose song are a lot of interest.

Appendix 16

SURAT KETERANGAN LULUS TURNITIN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website: www.uin-khas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Shinta Faizzatul Munawaroh
NIM : T20196122
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Improving Students Listening Skill Through English Song Using Spotify
Application In MTs Baitul Arqom Balung Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (20%)

- 1. BAB I : 21%
- 2. BAB II : 29%
- 3. BAB III : 27%
- 4. BAB IV : 23%
- 5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 28 Mei 2024

Penanggung Jawab Turnitin

FK UIN KHAS Jember



(LAILY YUNITA SUSANTI)

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JEMBER

Appendix 17

AUTOBIOGRAPHY



1. Personal Information

Name : Shinta Faizzatul Munawaroh
NIM : T20196122
Place, Date of Birth : Jember, April 29th 2001
Gender : Female
Address : Jl Bali No 71 Balung Lor Jember
Email Address : shintaaavr@gmail.com

2. Educational Background

1. TK Sunan Bonang : 2006 - 2007
2. SD Negeri Balung Lor 03 : 2007 - 2013
3. MTs Baitul Arqom : 2013 - 2016
4. MA “Unggulan” Nuris Jember : 2016 - 2019
5. UIN KHAS Jember : 2019 - Nowadays

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