

**THE IMPLEMENTATION OF ENGLISH SONG TO
INCREASE VOCABULARY ACHIEVEMENT IN NARRATIVE
TEXT AT EIGHT GRADE OF JUNIOR HIGH SCHOOL
ANNUR KALIBARU BANYUWANGI**

UNDERGRADUATE THESIS

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



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**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
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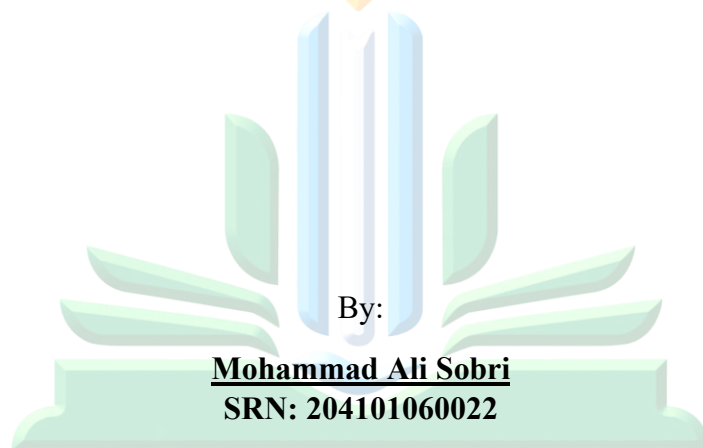
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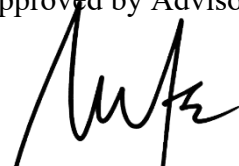
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Has been examined and approved by the board examiners in partial fulfillment of
the requirement for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا

“And He taught Adam the names—all of them.”
(QS. Al-Baqarah: 31)*



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* Kementerian Agama Republik Indonesia, Al-Qur'an dan Terjemahannya, (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an, 2019), Surah Al-Baqarah [2]: 31.

DEDICATION

I would like to express my gratefulness for the completion of this thesis to Allah SWT. I dedicate this thesis to a special person who always supports me to complete this thesis:

1. My beloved father, Ali Rahmad and my lovely mother, Siti Rokayah I would like thank you for the support that has been given for me to be able to complete this thesis. My beloved parents who have never stopped believing in me, praying for me, and supporting me with endless love, patience, and sacrifices. May every word in this thesis be a small reflection of my deep gratitude to my father and mother.
2. This thesis is respectfully dedicated to my beloved siblings, Ali Fahmi Azizi and Mumtaza Syarifa Ali. Your presence has served as a constant source of motivation and emotional strength. May this accomplishment serve as inspiration for you to pursue your own academic and personal aspirations with confidence and determination.
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Praise and salutations are continuously extended to the noble Prophet Muhammad (peace be upon him), who has guided his ummah from the era of jahiliyyah to the age of enlightenment, which *in shaa Allah* is filled with blessings and grace. The completion of this thesis would not have been possible without the support, guidance, and contributions of various individuals and institutions. Therefore, the researcher would like to express sincere gratitude to:

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May all contributions made to this thesis be counted as acts of kindness. The researcher fully realizes that this thesis is still far from perfection; therefore, criticism and suggestions are highly appreciated. It is also hoped that this thesis will be beneficial to readers in the future.

Banyuwangi, 17 May 2025

The Writer



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ABSTRACT

Mohammad Ali Sobri, 2025: *The Implementation of English Song to Increase Vocabulary Achievement in Narrative Text At Eight Grade of Annur Junior High School Kalibaru Banyuwangi.*

Key Word : Vocabulary Achievement, English Song Media.

Vocabulary achievement is a major aspect of mastering English, as vocabulary is the key to understanding and delivering messages effectively, both orally and in writing. At the junior high school level, students' difficulties in mastering vocabulary often become an obstacle in learning English as a whole. This phenomenon also happened in Annur Kalibaru Banyuwangi Junior High School, where students' interest in English lessons was low and most students showed limited vocabulary skills. Therefore, the researcher is interested in conducting a study entitled "The Implementation of English Song to Increase Vocabulary Achievement at Eight Grade of Annur Junior High School Kalibaru Banyuwangi" to answer this challenge by presenting an innovative and effective learning method using English song.

The main question in this research is formulated in the form of a question: How can the use of English songs improve vocabulary achievement of grade VIII students at Annur Kalibaru Banyuwangi Junior High School?. Songs were chosen because have unique characteristics and interesting media. Therefore, the main focus of this research is the effectiveness of using English songs as media in increasing vocabulary achievement.

This research used classroom action research (CAR) method with Kemmis and McTaggart model consisting of two cycles, each cycle includes planning, action, implementation, observation, and reflection stages. The research subjects were class VIII A students of Annur Kalibaru Banyuwangi Junior High School, totaling 35 people. Data collection techniques included observation, tests (pre-test and post-test), documentation, and field notes. The research instruments used included observation sheets, multiple choice questions, and documentation of the learning process.

The results of the research showed a significant increase in students' vocabulary achievement. The average score of students during the pre-test was 51,8 with a completeness rate of 28,5%. After the application of songs in learning in the first cycle, the average score increased to 56,5 with a completeness percentage of 42,8%. Then, in the second cycle, the students' average score rose to 78,1 and the percentage of completeness reached 88.5%, exceeding the success indicator set which is at least 75% of students obtained a score ≥ 75 . This finding shows that the use of English songs as learning media is effective in increasing the vocabulary achievement of students in class VIII A of Annur Kalibaru Junior High School.

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CHAPTER I

INTRODUCTION

A. Research Background

English is an international language used by all countries in the world. The use of English as an international language has many factors. One of the influencing factors is the power of the British Empire.² In addition English is the third mother tongue with the most speakers in the world after Mandarin and Spanish.³ Mother tongue is the native or first language. It means that the mother tongue is the language that humans first use since birth through interaction with people around the same language such as family, neighbors, and the surrounding community.

By having an understanding of English, it makes it easier for us to understand information. Such as foreign TV broadcasts, magazines, newspapers, to information contained on social media. And also having the ability to speak good English in Indonesia makes a person have special privileges, especially in areas where there are tourist attractions.

The importance of understanding English today makes it necessary for students to emphasize their English skills. As it is known, in elementary

² Sampoerna Academy, “5 Alasan Kenapa Bahasa Inggris Menjadi Bahasa Internasional,” Januari 21, 2024, <https://www.sampoernaacademy.sch.id/id/5-alasan-kenapa-bahasa-Inggris-menjadi-bahasa-internasional/>

³ Ying Ying Tan, “English as a ‘mother Tongue’ in Singapore,” *World Englishes* 33, no. 3 (2014): 319–39, <https://doi.org/10.1111/weng.12093>.

schools in Indonesia, students have difficulty in mastering Vocabulary.¹ Students' difficulties in learning English such as students are not familiar with the use of English dictionaries, they do not understand English Vocabulary in learning materials, and also do not use English in daily life, thus making students have difficulty in understanding English. There are two factors that affect students' difficulties in learning English : internal and external.² Internal factors that influence difficulties in learning English such as from the philosophy and psychology of students. Such as health problems that cause students not optimal in learning English, and lack of interest in learning english. Then external factors that affect students' difficulties in learning English are divided into two. These factors include social and non-social factors, such as the lack of appropriate learning facilities for learning and the influence of social relationships that become disturbances in students who are influenced by people closest to students such as family, friends and the neighborhood.

According to Hamudi Ali,³ In English, there are four skills that must be mastered so that someone can speak English well and can be understood. the four skills are listening, speaking, reading, and writing.

¹ Amalia Rachmah, "Kesulitan Penguasaan Kosakata Bahasa Inggris pada Siswa Sekolah Dasar," Karimah Tauhid 1, no. 2 (2023): 288–94.

² Mai Sri Lena et al., "Analisis Kesulitan Siswa Dalam Pembelajaran Bahasa Inggris Di Sekolah Dasar," Jurnal Bintang Pendidikan Dan Bahasa 1, no. 3 (2023): 41–47, <https://doi.org/10.59024/bhinneka.v1i3.175>.

³ Hashim Hameed Hamudi Ali, "The importance of the four english language skills: reading, writing, speaking, and listening in teaching iraqi learners", 2709-0833, Humanitarian & Natural Sciences Journal, 2022, p.121.

listening represents a vitally important skill in the process of learning English as a foreign language. It is undeniable that some students cannot feel the benefits of listening directly. So that students underestimate listening skills in learning English. It is different when students get intense listening sessions, students can only feel the improvement directly when students start talking.

Therefore, researcher feel that students' listening skills are still considered unimportant so that students put listening skills aside, this makes students have limited Vocabulary. As known, Vocabulary plays a very important role in learning, as well as speaking directly in English. The researcher believes that this is the way to direct students' attention towards comprehending Vocabulary with the English songs method.

According to Alqahtani,⁴ vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. That is, the importance of having a broad vocabulary mastery for students in order to communicate in English well. The role of vocabulary in communication is vital because if learners have limited vocabulary, it can hinder learners in conveying messages or information in communicating with others.

⁴ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

According to Susanto,⁵ the acquisition of Vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Having a mastery of Vocabulary is very important for students so that they can use it in various fields. With an extensive Vocabulary, learners can string words together easily and spontaneously to communicate or compose words by stringing sentences in written texts.

The use of English songs as a learning media is highly relevant to the characteristics of eighth grade junior high school students and supports the achievement of curriculum objectives. Songs provide authentic language input, covering aspects such as vocabulary, sentence structure, pronunciation, and cultural expressions.⁶ Additionally, songs can create a more enjoyable and meaningful learning environment, enhance student motivation, and help reduce affective filters the emotional barriers that often hinder foreign language learning. In the context of narrative text learning and vocabulary achievement, songs that contain elements of story and emotion can be an effective tool for practicing listening and speaking skills, as well as enhancing understanding of narrative structure.⁷ This is also in accordance with the scientific approach in the Curriculum, which encourages students to observe, question, experiment, reason, and

⁵ Alpino Susanto, "The Teaching of Vocabulary: A Perspective," Jurnal KATA 1, no. 2 (2017): 182, <https://doi.org/10.22216/jk.v1i2.2136>.

⁶ Paivio, Allan. *Mental Representations: A Dual Coding Approach*. New York: Oxford University Press, 1986.

⁷ Brewster, Jean, Gail Ellis, and Denis Girard. *The Primary English Teacher's Guide*. Harlow: Pearson Education, 2002.

communicate.⁸ Thus, songs can be used as an educational, communicative, and developmentally appropriate learning media for students in accordance with the national curriculum.⁹

The obstacles in implementing good English to students have several challenges. These include the lack of practice speaking in English, students' disinterest in English, and the perceived unimportance of English for students. This problem is a challenge for English teachers to teach foreign languages to students in the classroom. Other alternatives used by English teachers to attract students to be interested and pay attention when the class is in progress such as explaining using Indonesian, while then mixing with English, translating the words that will be used so that they are easy to understand, and telling students to read the material in the book or on the blackboard in turn then the teacher explains it. Otherwise, students tend to get bored and not pay attention to the teacher explaining the material in front of the class.

During the first survey on Monday, March 10, 2025 at the Annur boarding School as the foundation of the Annur Kalibaru Junior High School, the researcher found that the students' interest in English is quite minimal and students do not feel enthusiastic about learning a foreign language. Only a few students listened and understood the explanation from the teacher, the rest of the students were not interested in learning the

⁸ Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon, 1982.

⁹ Kementerian Pendidikan dan Kebudayaan. *Kurikulum 2013 Kompetensi Dasar Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs)*. Jakarta: Kemdikbud, 2017.

language. The students do not pay attention to the teacher who is explaining the material in front of them with various activities such as chatting with their classmates, joking, and also often found students who fall asleep during the lesson.

This event was confirmed by Ustad Amri as the Eight Grade English teacher Junior High School Annur. Through a brief interview, Ustad Amri said that students' interest in learning English was minimal. "Students when it's time for English lessons tend to be not enthusiastic and busy themselves. It can be seen in class that some are chatting with their friends, joking, and some even sleep in class. This shows the lack of student interest in English".¹⁰ The reciprocity and response of students when entering English class shows how they are not interested and consider English unimportant by ignoring the teacher who is explaining the material in front of the class.

Ustad Amri continued, "The lack of interest of eighth grade students of Annur Junior High School has an impact on students' mastery of Vocabulary, when students have minimal mastery of Vocabulary, it will interfere with students' English learning process in class, even in daily life".¹¹ From Ustad Amri's statement, eighth grade students at Annur Junior High School have limited vocabulary achievement due to the lack of student interest in learning English. There is a need to improve Vocabulary Achievement in students so that it can support effective English learning

¹⁰ Saiful Amri, Observation, Junior High School Annur Kalibaru office, Monday, March 10, 2025, 09:13 AM.

¹¹ Saiful Amri, Observation, Junior High School Annur Kalibaru office, Monday, March 10, 2025, 09:13 AM.

and can increase students' confidence in speaking English.¹² By having good Vocabulary Achievement, students can master English quickly and easily, and especially support the four skills in English, namely listening, speaking, reading, and writing.

From the above problems, the students have a lack of mastery of English, especially in Vocabulary. This can be seen during the presentation task which requires students to come forward to present the results of their discussion, in a group one of the group members is required to come forward to present. When presenting, students appear confused, stammering, not fluent, even students do not often use Indonesian to explain in English. This incident shows that the mastery of vocabulary in Junior High School Annur Kalibaru students is still not good enough.

From the problems described above, the researcher created a research model to improve Vocabulary Achievement in Annur Junior High School students with English song as the media.

Based on the background above, the researcher is interested in taking the research topic on "*The Implementation of English song to Increase Vocabulary Achievement in Narrative Text At Eight Grade of Junior High School Annur Kalibaru Banyuwangi*".

¹² Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "Analysis on the Students Vocabulary Mastery a Descriptive Study on the MTs," Jurnal Pendidikan Dan Pembelajaran Khatulistiwa 3, no. 9 (2014): 1–10.

A. Research Question

Research question of this reserach :

1. How can English song increase vocabulary achievement in narrative text at eight grade of Junior high school annur Kalibaru Banyuwangi?

B. Research Objective

Based on the research question, the reseacrh objective of this research is:

1. To find out the improvement of vocabulary using English Song media for eighth grade students of Junior High School Annur Kalibaru Banyuwangi.

C. Research Significance

1. For Students

This research provides new insights, knowledge and experiences to students in the teaching and learning process in the classroom by using the English song method in teaching Vocabulary to improve students' mastery of Vocabulary in English.

2. For Schools

This research can be used as one of the references for schools, to maximize effective English learning and develop learning methods for teachers in order to help schools become effective and efficient implementers of English learning.

3. For Teachers

This research can help teachers to improve and develop effective learning methods in learning. Especially in improving Vocabulary Achievement in students.

4. For Researcher

This research will improve the researcher's understanding, experience and can be utilized as one of the teaching materials in the future for those who have the same topic.

D. Definition of Key Terms

The definition of key terms contains the meaning of several important terms that exist in the context of the discussion of the research title. To minimize misunderstanding of the research title.

1. English Song as a Media

English song is a tool and media in this research that is used to improve student English vocabulary. With listening skills, students will be listened to English songs that are interesting and not boring in order to increase vocabulary in students.

2. Vocabulary Achievement

Vocabulary is an important part of learning English. Vocabulary is a word in English that has meaning when arranged with good and correct language rules. One of the keys to being able to speak English fluently is having a good mastery of Vocabulary. By having

good vocabulary mastery, it can certainly make it easier for students to use English and increase vocabulary Achievement in students.

E. Hypothesis of Research

In this research, researcher used English song as learning media to increase vocabulary Achievement at eight grade of Annur Junior High School Kalibaru Banyuwangi. If English song are implemented as media in this research, then the use of English songs in improving Vocabulary Achievement of students in grade VIII of Annur Kalibaru Junior High School can be successful and effective in increasing students' Vocabulary Achievement.

F. Systematic of Research

At the end of this research, the results of the research are presented by writing the results of the research systematically and completely about the research entitled The Implementation Of English Song to Increase Vocabulary Achievement At Eight Grade Of Junior High School Annur Kalibaru Banyuwangi.

1. Chapter I

This chapter describes the introduction. It consists of research background, research questions, research objectives, research benefits, definition of terms, research hypothesis and research systematics.

2. Chapter II

This chapter Contains a literature review that discusses previous studies that are related and have similarities and differences with this research. in this chapter also discusses the theory used in conducting research.

3. Chapter III

This chapter discusses research methods that explain the type of research, research location, research time, research subjects, research procedures, implementation of the research cycle, research data collection techniques, data analysis techniques, validity of data, indicators of success, research team, and research schedule.

4. Chapter IV

In this chapter contains the presentation of data and analysis obtained from the results of research conducted at Annur Junior High School which includes an overview of the object of research, data presentation and analysis, and discussion of findings. This chapter can be used to find conclusions from the research conducted.

5. Chapter V

This chapter is the final or closing section which contains conclusions and suggestions that are proposed. In this chapter, the research results are presented as a summary and suggestions from the results of the research that has been carried out.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this chapter, will discuss some previous studies that use English song media:

1. In the first study, it comes from a thesis with the research title “The Effectiveness of The Use of English Pop Songs in Teaching Vocabulary In Smp”¹³ written by Imliyana Suhartono Husin (2015). The research method used in this thesis is quantitative research. This thesis uses English song with pop genre as the media in conducting the research. The songs chosen are from the artists Westlife and Bruno Mars. The lyrics of the songs are appropriate and have a valuable meaning to teach the students. And also from one of the official videos has lyrics that can help students in pronouncing Vocabulary. This research was conducted at 16 pontianak Junior High School. To determine the effectiveness of the use of English pop songs in teaching English Vocabulary, the researcher used the calculation of student scores using the t-test of 11.83. And based on the t-value, it is higher than the t-table 34 df (degree of freedom) which is 2.04 at the 0.05 level. The result of the calculation on

¹³ Imliyana Suhartono Husin, “*The Effectiveness of the Use of English Pop Songs*,” 2015.

student teaching is 2.01. This is higher than 0.8 and based on the criteria of effectiveness, from the above calculations, this research is categorized as higher or the results of the research are effective.

2. Second, by Mariana (2021). With the research title “Improving Students Vocabulary Through English Song”¹⁴ published by the Indonesian journal of elf and applied linguistics IJEAL, Al-Washliyah Muslim Nusantara University. This study aims to improve twelfth grade students at SMK Einstein in Vocabulary mastery through English songs, the instrument used is using song lyrics. English memorization songs can be trusted to improve English Vocabulary so that it shows development and improvement in several cycles. The research concluded that English songs have a significant effect on increasing students' Vocabulary.
3. Third, by Siti Nurjanah (2023). With a study entitled “using English song to improve students' vocabulary”¹⁵ this journal was published by Verba: Journal of English Language Issues, Makassar Islamic University. In this study, the researcher facilitated students' learning using English songs which involved providing textual and visual aids to fill in the missing words in the song lyrics. This study used two methods: control class and experimental class. To find the results of the two methods of control classes and experimental

¹⁴ Mariana, “*Improving Students Vocabulary Through English Song*”, IJEAL, Al-Washliyah Muslim Nusantara University, 2021.

¹⁵ Siti Nujannah, ‘*Using English Song To Improve Students' Vocabulary*’, Journal of English Language Issues, Makassar Islamic University, 2023.

classes, researcher used pre-test and post-test. From the results of both methods, the average value of the control class is 73.1 while the experimental class is 56.8. So the researcher concluded that English songs can improve students' Vocabulary.

4. Fourth, research by Marni Bawawa (2020) with the research title "Teaching English Vocabulary Using Songs To Developing Students' Vocabulary Mastery".¹⁶ This journal was published by the Journal of Linguistic Studies. This research is located in Merauke Junior High School three with the research subject of eighth grade students of Junior High School 3 Merauke. The research method used is qualitative descriptive research. The purpose of this research is to find out whether songs can develop students' Vocabulary mastery or not and also to find out whether songs can increase students' interest to develop the students' Vocabulary mastery in second grade students at Junior High School 3 Merauke or not. Marni Bawawa used pre test and post test design and used conclusion with two instruments, Vocabulary test and then questionnaire. The percentages of pretest was 40.66%, while on the post test increased namely 87.83%. thus, the use of songs as a method in this study can develop students' Vocabulary mastery at eight grade in Junior High School 3 Merauke and it can also be

¹⁶ Marni Bawawa, "Teaching English Vocabulary Using Songs To Developing Students' Vocabulary Mastery", Journal of Linguistic Studies, Merauke, 2020.

concluded, students are more interested in learning English Vocabulary using English songs than not using English songs.

5. Fifth, concluded research from Jayanti Kusumaningrum (2018) with the research title “Activities Based Teaching To Improve Students' Vocabulary Mastery”.¹⁷ This research was conducted at Mojosongo III Elementary School in Surakarta with the object of research being thirty-one fifth grade students of Mojosongo III Elementary School in Surakarta with details, thirteen boys and eighteen girls. The method used in this research is classroom action research (CAR). The purpose of this study is the following: (1) find out the effectiveness of implementation of ABT in improving students' Vocabulary mastery at the fifth grade, and (2) identify to what extent ABT can improve students' Vocabulary mastery and give positive classroom situation. In the implementation of the research, this research includes two cycles. The first cycle was from April, 25th 2017 until May, 26th 2017. Each cycle consisted of : planning, acting, observing, and reflecting. The data of research were collected through observation, interview, test, and field notes. From the research that has been carried out, the researcher gets several findings. The first is that students are given authentic songs accompanied by music and movement. The second is that teachers

¹⁷ Jayanti Kusumaningrum, “*Activities Based Teaching To Improve Students' Vocabulary Mastery*”, Surakarta, 2018.

should monitor the learning process well, so that students can have adequate feedback. The third is different types of activities to use. The results of this research show an increase in students' Vocabulary mastery. This can be seen from the results of the total average score which increased from 66.24 in the pre-test to 72.58 in post-test I and increased to 79.35 in post-test II. Students paid more attention and were more active during the lesson. Student activeness is shown by enthusiastically answering questions and raising their hands to answer questions given by the researcher.

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

No	Title	Similarities	Differences
1	Imliyana Suhartono Husin with the title "The Effectiveness of The Use of English Pop Songs In Teaching Vocabulary In Smp"	<ul style="list-style-type: none"> • Using english song as media. • The focus used in the research is similar, the effectiveness of Vocabulary teaching using English songs. 	<ul style="list-style-type: none"> • The research method used is quantitative research while this research uses classroom action research (CAR).
2	Mariana the title is "Improving Students Vocabulary Through English Song"	<ul style="list-style-type: none"> • Using english song as learning media. • The research method used is classroom action research (CAR). 	<ul style="list-style-type: none"> • The object of research by Mariana is at SMK Einstein School. While this research uses eight grade Junior High

			School of Annur Kalibaru Banyuwangi.
3	Siti Nurjanah in her title "USING ENGLISH SONG TO IMPROVE STUDENTS' VOCABULARY"	<ul style="list-style-type: none"> • Using english song as research media. • The same research object uses Junior High School level. 	<ul style="list-style-type: none"> • Siti Nurjanah uses quantitative research as a research method.
4	Marni Bawawa "Teaching English Vocabulary Using Songs To Developing Students' Vocabulary Mastery"	<ul style="list-style-type: none"> • English song as research media. • Junior High School level as the object of research. 	<ul style="list-style-type: none"> • Marni Bawawa used qualitative descriptive research in conducting the study. • The focus of Marni Bawawa's research is Using Songs To Developing Students' Vocabulary Mastery. While this research is the effectiveness of teaching Vocabulary using english song.
5	Jayanti Kusumaningrum the title is "Activities Based Teaching To Improve Students' Vocabulary Mastery"	<ul style="list-style-type: none"> • Using classroom action research (CAR) as a research method. • The research focus aims to improve or increase Vocabulary. 	<ul style="list-style-type: none"> • Differences The object of research chosen by Jayanti Kusumaningrum is the elementary school level. While this study, the object of research chosen is Junior High School.

Based on the five previous studies above presented in the table, previous research and present research have differences. It can be compared through the table above. The general difference of this research with previous research: on the object of research and research method. In previous studies, the research object chosen was vocational high school (SMK) and elementary school level while this study used Junior High School research objects. This research differs from others because it does not only use English songs as entertainment or motivation triggers, but actually utilizes English songs to increase vocabulary achievement in the context of narrative texts.

The English songs selected come from various genres and are combined with the Dual Coding theory to help students remember words more easily through a combination of lyrics and music. Additionally, this research was conducted using a classroom action research (CAR) approach, so the results are directly impactful in the classroom learning process. The researcher conducted a different research from the previous research with the research title The implementation of English song to increase vocabulary Achievement in Narrative text at Eight grade of Junior High School Kalibaru Banyuwangi.

B. Theoretical Framework

1. Teaching English Language

In teaching English language, it should be noted that there are several things that must be considered when implementing teaching English language such as aspects, and skills applied in teaching English language. Here are the following aspects that are applied in teaching English language:

a. Task Based Learning

Task-based learning focuses on teaching English language using tasks related to daily life to help students learn English. This task-based learning can encourage students to use English in their daily activities. So that it makes it easier for students to understand English when students are familiar with using English in daily activities.¹⁸

b. The use of technology in language teaching

In this modern era, the use of technology such as applications and online learning platforms can increase motivation and provide easy access in delivering more interactive learning materials in teaching English language. Technology supports more flexible and efficient learning methods that can be customized to the interests of students. In this research, the researcher uses English song as learning media and the

¹⁸ Ellis, Rod. *Task-Based Language Teaching*. Oxford University Press, 2009.

researcher uses technology to increase students' skills in learning Vocabulary.¹⁹

When implementing teaching English learning, there are skills that need to be used, so that English teaching can be optimized and understood by students. There are four important skills in teaching English learning. The skills that need to be implemented to the students are as follows:

a. Speaking skills

Speaking skills are an important part of English language learning. To develop and improve students' speaking skills, teaching English learning needs to create a learning environment that allows students to interact actively, either through group discussions, presentations, or spontaneous speaking exercises. In addition, speaking skills can also be increased by the use of technology and applications that support students' conversation practice.²⁰

b. Listening skills

Listening skills are very important to master in understanding English, whether used in everyday conversation or for academic purposes. Provide varied exercises, such as listening to simple conversations or material that challenges

¹⁹ Godwin-Jones, Robert. "Emerging Technologies: Language Learning in the Mobile Age." *Language Learning & Technology* 13, no. 3 (2009): 3–10.

²⁰ Thornbury, Scott. *How to Teach Speaking*. Harlow: Pearson Education, 2005.

students' level of comprehension. These listening skills also include teaching proper intonation and pronunciation.²¹ In carrying out this research, the researcher emphasized students' listening skills in teaching English learning using English song media.

c. Reading skills

Reading skills can help students to understand written texts in English. Whether used for academic purposes or everyday communication. Teaching effective reading techniques such as detail comprehension, inference, and analyzing texts in various genres can help students to master the English language. Reading activities are also related to increasing students' Vocabulary mastery.²²

d. Writing skills

Writing is a skill that requires continuous practice. Teaching students different types of texts, such as essays, official letters, or reports can help students to master English writing skills. Techniques such as brainstorming, planning, and editing are helpful in developing students' writing skills.²³

²¹ Field, John. *Listening in the Language Classroom*. Cambridge: Cambridge University Press, 2008.

²² Grabe, William, and Fredricka L. Stoller. *Teaching and Researching Reading*. Harlow: Pearson Education, 2002.

²³ Raimes, Ann. *Techniques in Teaching Writing*. Oxford: Oxford University Press, 2008.

2. Teaching Vocabulary

a. Definition of Vocabulary

In speaking a language requires a knowledge of the language to be spoken so that the message to be conveyed can be understood by others. As with English, in speaking English it is necessary to know what aspects can make communication proceed smoothly. According to Hiebert and Kamil (2005), Vocabulary is the knowledge of the meaning of words. Linse (2006) describes Vocabulary as the collection of words known by an individual, underscoring its importance across various language skills including listening, speaking, reading, and writing. In English, the basic aspect that needs to be mastered before mastering English skills is Vocabulary. The importance of mastering Vocabulary can support students' abilities and in other English skills such as spoken and written texts. From the definition above, it can be concluded that Vocabulary is a word that must be mastered to communicate in English.

b. Theory of teaching vocabulary

In this research, the researcher used Allan Paivio's dual coding theory as a reference in implementing English songs as a media in teaching and learning.²⁴ Dual coding theory provides a

²⁴ Allan Paivio, *Imagery and Verbal Processes* (New York: Holt, Rinehart and Winston, 1971).

strong scientific basis that combining music and lyrics in English songs will increase the effectiveness of vocabulary learning. Songs as a learning media work because they involve two cognitive pathways simultaneously, the verbal pathway (words) and the nonverbal pathway (music).

c. Kinds of Vocabulary

There are two kinds of Vocabulary, Stuart Webb classifies the kinds of Vocabulary into Receptive Vocabulary, and Passive Vocabulary.²⁵

1) Receptive Vocabulary

According to Stuart Webb receptive Vocabulary is Vocabulary that is recognized and understood by learners when used in context, but cannot be produced. Receptive Vocabulary is also called passive Vocabulary.

Receptive Vocabulary is the words that students understand when students hear or read receptive Vocabulary, but students cannot use receptive Vocabulary in speaking and writing due to limited Vocabulary Achievement. So, students already understand the Vocabulary used for learning or

²⁵ Stuart Webb, "Receptive and Productive Vocabulary Learning: The Effects of Reading and Writing on Word Knowledge," *Studies in Second Language Acquisition* 27, no. 1 (2005)

communication, but they cannot add or mention new Vocabulary.

2) Productive Vocabulary

Productive Vocabulary is the opposite of receptive Vocabulary. Receptive Vocabulary is where students understand the words they read or hear, but they cannot use them in reading and writing. While productive Vocabulary is students understand the words they hear or read, and students are able to produce words for writing skills and speaking skills.²⁶

d. Aspect of learning Vocabulary

There are several aspects that students must understand when learning Vocabulary. As cited from Schmitt, N.²⁷ that there are

six aspects of learning Vocabulary that teachers must apply to students when learning Vocabulary.²⁸

1) Meaning of word

Understanding word meanings is a fundamental aspect of Vocabulary learning. Students need to be taught to recognize the literal and connotative meanings of words and

²⁶ Stuart Webb, "Receptive and Productive Vocabulary Learning: The Effects of Reading and Writing on Word Knowledge," *Studies in Second Language Acquisition* 27, no. 1 (2005)

²⁷ Schmitt, Norbert. *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press, 2000.

²⁸ Elfrieda H. Hiebert and Michael L. Kamil, "Teaching and Learning Vocabulary: Bringing Research to Practice," *Teaching and Learning Vocabulary: Bringing Research to Practice*, no. February (2005)

how context can affect these meanings. Teaching meaning to students can be done by reading a dictionary to explore the various meanings of words or by assigning puzzles.

2) Pronunciation

Proper pronunciation helps students in oral communication. In English, there are words that have different word forms but similar pronunciation. Therefore, teachers need to teach how to pronounce words correctly, including intonation and emphasis. So that students can pronounce English words properly and correctly.

3) Spelling

Correct spelling is very important for written communication because the form of writing and spelling in English are different so if it is not applied then students will face difficulties to spell words. Teachers should teach students how to spell words correctly and provide practice to reinforce this skill.

4) Word use

Word usage refers to the way and context in which words are used in English communication. This aspect is

very important in Vocabulary learning as it includes several key elements such as:²⁹

a) Context of word use

Students can choose to use the right word for a particular situation.

b) Collocation

Collocations are combinations of words that often occur together and sound natural to native speakers. For example, “make a decision” is more commonly used than “do a decision.” Applying collocations when learning Vocabulary helps students speak and write more fluently and naturally.

c) Limitation of use

Some words have limitations on their use, whether based on formality, situation, or audience. For example, technical terms may not be appropriate for everyday conversation. It is necessary to teach students the limits of usage to understand for effective communication.

²⁹ Frank, Marcella, 1972, *Modern English, Exercise for Non-native speakers*, New Jersey, Prentice Hall

d) Frequency of use.

Teaching students about Vocabulary based on frequency of use in Vocabulary learning. Active Vocabulary (frequently used words) and passive Vocabulary (rarely used words) helps them focus on the words that are most relevant for daily communication.

Word use refers to the manner and context in which words are used in communication. Students need to be taught about word use so that they know how words are used in the correct situations and conditions.

5) Word classes

Word classes are categories used to group words based on their grammatical function and meaning in sentences. Students should understand various word classes, such as nouns, verbs, adjectives, and adverbs. Understanding word classes helps students use words appropriately in sentences. This grammatical pattern should be practiced in learning Vocabulary.

e. Vocabulary

Vocabulary has several linguistic aspects that exist in the grammatical structure of Vocabulary or better known as the eight parts of speech that students must know. They are:

1) Nomina (Nouns)

A word that refers to a person, place, thing, or idea.

Examples: “teacher,” “city”, ”happiness.” Nouns can be divided into countable and uncountable.

2) Verbs

A word that shows action, state, or process. Example: “run,” “exist”, ”become.” Verbs can also be divided into transitive (requiring an object) and intransitive (not requiring an object).

3) Adjectives

A word that describes or provides additional information about a noun. Examples: “beautiful,” “large”, “happy”.

4) Adverbs

A word that describes how, when, where, or the often an action is performed. Example: “quickly,” “yesterday”, “often”.

5) Pronouns

A word used to replace a noun in a sentence to avoid repetition. Example: “he,” , “she,” “it”.

6) Prepositions

A word that shows the relationship between a noun or pronomina and another word in the sentence. Example: “in”, “on”, “at”.

7) Conjunctions

A word that connects words, phrases, or clauses in a sentence. Example: “and”, “but”, “or”.

8) Interjections

A word that expresses an emotion or spontaneous reaction with no grammatical connection to the rest of the sentence.

Example: “wow!” and “ouch!”.

3. The aspect of English song as a Media learning

a. Definition of English song

According to Simon Frith,³⁰ song is a form of musical expression that combines lyrics with a melody that can convey a certain message. Frith emphasizes how important lyrics are in a song to communicate a story, emotion, or idea, while also emphasizing that the level of popularity of a song often depends

on the emotional connection that relates between the listener and the song. Frith added that songs are not just about the musical elements, but also about the social, cultural and individual contexts involved in their creation and reception.

Songs have the power to create shared experiences, as part of a larger cultural tradition, and function as a means of expression that brings together various elements in songs such

³⁰ Knight, Arthur, and Simon Frith. 1998. “*Performing Rites: On the Value of Popular Music.*” *American Music* 16 (4). University of Illinois Press: 485. doi:10.2307/3052293.

as vocals, melody, rhythm, and lyrics that are interconnected to convey a message. Thus, songs are more than just musical compositions and more than just entertainment that is heard, songs can also be interpreted as a complex medium of communication between songwriters, performers, and listeners.

From the explanation above, it can be concluded that a song is a form of music that combines elements of words (lyrics) and melody to convey meaning, message, or emotion. Songs are not only seen as entertainment that is listened to during leisure time or musical compositions alone, but also as a form of cultural and social expression that has the power to create shared experiences between creators, performers, and listeners. Songs are also a means of communication that can influence and connect individuals and communities through the messages conveyed in songs.

b. Types of English Song

Songs have several types. Based on a summary of various opinions,³¹ Experts concluded that songs can be categorized into four parts: narrative songs, emotional songs, popular songs, and children's songs.

³¹ Allan F. Moore, *Analyzing Popular Music* (Cambridge: Cambridge University Press, 2005).

1) Narrative Songs

According to Allan F. Moore, narrative songs often use the structure of stanzas to support chronological storytelling.³² Narrative songs are songs that serve to tell a story. Narrative songs are both, fiction and non-fiction. Narrative songs usually have a clear storyline, including introduction, conflict, and resolution.

2) Emotional Songs

Emotional songs are songs that focus on expressing emotions, such as love, sadness, or happiness. David Huron explains that emotional songs are designed to stimulate affective responses in listeners through a combination of melody, harmony, and lyrics.³³

3) Populer Songs

According to Mark Simos, popular songs are designed to grab attention with the use of strong hooks and universal themes.³⁴ From Mark Simos' opinion, it can be concluded that popular songs are songs aimed at all audiences, usually focusing on memorable melodies and culturally relevant lyrics.

³² Allan F. Moore, *Analyzing Popular Music* (Cambridge: Cambridge University Press, 2005).

³³ David Huron, *Sweet Anticipation: Music and the Psychology of Expectation* (Cambridge, MA: MIT Press, 2001).

³⁴ Mark Simos, *Songwriting Strategies: A 360-Degree Approach* (Boston: Berklee Press, 2004).

c. English song used to Teach Vocabulary

English language learning at the Junior High School level requires a creative and interesting approach so that students are more motivated and actively involved in the learning process. One media that is effective is the use of English songs. That provide an element of entertainment, and provide a valuable authentic context for introducing and reinforcing Vocabulary.

In this research, the researcher used several English songs that were used in a structured manner from the pre-cycle to the second cycle. The selection of English songs was adjusted to the curriculum and used lyrics that were easy for students to understand and comprehend. The selection of songs is also focused on the connection between the song lyrics to be used with the research theory and students' vocabulary aspects, as eight parts of speech such as noun, verb, and adjective. All of these elements have a connection with each other so that the results of this research can increase students' vocabulary with English songs. The kinds of songs used by researcher in this research are as follows:

1) (Rhythm and Blues) RnB genres.

The song “At My Worst” by Pink Sweat\$ falls under the R&B genre, which is often characterized by smooth melodies and emotionally expressive lyrics. The song

explores themes of love, acceptance, and vulnerability, making it particularly suitable for introducing vocabulary related to feelings and relationships. Its calm tempo and sentimental tone also help learners connect emotionally with the content, which may enhance retention and comprehension.

2) (Electronic dance music) EDM song.

Two of the songs used in the first cycle, “Faded” and “On My Way” by Alan Walker, represent the EDM genre. EDM is known for its electronic beats, repetitive rhythms, and energetic atmosphere. These qualities tend to capture students’ attention and maintain motivation during listening activities. Furthermore, the repetition commonly found in EDM lyrics supports vocabulary acquisition and listening fluency by reinforcing key phrases and sentence structures.

3) Pop song genres

In the second cycle, the researcher incorporated “Rockabye” by Clean Bandit featuring Sean Paul and Anne-Marie, a song classified as pop. Pop music typically features catchy melodies and straightforward, relatable lyrics. “Rockabye” tells the story of a single mother’s struggle and dedication to her child, offering a clear narrative structure that aligns well with the teaching of narrative texts. It also presents

opportunities for discussing social themes and values through authentic language.

4) Hip hop / pop rap genre

The final song, “See You Again” by Wiz Khalifa featuring Charlie Puth, is a blend of hip-hop and pop rap. This genre combines spoken word (rap) with melodic elements, often addressing personal or reflective topics. The lyrics of “See You Again,” which focus on themes of friendship, loss, and remembrance, provide rich material for teaching emotional vocabulary and narrative development. Its poetic expressions and emotional depth can also encourage learners to engage in creative and reflective language use.



CHAPTER III

RESEARCH METHOD

A. Research Design

The research method used by researcher in this research is classroom action research (CAR). Kemmis and McTaggart, through a book with the title “The Action Research Planner”, explain Classroom Action Research as a reflective research process oriented towards improving learning practices.³⁵ Kemmis and McTaggart emphasize that Classroom Action Research is collaborative, which means that teachers work together with students, peers, or other education personnel to improve learning conditions, solve problems that arise in the learning process, and improve learning outcomes. Classroom Action Research according to Kemmis and McTaggart has two or more cycles. and each cycle has four stages. The four main stages in the implementation of Classroom Action Research are: planning, action, observation, and reflection. This process allows teachers to systematically evaluate the effectiveness of the actions taken and decide on the next steps for improvement and even continuous improvement to achieve optimal learning outcomes. As well as aiming to improve practice, Classroom Action Research also helps teachers to broaden understanding of how the learning context affects or promotes better learning outcomes.

³⁵ Kemmis, Stephen., McTaggart, Robin., Nixon, Rhonda. *The Action Research Planner: Doing Critical Participatory Action Research*. Singapura: Springer Nature Singapore, 2014.

The researcher used the classroom action research design method because this research is the first research that uses English song as a learning media for eighth grade students of Annur Kalibaru Junior High School.³⁶ By using classroom action research design, the researcher can see the improvement produced from english song as a media to Increase Vocabullary Achievement At Eight Grade of Smp Annur Kalibaru Banyuwangi.

B. Research Location, Research Time, and Research Subject

1. Research Location

This research was conducted at Annur Junior High School which is located at Jalan Suwadi number 5, Tegal Pakis, Kalibaru Wetan, Kalibaru Banyuwangi, East Java. Annur Junior High School is a private school founded by a boarding school institution with the same name, Annur Kalibaru Banyuwangi boarding school. Annur Kalibaru Junior High School has differences from Junior High Schools in general. The difference that exists in Annur Junior High School is that male and female students are separated, so there are no male and female students in the same class. This policy refers to the regulations of the Annur boarding school which does not allow male and female students to be in the same class.

³⁶ Academic data of Annur Junior High School, Monday, March 10,2025, 10:15 AM

The researcher chose Annur Junior High School as the research location for several reasons.³⁷ First, because at Annur Kalibaru Junior High School, no one has done research before. Second, at Annur Kalibaru Junior High School there has been no research that uses English song as a learning media, this makes researcher feel curious about how the action resulted from this research. Third, according to the first survey that the researcher had done before, it was found that the Vocabulary Achievement of Annur Kalibaru Junior High School students was still not good. Therefore, the researcher decided to conduct a research at Annur Kalibaru Junior High School and expected to increase students' Vocabulary Achievement.

2. Research Time

In this research, two cycles were used during the research period. Each cycle in this research includes four main stages: planning, action, observation, and reflection.³⁸ From the two cycles carried out, it can be seen how the results of this research or how effective the use of English song as a learning media to increase Vocabulary in Annur Kalibaru Junior High School students.

3. Research Subject

Research subjects are data used by the researcher to collect information as a result of research. In this research, the researcher used

³⁷ Academic data of Annur Junior High School, Monday, March 10, 2025, 10:15 AM

³⁸ Kemmis, Stephen., McTaggart, Robin., Nixon, Rhonda. *The Action Research Planner: Doing Critical Participatory Action Research*. Singapura: Springer Nature Singapore, 2014.

purposive sampling technique. According to Sugiono, Purposive sampling is a data source sampling technique with certain considerations.³⁹ Purposive sampling is a sampling technique carried out by selecting subjects based on certain considerations that are in accordance with the research topic. This technique does not use random selection, but focuses on subjects who are considered to have relevant and in-depth information related to research objectives.

According to Sugiono, Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by the researcher to study and then draw conclusions.⁴⁰ The research population is the total object or subject that has certain characteristics that are determined by the researcher as the focus of research. From the definition above, it can be concluded that the population includes all relevant elements related to research objectives, whether in the form of individuals, groups, or phenomena. The population at Annur Kalibaru Junior High School consists of eighth grade which is divided into two, eighth grade A and eighth grade B. With the following details: eighth grade A totaling 35 students. While the eighth grade B with 36 students.

³⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 85.

⁴⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 85.

the total of eighth grade students A and eight B is 71 students. And eighth grade A and eighth grade B only contain male students.

Table 3.1

The eighth grade population of Annur Junior High School

No	Class	Number of Students
1	VIII A	35 Students
2	VIII B	36 Students
Total		71 Students

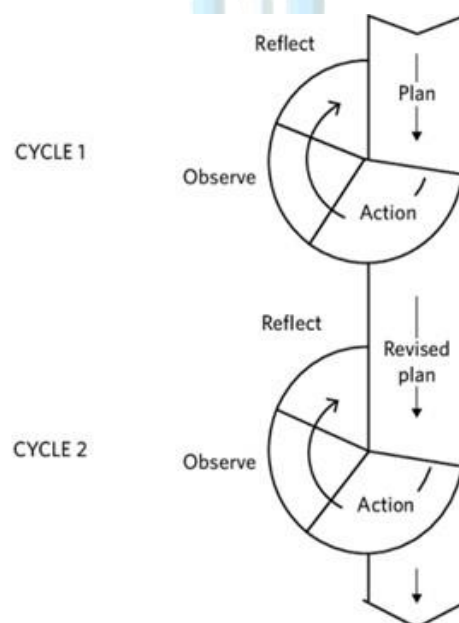
In this research, the researcher chose eighth grade A students of Annur Kalibaru Junior High School as the object of research. The researcher chose eighth grade A of Annur Junior High School because based on information submitted by Ustad Amri as an English teacher in eighth grade, that eighth grade A students of Annur Kalibaru Junior High School have a mastery of Vocabulary that is not good than eighth grade B which tends to have better student learning outcomes. So that it has an impact on student learning outcomes in English learning.

C. Research Procedures

In this research, the results of the first observation when researcher conducted observations at Annur Kalibaru Junior High School found that students had mastery of Vocabulary that was not good and not optimal. This finding was also confirmed by Ustad Amri as the English teacher in the eighth grade of Annur Kalibaru Junior High School. Ustad Amri said that

the Vocabulary Achievement of students is still below average so that it affects student learning outcomes. In a research, it is important to determine the classroom action research model as a guide in carrying out a study in order to solve existing problems. Therefore, researcher in conducting this research are interested in using the research model of Kemmis and Mc Taggart as a reference for problem solving in this classroom action research.⁴¹

Picture 3.1



Kemmis dan Mc Taggart (2014)

Classroom Action Research Model

⁴¹ Kemmis, Stephen., McTaggart, Robin., Nixon, Rhonda. *The Action Research Planner: Doing Critical Participatory Action Research*. Singapura: Springer Nature Singapore, 2014.

1. Planning

In the procedure for solving the problems that exist in this research, there are several steps that the researcher must take for the success of this research. As a first step in carrying out the research, the researcher first carried out planning. In the planning step. Researcher prepared several things in implementing English song as a learning media for Vocabulary Achievement of Annur Kalibaru Junior High School students. The steps that researcher prepare are as follows:

- a. The researcher created learning materials with English song media.
- b. Preparing lesson plans that will be used during the research.
- c. Researcher makes pre-test and post-test questions that will be used as indicators of student success in this reserach.
- d. Researcher prepared several documents in the reserach such as research observation sheets, lesson plan analysis sheets, observation sheets, blueprints for preparing pre-test and post-test questions, and other documents or materials that could help during the implementation of the research.

In carrying out planning, researcher prepare English songs that will be used in this research.. The following are the English songs that researcher used in this research.

a. At My Worst - Pink Sweat\$

This song introduces emotional and relational Vocabulary such as acceptance, care, worst, and stay. The repetitive lyrics make it easy for students to recognize and remember the Vocabulary, thus increasing their absorption of relational Vocabulary.

b. Faded - Alan Walker

This song expands students' Vocabulary through metaphorical and abstract expressions such as Faded, lost, identity, and hope. The song stimulates discussion and interpretation of word meanings contextually, encouraging students to think critically about the meaning of words in the lyrics.

c. On My Way - Alan Walker

This song introduces Vocabulary related to motivation and life goals, such as brave, change, follow, and path. The song reinforces mastery of Vocabulary describing personal actions and decisions.

d. Rockabye - Clean Bandit ft. Sean Paul & Anne-Marie

This song features Vocabulary related to family and sacrifice such as mother, struggle, protect, and care. With strong social themes, this song helps students understand the meaning of words in the context of a story or narrative.

e. See You Again - Wiz Khalifa ft. Charlie Puth

This song helps add emotional Vocabulary such as friendship, memory, miss, bond, and farewell. This song is very effective in introducing emotional expressions that can be used in everyday life.

The use of songs in English learning is expected to increase the Vocabulary Achievement of Annur Kalibaru Junior High School students.

2. Acting

The second step of the research procedure is action. Action is the application of the planing that has been discussed previously. In this section, the researcher implements the research method, which is English song as a learning media for students of Annur Kalibaru Junior High School. In the implementation of this phase, the researcher becomes a teacher who teaches students about Vocabulary learning by playing English songs. The researcher made observations and monitoring to the students. The researcher observed how the results after students were shown the English song on the Vocabulary skills of Annur Kalibaru Junior High School students. And also, researcher made observations with blueprints in the form of questions that have been prepared to see the results of students' listening skills towards learning. The stages that occur when researcher carries out the action consist of three stages, the opening stage, the core stage, and the closing.

Researcher carry out this phase accompanied by an English teacher at Annur Kalibaru Junior High School, Ustad Amri, who acts as a collaborator in the classroom. The implementation of action in the research procedure aims to solve the problems that exist in students in learning Vocabulary Achievement and trying to improve the teaching and learning process in order to achieve optimal learning outcomes.

3. Observing

According to Creswell, observation is the process of systematically collecting data through direct observation of individuals or groups in their natural environment.⁴² In carrying out observations, researcher observed and paid attention to how students responded in the teaching and learning process in the classroom with the implementation of English song media. And also researcher ensures that the teaching and learning process in the classroom is in accordance with the lesson plan prepared in the planning phase. Researcher in observation also paid attention to the activities of teachers and students when learning was going on.

4. Reflecting

The last part of the research procedure based on the model of Kemmis and Mc Taggart is reflecting.⁴³ After all the research

⁴² Creswell, J. David. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Britania Raya: SAGE Publications, 2017.

⁴³ Kemmis, Stephen., McTaggart, Robin., Nixon, Rhonda. *The Action Research Planner: Doing Critical Participatory Action Research*. Singapura: Springer Nature Singapore, 2014.

procedures were carried out, then the researcher reflected on the results of the research involving students, teachers, and the results of the Vocabulary teaching research with English song media. In the reflecting phase, the researcher compares the results with the goals that have been set and determines whether there are improvements or there are still problems that need to be solved. In reflecting, it can be seen the results of the research that has been carried out and will be known the learning outcomes of students after applying english song media in teaching Vocabulary to eighth grade students of Annur Kalibaru Junior High School.

D. Research Cycle Implementation

In carrying out this research, researcher used two cycles. The first cycle and the second cycle. Basically, the first cycle and the second cycle are basically same. What distinguishes the first cycle and the second cycle in this research is that the second cycle is an improvement from the first cycle if there are deficiencies, errors, and ineffectiveness in the research process. The second cycle aims to improve and perfect the results of the first cycle through more directed actions and based on data and reflections on the first cycle. This process is repeated until the research objectives are achieved.⁴⁴

⁴⁴ Arikunto, Suharsimi, Suhardjono, and Supardi. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara, 2006.

E. Data Collection Techniques

In carrying out data collection, there are several techniques that researcher uses to collect research data according to the data needed. The researcher used four techniques in collecting data in this research. Observation, test, documentation, and fieldnote as follows:

1. Observation

Observation is a data collection technique in which the researcher systematically observes, notes, and records conversations in various aspects of the learning process in the classroom.⁴⁵ Researcher observed student behavior, interaction between students and teachers, and classroom dynamics directly during the teaching and learning process. In this research, the researcher made two observations. The first observation was conducted to see the problems faced by students at Annur Kalibaru Junior High School. The second observation was carried out in the classroom during teaching and learning activities in class eight A of Annur Kalibaru Junior High School.

2. Test

The test technique is used with the aim of knowing the ability of eighth grade A students of Annur Kalibaru Junior High School to understand the ability to learn Vocabulary with English song media after the implementation of the lesson in class. The results of the test can be

⁴⁵ Burns, Anne. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Britania Raya: Taylor & Francis, 2009.

used to see how students' progress after the application of English song in learning Vocabulary. The test results can also be a reference whether the eighth grade A students of Annur Kalibaru Junior High School achieved success according to the standard of minimum completeness in student learning outcomes with English song media. In carrying out this research, the researcher used two tests. Pre test and post test.

3. Documentation

Documentation in research is a way of collecting data that includes collecting and analyzing various documents that are relevant to the topic being researched. These documents can be written documents, audio or video recordings, photographs, archives, reports, official records, or other materials that can provide comprehensive information related to the topic being researched.⁴⁶

From the explanation of the definition above, it can be concluded that documentation is a research data collection technique using audio or video recordings, photographs, student worksheets (LKS), lesson plans, syllabus, which can assist researcher in obtaining data related to the research topic. In the implementation of this research, researcher conducted documentation from various sources that can be taken at Annur Kalibaru Junior High School.

⁴⁶ Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd ed. Thousand Oaks, CA: Sage Publications, 2009.

4. Fieldnote

In collecting data, researcher found important things and researcher needs to remember them. Therefore, the researcher used fieldnotes in the data collection process. Fieldnotes contain detailed descriptions of what the researcher saw, heard, and experienced during the research. Fieldnotes also help researcher to remember and record the results of research activities that take place during teaching and learning activities in the classroom.

F. Research Intsrumen

In carrying out data collection in this classroom action research, researcher uses research instruments to collect data. Research instruments are tools or devices used by researcher to collect data in a research.⁴⁷ This instrument is made systematically which aims to obtain relevant, valid, and usable data, in accordance with the research topic. In the implementation of data collection, researcher used fieldnotes, observation sheets, and pre-test and post-test sheets for this research instrument.

1. Test sheet

The test technique is used with the aim of knowing the ability of eighth grade A students of Annur Kalibaru Junior High School to understand the ability to learn Vocabulary with English song media after the implementation of the lesson in class. In the test sheet there are 20

⁴⁷ Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, CA: Sage Publications, 2014.

multiple choice questions containing material on analyzing English song lyrics and the test is carried out in each cycle and pre-cycle. The results of the test can be used to see how students' progress after the application of English song in learning Vocabulary. The test results can also be a reference whether the eighth grade A students of Annur Kalibaru Junior High School achieved success according to the standard of minimum completeness in student learning outcomes with English song media. In carrying out this research, the researcher used two tests. Pre test and post test.

2. Fieldnote

The research instrument used by the researcher was a fieldnote. In fieldnotes, researcher wrote down events that occurred during teaching and learning activities and noted important things when the research took place. Fieldnotes also help researcher to remember important points from the observation of student teaching and learning activities in the classroom.

3. Observation sheet

At the time of collecting data, researcher used an observation sheet as a research instrument. An observation sheet is a research instrument used in observation research to record data obtained through observation.⁴⁸ The observation sheet consists of a checklist or certain

⁴⁸ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2017.

categories used for data collection during observation. The observation sheet is used to measure the effectiveness of eighth grade A students at Annur Kalibaru Junior High School in understanding and listening to the teacher's explanation during the learning process using English song media. The observation sheet used by researcher contains the indicators of success according to the basic competencies that must be achieved by students by measuring using the test questions that have been determined. The observation sheet was used after the Vocabulary lesson using English song media was applied to measure students' success in understanding Vocabulary lessons.

G. Data Analysis Techniques

The determination of data analysis in this classroom action research is based on the results of observations of eighth grade A students at Annur Kalibaru Junior High School during the teaching and learning process in class with the implementation of English song media. The calculation of data analysis that researcher did was done with the following formula:

$$x = \frac{Y}{T}$$

Notes :

x : Mean/ Average

Y : The sum of student's score

T : Total students

The results of data analysis with calculations according to the formula above, then compared with the percentage score range table with

the aim of find out the learning activities of eighth grade students A Annur Kalibaru Junior High School and can be classified which category students belong to. The following is a table of percentage score ranges:

Table 3.2

Score Range	Category
80 % -100 %	Exelent
60 % - 79 %	Good
40 % - 59 %	Average
1 % - 39 %	Less

Based on the table above, it can be said to be successful at the completion of each cycle if the results of the assessment of eighth grade students Annur Junior High School are at least in the good category. Based on the teaching and learning process in students, researcher is optimistic that the scores of eighth grade students in Vocabulary learning can increase by using English song media at least reaching the criteria for success with a minimum score of 70 or in the good category. The following is the formula for calculating student scores in order to be categorized as successful:

$$\Lambda = \frac{\Delta \text{Total students have completed the test}}{\zeta \text{Total student's}} \times 100$$

Notes

Λ = Classification score

Δ = Total student's who have complateated the test

ζ = Total of all eighth-grade students

H. Validity Of Data

Validity of data In classroom action research (CAR), refers to the level of validity and reliability of data collected during the research. The validity of data is important to ensure that the results of the research conducted actually show what is intended to be measured or analyzed. In classroom action research (CAR), data validity becomes one of the important aspects to ensure accuracy and reliability in research results. Research instruments are an important aspect of classroom action research. Research instruments can be used to measure the level of validity and reliability of a research conducted. Research instruments are made using validity and reliability tests, with the aim that validity and reliability are requirements used as assessing a measuring instrument in classroom action research. In conducting the validity test in this classroom action research, researcher use content validity. the researcher compared the research instruments that had been made in accordance with the curriculum and syllabus of English subjects used at Annur Kalibaru Junior High School. Ustad Saiful Amri, S.Pd as an English teacher at Annur Kalibaru Junior High School performed tests and assessments of the instruments that had been made to create test validity. The multiple choice test was chosen by the researcher in carrying out this research.

I. Indicator Of Succes

In this section, the research can be considered successful if in each research cycle that has been carried out there are changes and improvements

indicated by the ability to master the Vocabulary of eighth grade A students of Annur Kalibaru Junior High School which is better than before the test. To find out the increase in student Vocabulary, researcher uses reference from research data that comes from tests that have been conducted. To determine students' improvement in Vocabulary mastery in English subjects, researcher used success indicators. The success indicator in this reserach is characterized by an increase in the Vocabulary of eighth grade A students of Annur Kalibaru Junior High School from the first cycle to the second cycle. The success indicator in this reserach can be known by the increase in the Vocabulary of eighth grade A students of Annur Kalibaru Junior High School who reached the Minimum Passing Grade (KKM) with a score of 75 reaching 75% of the total number of eighth grade A students of Annur Kalibaru Junior High School.

J. Research Teams

In the implementation of this classroom action research, researcher makes a team consisting of two people and has their respective roles. The members of the classroom action research team are as follows:

Table 3.3
Research Teams

No	Name	Job/Task
1	Mohammad Ali Sobri	Resercher
2	Ustad Saiful Amri S.Pd.	Eighth grade English teacher

K. Research Schedule

At the time of implementing this classroom action research, the researcher planned a schedule for carrying out research at Annur Kalibaru Junior High School. The research schedule mentioned can be seen in the table below:

Table 3.4
Research Schedule

No	Research activities	March		April				May
		5	10	13	14	16	23	4
1	Preparation	✓						
	a. First observation		✓					
	b. Identifying the problem			✓				
	c. Requesting research permit to the school				✓			
2	Implementation of research							
	a. Implementation of the first cycle					✓		
	b. Implementation of the second cycle						✓	
3	Compile the research report							✓

CHAPTER IV

RESULT AND DISCUSSIONS

A. Overview of the Object of Research

1. History of Annur Kalibaru Junior High School⁴⁹

Annur Kalibaru Junior High School is a school institution located within an Islamic boarding school area. The name of Annur Junior High School is an adaptation of the name of the Islamic boarding school that initiated this Junior High School. Annur Kalibaru Junior High School was established on April 9, 2004. The beginning of the establishment of Annur Kalibaru Junior High School was motivated by proposals from the head of the boarding school, parents and students of the Annur Kalibaru Banyuwangi boarding school, so that the Annur boarding school established a formal school within the Annur Kalibaru boarding school. therefore, in 2004 the Annur Kalibaru boarding school established a Junior High School. This was the first formal institution owned by this pesantren. The establishment of this institution was only capitalized on enthusiasm and belief. At that time, Annur Junior High School did not yet have a school building, so it had to borrow the classrooms of the diniyah around the pesantren for the teaching and learning process. Not only that, the teachers were also recruited from

⁴⁹Document of the establishment of Annur Junior High School. Monday, April 13, 2025, 09:13 AM

outside this pesantren by recruit alumni of the pesantren and wanting to dedicated themselves to the pesantren. Now, Annur Kalibaru Junior High School is growing and has become one of the choices of parents to register students for school at Annur Kalibaru Junior High School. Annur Junior High School is private and managed by the annur kalibaru banyuwangi Islamic boarding school foundation. Annur Junior High School is located on suwadi road no.5 Tegal Pakis, Kalibaru Wetan, Kalibaru, Banyuwangi. The school is located south of Kalibaru Wetan market and two kilometers from Jember - Banyuwangi national road.

2. Identity of Annur Junior High School⁵⁰

The following is the identity data of Annur Kalibaru Junior High School

Name of institution	: Annur Kalibaru Junior High School
Address	: Jl. Suwadi No. 05 Kalibaru Wetan Kalibaru-Banyuwangi
NSS/NPSN	: 202052509195 / 0540117
Accreditation Status	: Accredited B
Principal Name	: Hairul, S.Pd.I.
School Category	: Regular
Year of operation	: 2004
Land status	: Owned
Land area	: 13.434 M2

⁵⁰ Annur Junior High School profile document. Monday, April 13, 2025, 09:13 AM

3. Vision and mission of Annur Junior High School Kalibaru⁵¹

a. Vision of Annur Junior High School Kalibaru

To create a generation that is intellectually, emotionally and spiritually intelligent.

b. Mission Annur Junior High School Kalibaru

- 1) Improving Professionalism and Fostering Learning Creativity.
- 2) Accustoming to Good Behavior.
- 3) Equipping Educational Facilities and Infrastructure.
- 4) Accustoming Religious Rituals in Daily Life.
- 5) Implementing the education unit level curriculum gradually and consistently
- 6) Carry out learning activities to the maximum so that students can get satisfactory grades
- 7) Increasing the discipline of students and teachers both in extracurricular and extra-curricular activities.
- 8) Creating Islamic activities both during school and outside school.

⁵¹ vision and mission document of Annur Kalibaru Junior High School. Monday, April 13, 2025, 09:13 AM

4. Facilities and infrastructure at Annur Kalibaru Junior High School

Table 4.1
Facilities And Infrasructure

No	Facilities	Total	Condition
1	Ruang kelas	6	Good
2	Ruang guru	1	Good
3	Ruang kantor	1	Good
4	Ruang TU	1	Good
5	Ruang UKS	1	Good
6	Ruang pertemuan	1	Good
7	Resepsionis	1	Good
8	Perpustakaan	1	Good
9	Lab komputer	1	Good
10	Koperasi	1	Good
11	Kantin	1	Good
12	Gudang	1	Good
13	Toilet guru	1	Good
14	Toilet siswa	1	Good

a. Pre Cycle

Before carrying out research data collection, researcher made observations of class VIII students of Annur Kalibaru Junior High School. The observation was carried out on April 7, 2025. Researcher conducted a pre-cycle with the aim of knowing how students' understanding of English, especially Vocabulary Achievement with the media of English songs in eighth grade students of Annur Kalibaru Junior High School. The stages that the researcher went through when carrying out the pre-cycle were starting teaching and learning activities in the classroom by praying together, after all students finished the prayer, the researcher began to take attendance to find out the presence of students at the time the pre-cycle was carried out. After completing the attendance of students,

the researcher explained the rules and materials to be learned during the pre-cycle, which is the English song. After completing the explanation to the students, the researcher conducted a pre-test with a song entitled At My Worst by Pink Sweats. Which has the theme enthusiasm and motivation to stop thinking about life's problems and relax for a while. The researcher asked students to translate the song that had been played. The next step, the researcher asked students to take the test that had been prepared. The researcher distributed a test sheet containing questions related to the song that had been listened to the students. The song is played three times so that students can focus and understand the Vocabulary in the song lyrics. The test sheet that students must do well and correctly is in the form of twenty multiple choice questions.

Table 4.2
Result of Pre Cycle

No	Name	Score	Explanation	categories
1	ABP	45	Not Complete	Average
2	AARSN	40	Not Complete	Average
3	AH	50	Not Complete	Average
4	AI	60	Not Complete	Good
5	AM	55	Not Complete	Average
6	ARKA	65	Complete	Good
7	AS	50	Not Complete	Average
8	ARH	60	Not Complete	Good
9	CA	45	Not Complete	Average
10	DA	55	Not Complete	Average
11	DDP	45	Not Complete	Average
12	FMI	50	Not Complete	Average
13	MAP	40	Not Complete	Average
14	MAN	60	Not Complete	Good
15	MNHR	65	Complete	Good
16	MF	60	Not Complete	Good
17	MLNH	50	Not Complete	Average
18	MZR	40	Not Complete	Average
19	MAS	45	Not Complete	Average
20	MA	50	Complete	Average
21	MIS	45	Not Complete	Average

22	MRF	40	Not Complete	Average
23	MAW	65	Complete	Good
24	ME	35	Not Complete	Less
25	MFF	70	Complete	Good
26	MIF	50	Not Complete	Average
27	MSAS	60	Complete	Good
28	MZH	55	Complete	Average
29	RNH	60	Complete	Good
30	RA	45	Not Complete	Average
31	RAY	50	Not Complete	Average
32	SIA	65	Complete	Good
33	SA	45	Not Complete	Average
34	VSW	40	Not Complete	Average
35	JT	60	Complete	Good
Total		1815		
Highest Score		70		
Lowest Score		35		
Average Score		51,8		

Score Range	Categories
80 % -100 %	Exelent
60 % - 79 %	Good
40 % - 59 %	Average
1 % - 39 %	Less

Formula : UNIVERSITAS ISLAM NEGERI

formula to find the average

$$x = \frac{Y}{T}$$

Notes

x : Mean/Average

Y : The sum of student's score

T : Total student's

$$x = \frac{Y}{T} = \frac{1815}{35} = 51,8$$

After finding out the average value of eighth grade students at Annur Kalibaru Junior High School is 51.8, then to find out the classical value of students, the following formula is used:

$$\Lambda = \frac{\Delta \text{Total students have completed the test}}{\zeta \text{Total student's}} \times 100 = \frac{10 \times 100}{35} = 28,5\%$$

From the presentation of the data above, it was found that of the total eighth grade A students of Annur Kalibaru Junior High School of 35 students, only 10 completed the test conducted before the implementation of the research cycle. 25 students did not complete the test, so it can be seen that the average score of eighth grade students at Annur Kalibaru Junior High School was 51.8% and the classical score was 28.5%. In the pre-cycle implementation, it is found from the pre-cycle observation that when the teacher opens the class, students answer greetings and are polite. When the teaching and learning activities took place, students did not show any enthusiasm and low learning enthusiasm, students listened to the material but more students did not focus on the material and did not listen to the teacher in class. The results of the pre-cycle implementation are also supported by the results of the fieldnotes that researcher have recorded on every event that occurred during the teaching and learning process. From the results of the fieldnote, the researcher noted that students were less enthusiastic and not excited about learning. At closing, students tend not to

ask questions and are not active in question and answer. The observation results showed a lack of enthusiasm for learning during the pre-cycle.

1. Implementation of The First Cycle

The implementation of the first cycle of this research was carried out with two face-to-face meetings. Each meeting was held for 2x40 minutes in class. The implementation of the first cycle was from April 14 to April 21, 2025. During the implementation of the first cycle in this research, the researcher carried out planning, implementation and reflection of activities carried out in the classroom with the classroom action research method. In the first cycle implementation, the first meeting researcher used the song Faded by Alan Walker. And at the second meeting used the song On My Way by Alan Walker. The activities carried out by Researcher are as follows:

a. Planning

Before carrying out activities in the first cycle, researcher made plans to teach and implement English songs and made preparations before teaching in class. prepare learning media used and prepare learning plans. Researcher compiled a learning plan (RPP) that would be used as a guideline in teaching eighth grade A students at Annur Kalibaru Junior High School. Then the researcher prepared song titles and song themes that would be used in increasing students' Vocabulary Achievement. The song used at the first Cycle was Faded by Alan

Walker at the first meeting and On My Way at the second meeting. In the first cycle, a song by Alan Walker was used. After all the preparations were ready, researcher consulted with English teachers at Annur Kalibaru Junior High School about the materials and media that would be used by researcher during teaching and learning activities in the classroom.

b. Implementing

At this stage, the researcher took action as an English teacher and implemented the English song as a learning media for eighth grade A students at Annur Kalibaru Junior High School. The lesson plan that was previously made and approved by the English teacher was used by the researcher as a guide in teaching students in the classroom. Some of the activities in the first cycle are described as follows:

1) First meeting

The first meeting of the first cycle was held on Wednesday, April 16, 2025. With the song used "Faded" by Alan Walker with the theme of self-discovery and overcoming the difficulties and challenges that exist in life. English classes are in the fourth and fifth hours of lessons at Annur Kalibaru Junior High School. The first meeting was held for 2x40 minutes. Teaching and learning activities take place from 08:20 - 09:40.

a) Opening

The researcher opened the class by greeting the students and the researcher instructed the class leader to lead the prayer together. After the prayer was finished, the researcher began to take attendance one by one. After the attendance was complete, the researcher gave a preface before the lesson began. researcher also provide motivation and enthusiasm for learning to students in order to stimulate students to be active and enthusiastic in participating in teaching and learning activities in class.

b) Main Activities Implementation of English Song

At the next phase, the researcher distributed paper song lyrics to students. One song lyric for one bench consisting of two students. After distributing the song lyrics, the researcher played the song Faded by Alan Walker three times. Students were asked to be quiet, listen, and observe each lyric from the song.

After the song finished playing, the researcher explained about analyzing the lyrics of the song Faded. Students observe and concentrate on listening to the learning material delivered by the researcher. In analyzing song lyrics, the researcher explained several things such as Vocabulary, part of speech, song titles, meanings in songs, language features, tenses, types of words in song lyrics, and messages conveyed by singers to listeners. In

the learning process, the researcher focused on verb, adjective, and noun in the song lyrics analysis material to increase students' Vocabulary Achievement.

After finishing explaining the analysis of song lyrics, the researcher asked the students to ask questions, so that there was no confusion and the understanding received by the students was good.

c) Closing

In the last phase, the researcher repeated the material that had been explained simply and triggered students to talk by asking questions about the material that had been explained. This action was carried out to reflect on the learning outcomes that had been carried out. The researcher also provided feedback on students' questions and answers. The researcher asked the class leader to lead the prayer and after finishing reading the prayer, students were allowed to leave the classroom.

2) Second meeting

The Second meeting of the first cycle was held on Saturday, April 19, 2025. With the song used "On My Way" by Alan Walker with the theme of Life journey, courage, and the decision to change for the better. English classes are in the fifth and sixth hours of lessons at Annur Kalibaru Junior High School. The second meeting

was held for 2x40 minutes. Teaching and learning activities take place from 10:10 - 11:30.

a) Opening

The researcher opened the class by greeting the students and the researcher instructed the class leader to lead the prayer together. After the prayer was finished, the researcher began to take attendance one by one. After the attendance was complete, the researcher gave a preface before the lesson began. researcher also provide motivation and enthusiasm for learning to students in order to stimulate students to be active and enthusiastic in participating in teaching and learning activities in class.

b) Main Activities Implementation of English Song

At the next phase, the researcher distributed paper song lyrics to students. One song lyric for one bench consisting of two students. After distributing the song lyrics, the researcher played the song On My Way by Alan Walker three times. Students were asked to be quiet, listen, and observe each lyric from the song.

After the song finished playing, the researcher explained about analyzing the lyrics of the song On My Way. Students observe and concentrate on listening to the learning material delivered by the researcher. In analyzing song lyrics, the researcher explained several things such as Vocabulary, part of

speech, song titles, meanings in songs, language features, tenses, types of words in song lyrics, and messages conveyed by singers to listeners. In the learning process, the researcher focused on verb, adjective, and noun in the song lyrics analysis material to increase students' Vocabulary Achievement.

After finishing explaining the analysis of song lyrics, the researcher asked the students to ask questions, so that there was no confusion and the understanding received by the students was good. After the question and answer session was over, the researcher began to distribute the test papers that had been prepared previously. The test paper contained questions related to the song lyrics that had been explained by the researcher. The test consisted of 20 questions and was in the form of multiple choice. After the test time ended, the researcher asked the students to submit the test results to the front of the class.

c) Closing

In the last phase, the researcher repeated the material that had been explained simply and triggered students to talk by asking questions about the material that had been explained. This action was carried out to reflect on the learning outcomes that had been carried out. The researcher also provided feedback on students' questions and answers. The researcher asked the class leader to

lead the prayer and after finishing reading the prayer, students were allowed to leave the classroom.

c. Results of First Cycle Implementation

In this phase, the researcher acts as an English teacher, and the English teacher observes when the researcher explains the material in the classroom with the observation paper that has been made. Researcher and eighth grade English teachers at Annur Kalibaru Junior High School observed the results of teaching and learning activities in the classroom whether there was an increase in students' Vocabulary Achievement and teaching and learning activities were going well or not. The researcher conducted a test on eighth grade students of Annur Kalibaru Junior High School to find out the results of the first cycle of this research. The results of the first cycle test are as follows.

Table 4.3
Result of Post Test First Cycle

No	Name	Score	Explanation	Categories
1	ABP	50	Not Complete	Average
2	AARSN	45	Complete	Average
3	AH	55	Not Complete	Average
4	AI	65	Complete	Good
5	AM	55	Not Complete	Average
6	ARKA	65	Not Complete	Good
7	AS	50	Not Complete	Average
8	ARH	65	Not Complete	Good
9	CA	50	Complete	Average
10	DA	60	Not Complete	Good
11	DDP	45	Not Complete	Average

12	FMI	50	Complete	Average
13	MAP	55	Not Complete	Average
14	MAN	70	Not Complete	Good
15	MNHR	75	Complete	Good
16	MF	65	Not Complete	Good
17	MLNH	55	Not Complete	Average
18	MZR	45	Complete	Average
19	MAS	65	Not Complete	Good
20	MA	55	Complete	Average
21	MIS	50	Not Complete	Average
22	MRF	35	Complete	Less
23	MAW	70	Not Complete	Good
24	ME	40	Not Complete	Average
25	MFF	80	Complete	Exelent
26	MIF	55	Not Complete	Average
27	MSAS	65	Complete	Good
28	MZH	70	Complete	Good
29	RNH	50	Complete	Average
30	RA	45	Complete	Average
31	RAY	55	Not Complete	Average
32	SIA	60	Complete	Good
33	SA	55	Not Complete	Average
34	VSW	50	Complete	Average
35	JT	60	Not Complete	Good
Total		1980		
Highest Score		80		
Lowest Score		35		
Average Score		56,5		

Score Range	Categories
80 % -100 %	Exelent
60 % - 79 %	Good
40 % - 59 %	Average
1 % - 39 %	Less

To find out the average value, the data calculation using the following formula:

$$x = \frac{Y}{T}$$

$$x = \frac{1980}{35} = 56,5$$

Notes

x : Mean/Average

Y : The sum of student's score

T : Total student's

To find the classification score of student learning results, the formula used is as follows:

$$\Lambda = \frac{\Delta \text{Total students have completed the test}}{\zeta \text{Total student's}} \times 100 = \frac{15 \times 100}{35} = 42,8\%$$

Notes

Λ = Classification score

Δ = Total student's who have completed the test

ζ = Total of all eighth-grade students

Result

Average student score = 56,5

Percentage of student learning activities = 42,8%

Total eighth grade A students = 35

d. Reflection

The last phase of the first cycle is reflection. The purpose of reflection in each cycle is to see the results of the implementation of each cycle implemented. In the implementation of the first cycle, researcher conducted observations of eighth grade students of Annur Kalibaru Junior High School related to student activities during the teaching and learning process.

The results of the first cycle observations showed that when the teacher opened the class, students answered greetings and acted good. When teaching and learning activities take place, students are enthusiastic about listening to the material presented but there are still students who do not focus on the material and do not listen to the teacher in class. At closing, students tend not to ask questions and are not active in question and answer, only a few students are active in asking questions about the material presented. The observation results show the improvement of learning enthusiasm than during the pre-cycle.

The results of the first cycle implementation were also supported by the fieldnote results that the researcher had recorded on every event that occurred during the teaching and learning process. From the fieldnote results, the researcher noted that students behaved better in attitude and speech than pre-cycle in the teaching and learning process but students were not active in question and answer activities. Some students listened

to the teacher's explanation but there were still some students who were not focused and concentrated.

After the first cycle is completed, it can be seen that the results of the implementation of English song to increase Vocabulary Achievement of eighth grade A students of Annur Kalibaru Junior High School have not reached the minimum score and it can be said that the first cycle has not been successful. In the implementation of the first cycle, it can be said to be not successful because the tendency of students who are not interested in learning English is caused by students who are still not familiar with the English song media. So that aspects that can achieve Minimum Competency Criteria values such as mastery of vocabulary, completion of tests, and mastery of eight parts of speech noun, verb, adjective are not achieved. Therefore, a second cycle is needed which is expected to increase students' Vocabulary Achievement and can improve the deficiencies that are found in the first cycle.

2. Implementation of The Second Cycle

The implementation of the Second cycle of this research was carried out with two face-to-face meetings. Each meeting was held for 2x40 minutes in class. The implementation of the second cycle was from April 21 to April 28, 2025. During the implementation of the second cycle in this research, the researcher carried out planning, implementation and reflection of activities carried out in the classroom with the classroom action research method. The activities carried out by Researcher are as follows:

a. Planning

Before carrying out activities in the first cycle, researcher made plans to teach and implement English songs and made preparations before teaching in class. prepare learning media used and prepare learning plans. Researcher compiled a learning plan (RPP) that would be used as a guideline in teaching eighth grade A students at Annur Kalibaru Junior High School. Then the researcher prepared song titles and song themes that would be used in increasing students' Vocabulary Achievement. The song used at the second Cycle Rockabye by Clean Bandit ft. Sean Paul & Anne-Marie at the first meeting, and See You Again by Wiz Khalifa Ft Charlie Puth used at the second meeting. After all the preparations were ready, researcher consulted with English teachers at Annur Kalibaru Junior High School about the materials and media that would be used by researcher during teaching and learning activities in the classroom.

b. Implementing

At this stage, the researcher took action as an English teacher and implemented the English song as a learning media for eighth grade A students at Annur Kalibaru Junior High School. The lesson plan that was previously made and approved by the English teacher was used by the researcher as a guide in teaching students in the classroom. Some of the activities in the second cycle are described as follows:

1) First meeting

The first meeting of the second cycle was held on Wednesday, April 23, 2025. With the song Rockabye by Clean Bandit ft. Sean Paul & Anne-Marie. English classes are in the fourth and fifth hours of lessons at Annur Kalibaru Junior High School. The first meeting was held for 2x40 minutes. Teaching and learning activities take place from 08:20 - 09:40.

a) Opening

The researcher opened the class by greeting the students and the researcher instructed the class leader to lead the prayer together. After the prayer was finished, the researcher began to take attendance one by one. After the attendance was complete, the researcher gave a preface before the lesson began. researcher also provide motivation and enthusiasm for learning to students in order to stimulate students to be active and enthusiastic in participating in teaching and learning activities in class.

b) Main Activities Implementation of English Song

At the next phase, the researcher distributed paper song lyrics to students. One song lyric for one bench consisting of two students. After distributing the song lyrics, the researcher played the song Rockabye by Clean Bandit ft. Sean Paul & Anne-Marie which is about the struggles of a single mother who raises, and

cares for, to give a decent and proper life. The song is played three times. Students were asked to be quiet, listen, and observe each lyric from the song.

After the song finished playing, the researcher explained about analyzing the lyrics of the song Rockabye. Students observe and concentrate on listening to the learning material delivered by the researcher. In analyzing song lyrics, the researcher explained several things such as Vocabulary, part of speech, song titles, meanings in songs, language features, tenses, types of words in song lyrics, and messages conveyed by singers to listeners. In the learning process, the researcher focused on verb, adjective, and noun in the song lyrics analysis material to increase students' Vocabulary Achievement.

After finishing explaining the analysis of song lyrics, the researcher asked the students to ask questions, so that there was no confusion and the understanding received by the students was good.

c) Closing

In the last phase, the researcher repeated the material that had been explained simply and triggered students to talk by asking questions about the material that had been explained. This action was carried out to reflect on the learning outcomes that had been carried out. The researcher also provided feedback on students'

questions and answers. The researcher asked the class leader to lead the prayer and after finishing reading the prayer, students were allowed to leave the classroom.

2) Second meeting

The Second meeting of the second cycle was held on Saturday, April 26, 2025. With the song used “See You Again” by Wiz Khalifa Ft Charlie Puth with the theme of The song talks about the close relationship between friends, the loss of a beloved person, and the importance of remembering moments together. English classes are in the fifth and sixth hours of lessons at Annur Kalibaru Junior High School. The second meeting was held for 2x40 minutes. Teaching and learning activities take place from 10:10 - 11:30.

a) Opening

The researcher opened the class by greeting the students and the researcher instructed the class leader to lead the prayer together. After the prayer was finished, the researcher began to take attendance one by one. After the attendance was complete, the researcher gave a preface before the lesson began. researcher also provide motivation and enthusiasm for learning to students in order to stimulate students to be active and enthusiastic in participating in teaching and learning activities in class.

b) Main Activities Implementation of English Song

At the next phase, the researcher distributed paper song lyrics to students. One song lyric for one bench consisting of two students. After distributing the song lyrics, the researcher played the song “See You Again” by Wiz Khalifa Ft Charlie Puth three times. Students were asked to be quiet, listen, and observe each lyric from the song.

After the song finished playing, the researcher explained about analyzing the lyrics of the song “See You Again” Students observe and concentrate on listening to the learning material delivered by the researcher. In analyzing song lyrics, the researcher explained several things such as Vocabulary, part of speech, song titles, meanings in songs, language features, tenses, types of words in song lyrics, and messages conveyed by singers to listeners. In the learning process, the researcher focused on verb, adjective, and noun in the song lyrics analysis material to increase students' Vocabulary Achievement.

After finishing explaining the analysis of song lyrics, the researcher asked the students to ask questions, so that there was no confusion and the understanding received by the students was good. After the question and answer session was over, the researcher began to distribute the test papers that had been prepared previously. The test paper contained questions related

to the song lyrics that had been explained by the researcher. The test consisted of 20 questions and was in the form of multiple choice. After the test time ended, the researcher asked the students to submit the test results to the front of the class.

c) Closing

In the last phase, the researcher repeated the material that had been explained simply and triggered students to talk by asking questions about the material that had been explained. This action was carried out to reflect on the learning outcomes that had been carried out. The researcher also provided feedback on students' questions and answers. The researcher asked the class leader to lead the prayer and after finishing reading the prayer, students were allowed to leave the classroom.

c. Results of the Second Cycle Implementation

In this phase, the researcher acts as an English teacher, and the English teacher observes when the researcher explains the material in the classroom with the observation paper that has been made. Researcher and eighth grade English teachers at Annur Kalibaru Junior High School observed the results of teaching and learning activities in the classroom whether there was an increase in students' Vocabulary Achievement and teaching and learning activities were going well or not. The researcher conducted a test on eighth grade students of Annur

Kalibaru Junior High School to find out the results of the second cycle of this research. The results of the first cycle test are as follows.

Table 4.4
Result of Post Test Second Cycle

No	Name	Score	Explanation	Categories
1	ABP	70	Not Complete	Good
2	AARSN	90	Complete	Exelent
3	AH	75	Complete	Good
4	AI	80	Complete	Exelent
5	AM	85	Complete	Exelent
6	ARKA	75	Complete	Good
7	AS	75	Complete	Good
8	ARH	80	Complete	Exelent
9	CA	85	Complete	Exelent
10	DA	75	Complete	Good
11	DDP	80	Complete	Exelent
12	FMI	85	Complete	Exelent
13	MAP	75	Complete	Good
14	MAN	75	Complete	Good
15	MNHR	90	Complete	Exelent
16	MF	85	Complete	Exelent
17	MLNH	80	Complete	Exelent
18	MZR	65	Not Complete	Good
19	MAS	85	Complete	Exelent
20	MA	75	Complete	Good
21	MIS	70	Complete	Good
22	MRF	85	Complete	Exelent
23	MAW	80	Complete	Exelent
24	ME	75	Complete	Good
25	MFF	70	Complete	Good
26	MIF	75	Complete	Good
27	MSAS	70	Not Complete	Good
28	MZH	75	Complete	Good
29	RNH	75	Complete	Good
30	RA	85	Complete	Exelent
31	RAY	75	Complete	Good
32	SIA	75	Complete	Good

33	SA	85	Complete	Exelent
34	VSW	85	Complete	Exelent
35	JT	70	Not Complete	Good
Total		2735		
Highest Score		90		
Lowest Score		65		
Average Score		78,1		

Score Range	Categories
80 % -100 %	Exelent
60 % - 79 %	Good
40 % - 59 %	Average
1 % - 39 %	Less

To find out the average value, the data calculation using the following formula:

$$x = \frac{Y}{T}$$

$$x = \frac{2735}{35} = 78,1$$

Notes

x : Mean/Average

Y : The sum of student's score

T : Total student's

To find the classification score of student learning results, the formula used is as follows:

$$\Lambda = \frac{\Delta \text{Total students have completed the test}}{\zeta \text{Total student's}} \times 100 = \frac{31 \times 100}{35} = 88,5\%$$

Notes

Λ = Classification score

Δ = Total student's who have completed the test

ζ = Total of all eighth-grade students

Result

Average student score = 78,1

Percentage of student learning activities = 88,5%

Total eighth grade A students = 35

d. Reflection

The last phase of the second cycle is reflection. The purpose of reflection in each cycle is to see the results of the implementation of each cycle implemented. After the second cycle is completed, it can be seen that the results of the implementation of English song to increase Vocabulary Achievement of eighth grade A students of Annur Kalibaru Junior High School experienced a significant increase and passed the Minimum Competency Criteria (KKM).

In the implementation of the second cycle, researcher made observations of eighth grade students of Annur Kalibaru Junior High School about student activities during the teaching and learning process. The results of the second cycle observations showed that when the

teacher opened the class, students answered greetings politely and had good attitudes. When teaching and learning activities take place, students are enthusiastic about listening to the material presented and also students often ask questions about the material presented. Students focus on teaching and learning activities both when songs are being played and when the material of analyzing song lyrics is explained. There were no students joking, all students were concentrated in listening to the material. At the closing, the teacher reflected on the learning by opening a question and answer session and students were very enthusiastic. Students were active in asking questions and discussing the song lyrics analysis material that had been explained. The observation results show the improvement of learning enthusiasm and student activeness during teaching and learning activities than during the pre-cycle and first cycle.

The results of the second cycle implementation were also supported by the results of the fieldnotes that the researcher had recorded on every event that occurred during the teaching and learning process. From the fieldnote results, the researcher noted that students were better in behavior and speech than pre-cycle and first cycle in the teaching and learning process. Students during the implementation of the second cycle were not joking with other students, students were active in question and answer activities, and there were no conspicuous activities

in the classroom. Students were more conducive and focused on the material being explained.

In the second cycle, there were only 4 students who did not complete the test, 31 other students finished the test completely. The average score of eighth grade A students at Annur Kalibaru Junior High School in the second cycle was 78.1 out of 35 students who completed the test. With these results, it can be seen that there is a significant difference between the first cycle and the second cycle. The average student score in the first cycle was 56.5 with a percentage value of 42.8% and the average student score in the second cycle was 78.1 with a percentage value of 88.5%. From the results of the implementation of the first cycle and the second cycle, this researcher shows that the use of English song to increase Vocabulary Achievement of Annur Kalibaru Junior High School students can be said to be successful in increasing students' Vocabulary Achievement.

In the implementation of the second cycle, it can be said to be successful because students' test scores have passed the Minimum Competency Criteria (KKM). and other supporting aspects such as mastery of vocabulary, test completion, and mastery of eight parts of speech noun, verb, adjective have been achieved.

Table 4.5
First Cycle and Second Cycle Comparison Table

No	Point	Comparasion of completeness		
		Pre Cycle	First Cycle	Second Cycle
1	Average score	51,8	56,5	78,1
2	Students who have completed the test	28,5%	42,8%	88,5%
3	Students who have not completed the test	71,4%	57,1%	11,42%

B. Discussion

The results of this research, during the pre-cycle implementation, it was found that students had difficulty in Vocabulary Achievement. Especially the implementation of English songs in English lessons. In carrying out this research, researcher used the classroom action research (CAR) method which has stages in research. The stages in classroom action research are planning, acting, observing, and reflecting. The researcher has carried out the research in accordance with the stages of the classroom action research method with the research results as described below.

In the pre-cycle implementation, from the results of pre-cycle observations, it was found that when the teacher opened the class, students answered greetings and were polite. When the teaching and learning activities took place, students did not show any enthusiasm and low learning enthusiasm. students listened to the material but more students did not focus on the material and did not listen to the teacher in class. At closing, students tend not to ask questions and are not active in question and answer. The

observation results showed a lack of enthusiasm for learning during the pre-cycle. The results of the pre-cycle implementation are also supported by the fieldnote results that researcher have recorded on every event that occurred during the teaching and learning process. From the results of the fieldnote, the researcher noted that students were not enthusiastic about learning. In the pre cycle, the researcher used the song At My Worst by Pink Sweats. The results of the pre cycle found that students were still not familiar with analyzing lyrics and English songs. As a result of the pre cycle, it was found that the students' average score was 51.8 with a test completion percentage of 28.5%.

In the implementation of the first cycle, researcher conducted observations of eighth grade students of Annur Kalibaru Junior High School related to student activities during the teaching and learning process. The results of the first cycle observations showed that when the teacher opened the class, students answered greetings and acted good. When teaching and learning activities take place, students are enthusiastic about listening to the material presented but there are still students who do not focus on the material and do not listen to the teacher in class. At closing, students tend not to ask questions and are not active in question and answer, only a few students are active in asking questions about the material presented. The observation results show the improvement of learning enthusiasm than during the pre-cycle. The results of the first cycle implementation were also supported by the fieldnote results that the researcher had recorded on every

event that occurred during the teaching and learning process. From the fieldnote results, the researcher noted that students behaved better in behavior and speech than pre-cycle in the teaching and learning process, but students tended to be not active in question and answer activities. Some students listened to the teacher's explanation but there were still some students who were not focused and did not concentrate. In the implementation of the first cycle at the first meeting, students were explained the material of analyzing song lyrics with the title Faded by Alan Walker. In the second meeting, the researcher used a song from Alan Walker with the Title On My Way with song lyric analysis material. The results of the first cycle post test found the average score of eighth grade students of Annur Kalibaru Junior High School 56.5 with a test completion percentage of 42.8%. The results of the first cycle showed that there was an increase in student scores and test completion percentage compared to the pre-cycle. In the implementation of the first cycle, it can be said that it was not successful because the tendency of students who were not excited about learning was caused by students who were still not familiar with the English song media. So that aspects that can reach the Minimum Competency Criteria value such as mastery of vocabulary, test completion, and mastery of eight parts of speech noun, verb, adjective were not achieved. However, the students' scores were still below the Minimum Passing Grade (KKM) score. So a second cycle is needed in this researcher.

In the implementation of the second cycle, researcher made observations of eighth grade students of Annur Kalibaru Junior High School about student activities during the teaching and learning process. The results of the second cycle observations showed that when the teacher opened the class, students answered greetings politely and had good attitudes. When teaching and learning activities take place, students are enthusiastic about listening to the material presented and also students often ask questions about the material presented. Students focus on teaching and learning activities both when songs are being played and when the material of analyzing song lyrics is explained. There were no students joking, all students were concentrated in listening to the material. At the closing, the teacher reflected on the learning by opening a question and answer session and students were very enthusiastic. Students were active in asking questions and discussing the song lyrics analysis material that had been explained. The observation results show the improvement of learning enthusiasm and student activeness during teaching and learning activities than during the pre-cycle and first cycle. The results of the second cycle implementation were also supported by the results of the fieldnotes that the researcher had recorded on every event that occurred during the teaching and learning process. From the fieldnote results, the researcher noted that students were better in behavior and speech than pre-cycle and first cycle in the teaching and learning process. During the implementation of the second cycle, there were no students joking with other students, students were

active in question and answer activities, students focused on listening to the material presented by the teacher, and there were no activities that disturbed teaching and learning activities in the classroom. Students were more conducive so that students were able to concentrate properly on the material being explained. In the implementation of the second cycle, in the first meeting, the song used Rockabye by Clean Bandit ft. Sean Paul & Anne-Marie which has the theme of the struggle of a single mother who raises, and cares for, to provide a decent and proper life. The researcher explained the material of analyzing song lyrics. In the second cycle, researcher used a song from Wiz Khalifa Ft Charlie Puth with the title See You Again. The results of the second cycle post test have increased significantly from the first cycle. The average score of eighth grade A students was 78.1 with a test completion percentage of 88.5%.

By using the classroom action research method and through the stages of the research stages of planning, acting, observing, and reflection.

The results of this research found that the implementation of the second cycle, showed a significant improvement compared to the first cycle.

According to Millington⁵², songs are an effective instrument in language teaching. The use of English songs as media through analyzing the lyrics and rhythm of memorable songs, students can learn new vocabulary indirectly (implicit learning). Repetition in songs makes words easier to

⁵² Neil T. Millington, "Using Songs Effectively to Teach English to Young Learners," Language Education in Asia 2, no. 1 (2011): 134–141.

remember than conventional methods. It can be concluded that, English song can improve vocabulary achievement both in vocabulary mastery, test completion, and mastery of eight parts of speech such as noun, verb, and adjective in eighth grade students of Annur Kalibaru Junior High School.

This research was conducted to answer the research question of how can English song increase vocabulary achievement in narrative text at eight grade of Junior high school. Through two cycles of classroom action research, it was found that the use of appropriate songs and well-planned learning strategies can significantly improve student learning outcomes. In the first cycle, songs were introduced as a trigger in the learning process. Although students showed enthusiasm, their understanding of vocabulary remained limited. An evaluation of the first cycle indicated the need for adjustments in song selection, teaching approaches, and the types of activities provided. The second cycle was implemented with comprehensive improvements. Songs were selected based on themes relevant to students' lives and featuring clear narrative structures. Learning activities involved practice questions, group discussions to discuss word meanings, assignments to arrange words based on songs, and repeated listening to reinforce vocabulary memory.

This combination of approaches proved effective: students' average scores improved, they were more active in the learning process, and more confident in using new vocabulary contextually. The steps that made this research successful include: Selecting songs appropriate to students' ability

levels and interests, using songs as a real-world context for understanding and using vocabulary, integrating listening, reading, writing, and speaking activities based on songs, conducting continuous reflection at each cycle to improve teaching methods, and actively involving students in collaborative discussions and explorations of word meanings. The results of this research are in accordance with several quotations from previous research in chapter 2 such as: the use of English songs that can interest students in learning English vocabulary cited by Marni Bawawa⁵³, then Mariana stated that memorizing English songs can be trusted to improve students' vocabulary⁵⁴, and Siti Nurjannah stated in her research, facilitating students' learning activities with textual and visuals from English songs and filling in missing words in song lyrics can improve students' vocabulary⁵⁵.

Thus, it can be concluded that English songs can be an effective and enjoyable media for increasing vocabulary achievement among eighth-grade students, particularly in narrative text learning, when used with appropriate and well-planned strategies.

⁵³ Marni Bawawa, "Teaching English Vocabulary Using Songs To Developing Students' Vocabulary Mastery", *Journal of Linguistic Studies*, Merauke, 2020.

⁵⁴ Mariana, "Improving Students Vocabulary Through English Song", *IJEAL*, Al-Washliyah Muslim Nusantara University, 2021.

⁵⁵ Siti Nujannah, "Using English Song To Improve Students' Vocabulary", *Journal of English Language Issues*, Makassar Islamic University, 2023.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research data that has been presented and the explanations that researcher conducted on eighth grade A students with the classroom action research (CAR) research method, by using two cycles in each cycle consisting of two meetings, this research can be said to be successful with the results of the scores in each cycle that have increased. The results of observations from the first cycle to the second cycle showed that there was an increase in student activities in the classroom. the increase in student activeness, the level of student enthusiasm, and student behavior in each cycle has increased. the results of this research are also supported by the results of fieldnotes that researcher recorded in carrying out research in each cycle. The results of the fieldnotes show an increase from each cycle that has been carried out. In the first cycle, the average score of students was 56.5 with a test completion percentage of 42.8%. in the second cycle there was an increase in students' test results. The average score of students in the second cycle was 78.1 with a test completion percentage of 88.5%. the results of the second cycle have passed the Minimum Passing Grade (KKM) score. So it can be concluded that the use of English song to improve vocabulary achievement in eighth grade students of annur kalibaru junior high school can be said to be successful and effective in learning English.

B. Suggestion

1. For School

Schools are needed to provide full support for the use of creative media such as English songs in the learning process. This can be implemented by providing facilities such as projectors, speakers, which support learning. Schools can also consider incorporating learning methods with the use of English songs in the English curriculum as part of an efficient learning approach that is fun and contextualized.

2. For Teachers

Teachers are expected to develop various activities using song media, such as fill-in-the-blanks, Vocabulary quizzes, analyzing song lyrics, or guessing games from song lyrics to increase Vocabulary and improve students' listening and reading skills.

3. For Students

When listening to English songs, students are suggested to note new words and find the meaning, then try to use the words in a sentence. That way students can increase Vocabulary Achievement and can construct words with Vocabulary that has been mastered.

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APPENDIX

Appendix 1

MATRIX OF THE RESEARCH

TITLE	VARIABLE	INDICATOR	RESEARCH DESIGN	DATA COLLECTION	RESEARCH QUESTIONS	REFERENCES
The Implementation Of English Song To Increase Vocabullary Achievement At Eight Grade Of Smp Annur Kalibaru Banyuwangi	Variable Independent : English Song Variable Dependent : Vocabullary Achievement	1. The Definition Of English Song 2. Kind Of Song 3. Elements Of Song 1. The Definition Of Vocabullary 2. Types Of Vocabullary 3. Aspect Of Vocabullary	1. Research Design Using Classroom Action Research 2. Technique Of Collecting Data a. Observati on b. Test c. Documen tation 3. Analysis Data Formula	1. Responden Student Of Eight Grade Of Smp Annur Kalibaru Banyuwangi 2. Informant – Teacher – Student	1. How The Stages Of English Song Can Increase Vocabullary Achievement In Eight Of Smp Annur Kalibaru Banyuwangi? 2. How Can Engli sh Song Increase Vocabullary Achievement In Eight Of Smp Annur Kalibaru Banyuwangi?	1. Gusrina, and Zul Amri, "Englishspeak.Com As Media For Teaching Pronunciation Of Junior High School Students", Journal Of English Language Teaching, (Padang : FBS State University of Padang) 2. Bara, Umami Kalsum Batu, "Improving The Students' Vocabulary Mastery by Using English Song at Eight Grade of MTs Islamic Zending Medan", (Thesis, UIN Sumatera Utara Medan, 2019) 3. Kuncoro Adhityo, "KORELASI PENGUASAAN KOSAKATA DENGAN KETERAMPILAN BERBICARA SISWA DALAM BAHASA INGGRIS", (Jurnal SAP, 2017)

Appendix 2

AFFIRMATION OF ORIGINALITY WRITING

The undersigned below :

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Faculty : Education and Teacher Training

Institution : State Islamic University Of Kiai Haji Achmad Siddiq

Affirm that the research with the title “The Implementation Of English Song to Increase Vocabulary Achievement in Narrative text At Eight Grade of Junior high school Annur Kalibaru Banyuwangi” is really the result of my work carried out at Junior High School Annur Kalibaru Banyuwangi. Except for some parts cited in this research are from several sources that are used as references in writing this research.

Banyuwangi, May 4, 2025



Mohammad Ali Sobri
SRN. 204101060022

Appendix 3



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

Jl. Mataram 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-10928/In.20/3.a/PP.009/03/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Sekolah SMP Annur alibaru

Jalan Suwadi NO 5, Tegal Pakis, Kalibaru Wetan, Kalibaru, Banyuwangi

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

NIM	: 204101060022
Nama	: MOHAMMAD ALI SOBRI
Semester	: Semester sepuluh
Program Studi	: TADRIS BAHASA INGGRIS

Untuk melaksanakan Penelitian/Riset dengan judul penelitian
 "The Implementation Of English Song to Increase Vocabulary Achievement At
 Eight Grade Of Annur Junior high school Kalibaru Banyuwangi" selama
 20(dua puluh) hari di lingkungan lembaga wewenang Ustad Hairul Anwar S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

UNIVERSITAS ISLAM NEGERI
 Jember, 14 April 2025

an: Dekan,

KH ACHMAD SIDDIQ
 JEMBER
 Dekan Bidang Akademik.



KHOTIBUL UMAM

Appendix 4



YAYASAN PONDOK PESANTREN ANNUR KALIBARU

SMP ANNUR KALIBARU

NSS : 202052509195

NPSN : 20540117

Jl. Suwadi No. 05 Kalibaru Wetan ☎ (0333) 897939 – Kalibaru – Banyuwangi

Email : smpannur_kalibaru@yahoo.co.id

SURAT KETERANGAN PENELITIAN

NOMOR : 422/019/20540117/2025

Yang bertanda tangan dibawah ini :

Nama : Hairul, S.Pd.I
 Jabatan : Kepala Sekolah
 Nama Sekolah : SMP Annur
 Alamat Sekolah : Jl. Suwadi no. 05 Kalibaru Wetan, Kec. Kalibaru Kab. Banyuwangi
 Dengan ini menerangkan sebenar-benarnya bahwa :
 Nama : **Mohammad Ali Sobri**
 NIM : **204101060022**
 Program Studi : **Tadris Bahasa Inggris**

Telah melaksanakan penelitian di SMP Annur dengan judul penelitian **“The Implementation Of English Song to Increase Vocabulary Achievement at Eight Grade Of Annur junior high school Kalibaru Banyuwangi”** selama 20 (dua puluh) hari di lingkungan SMP Annur.

Demikian surat ini dibuat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ

Banyuwangi, 03 Mei 2025

Kepala Sekolah

Hairul, S.Pd.I



Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Mohammad Ali Sobri
 NIM : 204101060022
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : The Implementation Of English Song to Increase Vocabulary
 Achievement At Eight Grade Of Junior high school Annur Kalibaru
 Banyuwangi.

Telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 18%.

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I = 24 %

BAB II = 25 %

BAB III = 21%

BAB IV = 15%

BAB V = 6%

Jember, 20 Mei 2025

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember



(Ulfa Dina Novienda, S. Sos. I. M. Pd.)
NIP. 198308112023212019

Appendix 6

Observation Sheet

OBSERVATION SHEET PRE TEST

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

OBSERVATION SHEET CYCLE I

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

OBSERVATION SHEET CYCLE II

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

L : Less
 G : Good
 VG : Very Good

Appendix 7

VALIDITY INSTRUMENT

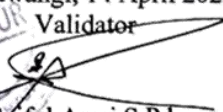
INSTRUCTIONS

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

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A	Isi					
	1. Isi materi sesuai kompetensi inti dan kompetensi dasar 3.9 dan 4.9				✓	-
	2. Indikator sesuai dengan materi				✓	-
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				✓	-
B	Konstruk					
	1. Soal disusun menggunakan test tulis yang berupa isi dari lirik lagu				✓	-
	2. Mengartikan lirik lagu sesuai dengan bahasa yang baik dan benar				✓	-
C	Bahasa					
	1. Petunjuk soal menggunakan bahasa inggris yang benar dan mudah dipahami				✓	-
	2. Isi dari lirik lagu tidak mengandung kata kata yang menyinggung peserta didik				✓	-

Notes :

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

Banyuwangi, 14 April 2025
 Validator

 Saiful Amri S.Pd.

Appendix 8

MODUL AJAR I

Nama Penyusun/Tahun	Mohammad Ali Sobri / 2025
Sekolah	SMP Annur Kalibaru
Kelas/Fase Capaian	VIII (Delapan)/ Fase D
Materi	English song in Narrative text
Alokasi Waktu	2 x 40 menit
Pertemuan Ke-	1
Media	Papan Tulis, Speaker
Target Peserta Didik	Regular/tipikal
Mode Pembelajaran	Tatap Muka
Elemen/Topik	<p>Menyimak- Berbicara Listening- Speaking</p> <p>Pada akhir fase D, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam lingkup situasi sosial dan situasi kelas. Peserta didik menggunakan kosakata sederhana dalam bahasa Inggris untuk kegiatan rutinitas di kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan, meminta klarifikasi, dan meminta izin. Peserta didik mengidentifikasi informasi penting dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Peserta didik menggunakan kosakata berkaitan dengan instruksi sederhana tentang prosedur kelas dan aktivitas belajar. Peserta didik memahami ide pokok dari informasi yang disampaikan secara</p>

	lisan dan tulisan dengan bantuan media audio-visual dan menggunakan kosakata sederhana.
Capaian pembelajaran	Pada Fase D, peserta didik memahami dan merespons teks bahasa Inggris sederhana secara lisan, tulisan, dan visual. Mereka memahami hubungan bunyi- huruf pada kosakata dalam bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dengan orang lain dalam situasi sosial sehari-hari dan konteks kelas. Peserta didik menggunakan bahasa Inggris sederhana untuk memahami dan memproduksi teks tulisan dan visual dengan bantuan contoh dan media audio-visual.

Pertemuan 1

A. Tujuan pembelajaran

1. Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu.
2. Memahami makna lirik lagu secara kontekstual.
3. Menambah vocabulary achievement dari lirik lagu.
4. Mendapatkan nilai moral dari lagu.
5. Mendapatkan hiburan dari lagu.

B. Media pembelajaran

1) Media

- Youtube

2) Alat

- Laptop
- Speaker
- Lirik lagu bahasa Inggris

C. Metode pembelajaran

- Pendekatan : Pendekatan Ilmiah
- Metode : Tanya jawab, diskusi

D. Persiapan Pembelajaran

- Guru melakukan asesmen diagnostik atau menyapa peserta didik.
- Guru menyiapkan peralatan pembantu saat kegiatan belajar akan berlangsung.
- Guru menyiapkan soal yang dibagikan kepada peserta didik untuk melaksanakan penilaian.

Kegiatan awal (5')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru menyiapkan lagu berbahasa Inggris yang telah ditentukan.

Kegiatan Inti (70')

- Guru membagikan lembar lirik lagu at my worst untuk diperhatikan pada saat guru menjelaskan materi analisis lirik lagu.
- Guru memutar lagu berbahasa Inggris sesuai dengan yang telah ditentukan.
- Guru menjelaskan makna dan unsur kebahasaan yang terdapat dalam lirik lagu berbahasa Inggris.
- Guru membagikan lembar soal untuk dikerjakan setelah pemutaran lagu berbahasa Inggris dan penjelasan tentang lirik lagu selesai dilaksanakan.
- Guru memberi waktu 40 menit untuk mengerjakan soal yang telah diberikan.
- Guru meminta peserta didik untuk mengerjakan soal soal pada lembar soal yang telah dibagikan di awal kegiatan belajar mengajar sesuai dengan lagu bahasa Inggris yang telah diputar.

Kegiatan penutup (5')

- Guru bersama peserta didik melakukan refleksi mengenai kegiatan belajar mengajar yang telah dilakukan.
- Guru memberikan kesempatan bagi peserta didik yang masih belum paham tentang topik pembelajaran.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya.
- Perwakilan kelas memimpin doa sebelum kelas ditutup.

Pre cycle test

At My Worst – Pink Sweats

Can I call you baby? Can you be my friend?
 Can you be my lover up until the very end?
 Let me show you love, oh, I don't pretend
 Stick by my side even when the world is givin' in, yeah
 Oh, oh, oh, don't Don't you worry I'll be there, whenever you want me
 I need somebody who can love me at my worst
 No, I'm not perfect, but I hope you see my worth
 'Cause it's only you, nobody new, I put you first
 And for you, girl, I swear I'd do the worst
 If you stay forever, let me hold your hand
 I can fill those places in your heart no else can
 Let me show you love, oh, no pretend, yeah
 I'll be right here, baby, you know it's sink or swim
 Oh, oh, oh, don't Don't you worry
 I'll be there, whenever you want me
 I need somebody who can love me at my worst
 No, I'm not perfect, but I hope you see my worth, yeah

'Cause it's only you, nobody new, I put you first (you first)

And for you, girl, I swear I'd do the worst

I need somebody who can love me at my worst

No, I'm not perfect, but I hope you see my worth

'Cause it's only you, nobody new, I put you first

And for you, girl, I swear I'd do the worst



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Name :

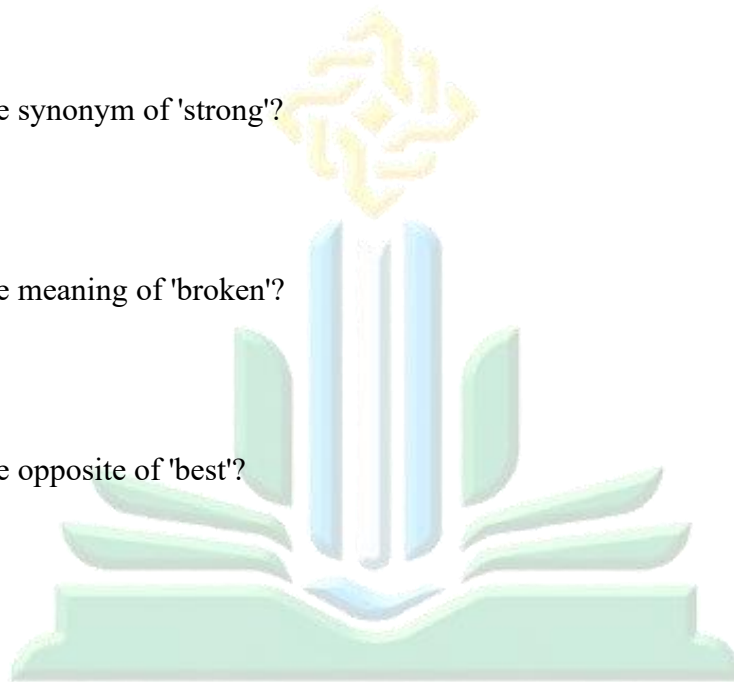
Absen :

Pre cycle

Please choose the correct answer A, B, or C from the questions below carefully!

1. What is the title of the song?
 - a. At My Best
 - b. At My Worst
 - c. At Your Worst
2. What is the synonym of 'love' in the song?
 - a. Hate
 - b. Affection
 - c. Anger
3. What is the synonym of 'cry' in the song?
 - a. Weep
 - b. Laugh
 - c. Shout
4. What is the synonym of 'trust' in the song?
 - a. Doubt
 - b. Believe
 - c. Ignore
5. What is the meaning of the word 'hurt'?
 - a. Sakit
 - b. Bahagia
 - c. Lapar
6. What is the meaning of 'care'?
 - a. Tidak peduli
 - b. Peduli
 - c. Marah
7. What is the message of the song?
 - a. About joy and happiness
 - b. About being accepted even at your worst
8. Who is the subject in the song?
 - a. A teacher
 - b. A friend
 - c. A lover
9. What is the meaning of 'need'?
 - a. Ingin
 - b. Butuh
 - c. Tinggal
10. What is the synonym of 'weak'?
 - a. Strong
 - b. Fragile
 - c. Happy
11. What does 'worst' mean?
 - a. Terbaik
 - b. Terburuk
 - c. Tercepat
12. What is the synonym of 'hold'?
 - a. Let go
 - b. Grab
 - c. Push
13. What is the antonym of 'happy'?
 - a. Sad
 - b. Cheerful
 - c. Joyful
14. What is the synonym of 'safe'?
 - a. Secure
 - b. Dangerous
 - c. Fearful

15. What is the opposite of 'alone'?
- a. Lonely
 - b. Together
 - c. Apart
16. What is the meaning of 'stay'?
- a. Pergi
 - b. Tinggal
 - c. Tidur
17. What does 'promise' mean?
- a. Janji
 - b. Bohong
 - c. Lupa
18. What is the synonym of 'strong'?
- a. Weak
 - b. Mighty
 - c. Tiny
19. What is the meaning of 'broken'?
- a. Utuh
 - b. Patah
 - c. Penuh
20. What is the opposite of 'best'?
- a. Worst
 - b. Great
 - c. Fine



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JEMBER

Correct answer

NO.	Answer
1	B
2	B
3	A
4	B
5	A
6	B
7	B
8	C
9	B
10	B
11	B
12	B
13	A
14	A
15	B
16	B
17	A
18	B
19	B
20	A

Rubrik Penilaian⁵⁶

Sekolah : SMP Annur Kalibaru

Kelas : VIII A

Mata Pelajaran : Bahasa Inggris

No	Teknik penilaian	Bentuk instrumen	Butir instrumen	Waktu pelaksanaan	Jumlah instrumen	keterangan
1	Penugasan untuk mengisi instrumen penilaian	Pilihan ganda	<i>Answer The Question based on Analysing Lyrics in Paper</i>	Saat kegiatan belajar mengajar berlangsung di kelas	20 soal berbentuk pilihan ganda	Penilaian untuk pembelajaran <i>assesment for learning</i> dan sebagai pembelajaran <i>assesment for learning</i>

Mengetahui
Guru mapel bahasa
Inggris

Peneliti



Saiful Amri, S.Pd



Mohammad Ali Sobri

⁵⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 85.

MODUL AJAR II

Nama	Mohammad Ali Sobri / 2025
Penyusun/Tahun	
Sekolah	SMP Annur Kalibaru
Kelas/Fase Capaian	VIII (Delapan)/ Fase D
Materi	English song in Narrative text
Alokasi Waktu	2 x 40 menit
Pertemuan Ke-	2
Media	Papan Tulis, Speaker
Target Peserta Didik	Regular/tipikal
Mode Pembelajaran	Tatap Muka
Elemen/Topik	<p>Menyimak- Berbicara Listening- Speaking</p> <p>Pada akhir fase D, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam lingkup situasi sosial dan situasi kelas. Peserta didik menggunakan kosakata sederhana dalam bahasa Inggris untuk kegiatan rutinitas di kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan, meminta klarifikasi, dan meminta izin. Peserta didik mengidentifikasi informasi penting dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Peserta didik menggunakan kosakata berkaitan dengan instruksi sederhana tentang prosedur kelas dan aktivitas belajar. Peserta didik memahami ide pokok dari informasi yang disampaikan secara</p>

	lisan dan tulisan dengan bantuan media audio-visual dan menggunakan kosakata sederhana.
Capaian pembelajaran	Pada Fase D, peserta didik memahami dan merespons teks bahasa Inggris sederhana secara lisan, tulisan, dan visual. Mereka memahami hubungan bunyi- huruf pada kosakata dalam bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dengan orang lain dalam situasi sosial sehari-hari dan konteks kelas. Peserta didik menggunakan bahasa Inggris sederhana untuk memahami dan memproduksi teks tulisan dan visual dengan bantuan contoh dan media audio-visual.

Pertemuan II

A. Tujuan pembelajaran

6. Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu.
7. Memahami makna lirik lagu secara kontekstual.
8. Menambah vocabulary achievement dari lirik lagu.
9. Mendapatkan nilai moral dari lagu.
10. Mendapatkan hiburan dari lagu.

B. Media pembelajaran

3) Media

- Youtube

4) Alat

- Laptop
- Speaker
- Lirik lagu bahasa Inggris

C. Metode pembelajaran

- Pendekatan : Pendekatan Ilmiah
- Metode : Tanya jawab, diskusi

D. Persiapan Pembelajaran

- Guru melakukan asesmen diagnostik atau menyapa peserta didik.
- Guru menyiapkan peralatan pembantu saat kegiatan belajar akan berlangsung.
- Guru menyiapkan soal yang dibagikan kepada peserta didik untuk melaksanakan penilaian.

Kegiatan awal (5')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru menyiapkan lagu berbahasa Inggris yang telah ditentukan.

Kegiatan Inti (70')

- Guru membagikan lembar lirik lagu faded untuk diperhatikan pada saat guru menjelaskan materi analisis lirik lagu.
- Guru memutar lagu berbahasa Inggris sesuai dengan yang telah ditentukan.
- Guru menjelaskan makna dan unsur kebahasaan yang terdapat dalam lirik lagu berbahasa Inggris.
- Guru membagikan lembar soal untuk dikerjakan setelah pemutaran lagu berbahasa Inggris dan penjelasan tentang lirik lagu selesai dilaksanakan.
- Guru memberi waktu 40 menit untuk mengerjakan soal yang telah diberikan.
- Guru meminta peserta didik untuk mengerjakan soal soal pada lembar soal yang telah dibagikan di awal kegiatan belajar mengajar sesuai dengan lagu bahasa Inggris yang telah diputar.

Kegiatan penutup (5')

- Guru bersama peserta didik melakukan refleksi mengenai kegiatan belajar mengajar yang telah dilakukan.
- Guru memberikan kesempatan bagi peserta didik yang masih belum paham tentang topik pembelajaran.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya.
- Perwakilan kelas memimpin doa sebelum kelas ditutup.

Faded – Alan Walker

You were the shadow to my light
 Did you feel us
 Another start
 You fade away
 Afraid our aim is out of sight
 Wanna see us Alive
 Where are you now Where are you now Where are you now
 Was it all in my fantasy
 Where are you now
 Were you only imaginary
 Where are you now Atlantis
 Under the sea Under the sea
 Where are you now
 Another dream
 The monsters running wild inside of me
 I'm faded I'm faded So lost, I'm faded
 I'm faded So lost, I'm faded
 These shallow waters, never met
 What I needed I'm letting go - a deeper dive

Eternal silence of the sea - I'm breathing Alive

Where are you now Where are you now

Under the bright - but faded lights

You've set my heart on fire

Name :

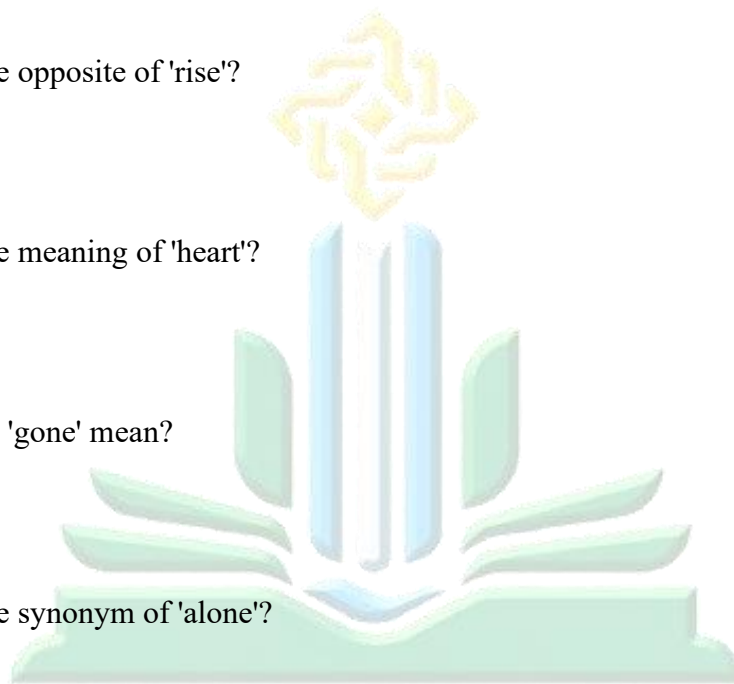
Absen :

Assignment 2

Please choose the correct answer A, B, or C from the questions below carefully!

- 
1. What is the title of the song?
 - a. Fading
 - b. Faded
 - c. Fade
 2. What is the synonym of 'lost' in the song?
 - a. Gone
 - b. Found
 - c. Stay
 3. What is the synonym of 'bright' in the song?
 - a. Dark
 - b. Light
 - c. Night
 4. What is the synonym of 'dream' in the song?
 - a. Sleep
 - b. Wish
 - c. Nightmare
 5. What is the meaning of 'faded'?
 - a. Hilang
 - b. Bersinar
 - c. Mendung
 6. What is the meaning of 'shadow'?
 - a. Bayangan
 - b. Cahaya
 - c. Malam
 7. What is the message of the song?
 - a. About being forgotten and seeking clarity
 - b. About a summer vacation
 - c. About love between friends
 8. Who is the subject in the song?
 - a. A stranger
 - b. A shadow or a lost person
 - c. A dancer
 9. What is the meaning of 'light'?
 - a. Cahaya
 - b. Berat
 - c. Kegelapan
 10. What is the synonym of 'deep'?
 - a. Shallow
 - b. Profound
 - c. Low
 11. What does 'faded' mean?
 - a. Menghilang
 - b. Bersinar
 - c. Menyala
 12. What is the synonym of 'understand'?
 - a. Hilang
 - b. Bersinar
 - c. Menyala

- a. Ignore
 - b. Comprehend
 - c. Hide
13. What is the antonym of 'light'?
- a. Shadow
 - b. Bright
 - c. Dark
14. What is the synonym of 'home'?
- a. House
 - b. Work
 - c. City
15. What is the opposite of 'rise'?
- a. Fall
 - b. Jump
 - c. Fly
16. What is the meaning of 'heart'?
- a. Kepala
 - b. Hati
 - c. Tangan
17. What does 'gone' mean?
- a. Ada
 - b. Hilang
 - c. Tidur
18. What is the synonym of 'alone'?
- a. Lonely
 - b. Crowd
 - c. Together
19. What is the meaning of 'silent'?
- a. Bising
 - b. Diam
 - c. Lapar
20. What is the opposite of 'found'?
- a. Seek
 - b. Hide
 - c. Lost



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Correct answer

NO.	ANSWER
1	B
2	A
3	B
4	B
5	A
6	A
7	A
8	B
9	A
10	B
11	A
12	B
13	C
14	A
15	A
16	B
17	B
18	A
19	B
20	C

Rubrik Penilaian⁵⁷

Sekolah : SMP Annur Kalibaru

Kelas : VIII A

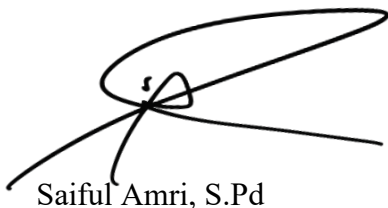
Mata Pelajaran : Bahasa Inggris

No	Teknik penilaian	Bentuk instrumen	Butir instrumen	Waktu pelaksanaan	Jumlah instrumen	keterangan
1	Penugasan untuk mengisi instrumen penilaian	Pilihan ganda	<i>Answer The Question based on Analysing Lyrics in Paper</i>	Saat kegiatan belajar mengajar berlangsung di kelas	20 soal berbentuk pilihan ganda	Penilaian untuk pembelajaran <i>assesment for learning</i> dan sebagai pembelajaran <i>assesment for learning</i>

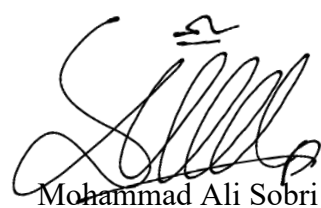
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Mengetahui
Guru mapel bahasa
Inggris

Peneliti



Saiful Amri, S.Pd



Mohammad Ali Sobri

⁵⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 85.

MODUL AJAR III

Nama	Mohammad Ali Sobri / 2025
Penyusun/Tahun	
Sekolah	SMP Annur Kalibaru
Kelas/Fase Capaian	VIII (Delapan)/ Fase D
Materi	English song in Narrative text
Alokasi Waktu	2 x 40 menit
Pertemuan Ke-	3
Media	Papan Tulis, Speaker
Target Peserta Didik	Regular/tipikal
Mode Pembelajaran	Tatap Muka
Elemen/Topik	<p>Menyimak- Berbicara Listening- Speaking</p> <p>Pada akhir fase D, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam lingkup situasi sosial dan situasi kelas. Peserta didik menggunakan kosakata sederhana dalam bahasa Inggris untuk kegiatan rutinitas di kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan, meminta klarifikasi, dan meminta izin. Peserta didik mengidentifikasi informasi penting dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Peserta didik menggunakan kosakata berkaitan dengan instruksi sederhana tentang prosedur kelas dan aktivitas belajar. Peserta didik memahami ide pokok dari informasi yang disampaikan secara</p>

	lisan dan tulisan dengan bantuan media audio-visual dan menggunakan kosakata sederhana.
Capaian pembelajaran	Pada Fase D, peserta didik memahami dan merespons teks bahasa Inggris sederhana secara lisan, tulisan, dan visual. Mereka memahami hubungan bunyi- huruf pada kosakata dalam bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dengan orang lain dalam situasi sosial sehari-hari dan konteks kelas. Peserta didik menggunakan bahasa Inggris sederhana untuk memahami dan memproduksi teks tulisan dan visual dengan bantuan contoh dan media audio-visual.

Pertemuan III

A. Tujuan pembelajaran

11. Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu.
12. Memahami makna lirik lagu secara kontekstual.
13. Menambah vocabulary achievement dari lirik lagu.
14. Mendapatkan nilai moral dari lagu.
15. Mendapatkan hiburan dari lagu.

B. Media pembelajaran

5) Media

- Youtube

6) Alat

- Laptop
- Speaker
- Lirik lagu bahasa Inggris

C. Metode pembelajaran

- Pendekatan : Pendekatan Ilmiah
- Metode : Tanya jawab, diskusi

D. Persiapan Pembelajaran

- Guru melakukan asesmen diagnostik atau menyapa peserta didik.
- Guru menyiapkan peralatan pembantu saat kegiatan belajar akan berlangsung.
- Guru menyiapkan soal yang dibagikan kepada peserta didik untuk melaksanakan penilaian.

Kegiatan awal (5')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru menyiapkan lagu berbahasa Inggris yang telah ditentukan yaitu on my way.

Kegiatan Inti (70')

- Guru membagikan lembar lirik lagu on my way untuk diperhatikan pada saat guru menjelaskan materi analisis lirik lagu.
- Guru memutar lagu berbahasa Inggris sesuai dengan yang telah ditentukan.
- Guru menjelaskan makna dan unsur kebahasaan yang terdapat dalam lirik lagu berbahasa Inggris.
- Guru membagikan lembar soal untuk dikerjakan setelah pemutaran lagu berbahasa Inggris dan penjelasan tentang lirik lagu selesai dilaksanakan.
- Guru memberi waktu 40 menit untuk mengerjakan soal yang telah diberikan.

- Guru meminta peserta didik untuk mengerjakan soal soal pada lembar soal yang telah dibagikan di awal kegiatan belajar mengajar sesuai dengan lagu bahasa Inggris yang telah diputar.

Kegiatan penutup (5')

- Guru bersama peserta didik melakukan refleksi mengenai kegiatan belajar mengajar yang telah dilakukan.
- Guru memberikan kesempatan bagi peserta didik yang masih belum paham tentang topik pembelajaran.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya.
- Perwakilan kelas memimpin doa sebelum kelas ditutup.



On My Way – Alan Walker

I'm sorry but, Don't wanna talk
 I need a moment before I go, It's nothing personal
 I draw the blinds, They don't need to see me cry
 'Cause even if they understand, They don't understand
 So then when I'm finished, I'm all 'bout my business
 And ready to save the world, I'm takin' my misery
 Make it my beauty, Can't be everyone's favourite girl

Chorus

So, take aim and fire away
 I've never been so wide awake
 No, nobody but me can keep me safe
 And I'm on my way
 The blood moon is on the rise
 The fire burning in my eyes
 No, nobody but me can keep me safe
 And I'm on my way
 So, take aim and fire away
 I've never been so wide awake
 No, nobody but me can keep me safe
 And I'm on my way
 The blood moon is on the rise (is on the rise, na-na)
 The fire burning in my eyes (the fire burning in my eyes, na)
 No, nobody but me can keep me safe
 And I'm on my way

Name :

Absen :

Assignment 3

Please choose the correct answer A, B, or C from the questions below carefully!

1. What is the title of the song that just played?
 - a. See you again
 - b. On my way
 - c. On his way
2. What is the meaning of the song?
 - a. Struggling to face challenges
 - b. Struggling to face enemy
 - c. Struggling in face of danger
3. The word “cry” in the third line has an **antonym**?
 - a. Happy
 - b. Sad
 - c. Difficult
4. The word “blinds” has in **synonym**?
 - a. Can't see
 - b. Cannot hear
 - c. Cannot speak
5. The blood moon is on the rise, the underlined word means?
 - a. Lunar eclipse
 - b. Solar eclipse
 - c. Meteor fall
6. And “im” on my way, the underlined word has the same meaning as?
 - a. Me
 - b. We
 - c. They
7. What lessons can be learned from the song “on my way”?
 - a. Make friends
 - b. Face the challenge
 - c. Run away from problems
8. To whom is the song “on my way” dedicated?
 - a. Someone who dares to leave the classroom
 - b. Someone who dares to get out of the house
 - c. Someone who dares to step out of pressure
9. Who is the author of the song on my way?
 - a. Alan walker
 - b. Charlie puth
 - c. Michael jackson
10. “The blood moon is on the rise” the word rise means?
 - a. Sinking
 - b. Appear
 - c. Disappear
11. The word “take aim” has a meaning?
 - a. Dancing
 - b. Take a shot
 - c. Cry
12. The word “fire away” has a meaning?
 - a. Looking
 - b. Shooting
 - c. Running

13. What does the word “awake” mean?

- a. Running
- b. Walking
- c. Wake up

14. “Blind” is a type of word?

- a. Adjective
- b. Noun
- c. All correct

15. What is a **synonym** for the word “nobody”?

- a. Nothing
- b. Nowhere
- c. Nowhere

16. “Blood” is a type of word?

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

17. “Fire” is a type of word?

- a. All correct
- b. Verb
- c. Noun

18. What are the **synonyms** of “safe”?

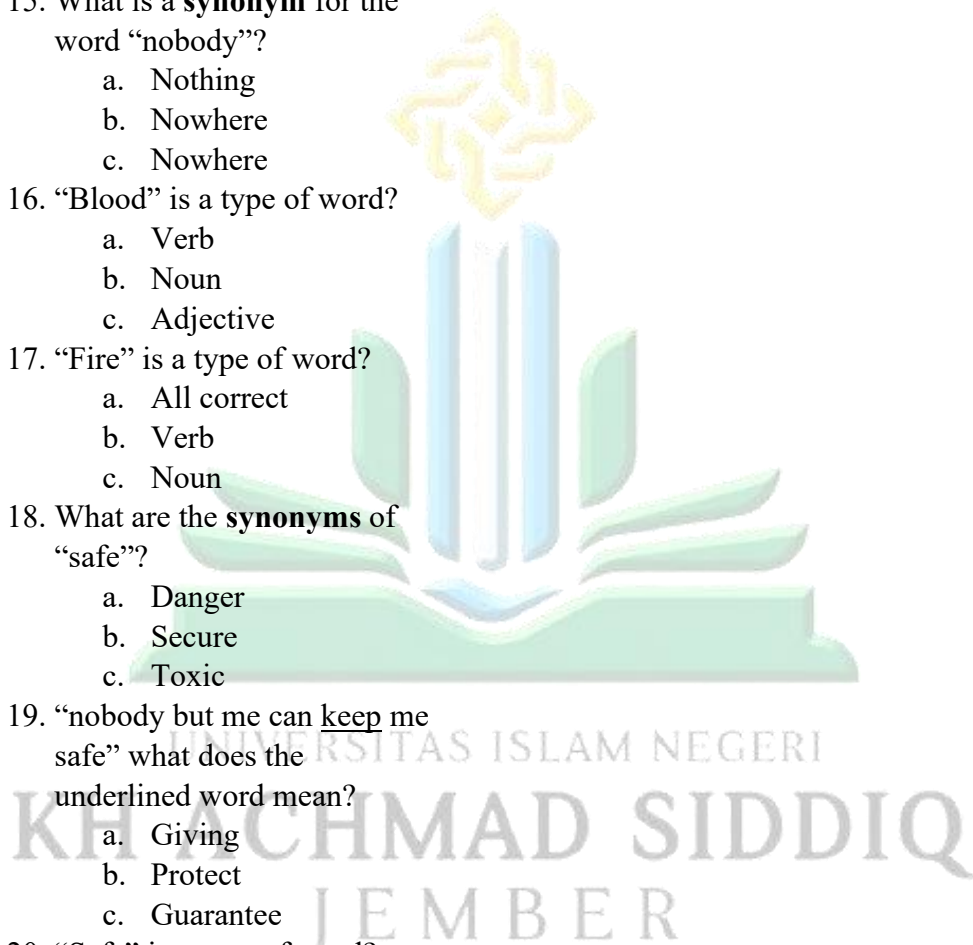
- a. Danger
- b. Secure
- c. Toxic

19. “nobody but me can keep me safe” what does the underlined word mean?

- a. Giving
- b. Protect
- c. Guarantee

20. “Safe” is a type of word?

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



Correct Answer

No	On My Way	Score
1	B	5
2	A	5
3	B	5
4	A	5
5	A	5
6	A	5
7	B	5
8	C	5
9	A	5
10	B	5
11	B	5
12	B	5
13	C	5
14	C	5
15	A	5
16	B	5
17	A	5
18	B	5
19	B	5
20	C	5

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Rubrik Penilaian⁵⁸

Sekolah : SMP Annur Kalibaru

Kelas : VIII A

Mata Pelajaran : Bahasa Inggris

No	Teknik penilaian	Bentuk instrumen	Butir instrumen	Waktu pelaksanaan	Jumlah instrumen	keterangan
1	Penugasan untuk mengisi instrumen penilaian	Pilihan ganda	<i>Answer The Question based on Analysing Lyrics in Paper</i>	Saat kegiatan belajar mengajar berlangsung di kelas	20 soal berbentuk pilihan ganda	Penilaian untuk pembelajaran <i>assesment for learning</i> dan sebagai pembelajaran <i>assesment for learning</i>

Mengetahui
Guru mapel bahasa
Inggris

Peneliti



Saiful Amri, S.Pd



Mohammad Ali Sobri

⁵⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 85.

MODUL AJAR IV

Nama	Mohammad Ali Sobri / 2025
Penyusun/Tahun	
Sekolah	SMP Annur Kalibaru
Kelas/Fase Capaian	VIII (Delapan)/ Fase D
Materi	English song in Narrative text
Alokasi Waktu	2 x 40 menit
Pertemuan Ke-	4
Media	Papan Tulis, Speaker
Target Peserta Didik	Regular/tipikal
Mode Pembelajaran	Tatap Muka
Elemen/Topik	<p>Menyimak- Berbicara Listening- Speaking</p> <p>Pada akhir fase D, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam lingkup situasi sosial dan situasi kelas. Peserta didik menggunakan kosakata sederhana dalam bahasa Inggris untuk kegiatan rutinitas di kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan, meminta klarifikasi, dan meminta izin. Peserta didik mengidentifikasi informasi penting dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Peserta didik menggunakan kosakata berkaitan dengan instruksi sederhana tentang prosedur kelas dan aktivitas belajar. Peserta didik memahami ide pokok dari informasi yang disampaikan secara</p>

	lisan dan tulisan dengan bantuan media audio-visual dan menggunakan kosakata sederhana.
Capaian pembelajaran	Pada Fase D, peserta didik memahami dan merespons teks bahasa Inggris sederhana secara lisan, tulisan, dan visual. Mereka memahami hubungan bunyi- huruf pada kosakata dalam bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dengan orang lain dalam situasi sosial sehari-hari dan konteks kelas. Peserta didik menggunakan bahasa Inggris sederhana untuk memahami dan memproduksi teks tulisan dan visual dengan bantuan contoh dan media audio-visual.

Pertemuan IV

A. Tujuan pembelajaran

16. Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu.
17. Memahami makna lirik lagu secara kontekstual.
18. Menambah vocabulary achievement dari lirik lagu.
19. Mendapatkan nilai moral dari lagu.
20. Mendapatkan hiburan dari lagu.

B. Media pembelajaran

7) Media

- Youtube

8) Alat

- Laptop
- Speaker
- Lirik lagu bahasa Inggris

C. Metode pembelajaran

- Pendekatan : Pendekatan Ilmiah
- Metode : Tanya jawab, diskusi

D. Persiapan Pembelajaran

- Guru melakukan asesmen diagnostik atau menyapa peserta didik.
- Guru menyiapkan peralatan pembantu saat kegiatan belajar akan berlangsung.
- Guru menyiapkan soal yang dibagikan kepada peserta didik untuk melaksanakan penilaian.

Kegiatan awal (5')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru menyiapkan lagu berbahasa Inggris yang telah ditentukan yaitu rockabye.

Kegiatan Inti (70')

- Guru membagikan lembar lirik lagu rockabye untuk diperhatikan pada saat guru menjelaskan materi analisis lirik lagu.
- Guru memutar lagu berbahasa Inggris sesuai dengan yang telah ditentukan.
- Guru menjelaskan makna dan unsur kebahasaan yang terdapat dalam lirik lagu berbahasa Inggris.
- Guru membagikan lembar soal untuk dikerjakan setelah pemutaran lagu berbahasa Inggris dan penjelasan tentang lirik lagu selesai dilaksanakan.
- Guru memberi waktu 40 menit untuk mengerjakan soal yang telah diberikan.

- Guru meminta peserta didik untuk mengerjakan soal soal pada lembar soal yang telah dibagikan di awal kegiatan belajar mengajar sesuai dengan lagu bahasa Inggris yang telah diputar.

Kegiatan penutup (5')

- Guru bersama peserta didik melakukan refleksi mengenai kegiatan belajar mengajar yang telah dilakukan.
- Guru memberikan kesempatan bagi peserta didik yang masih belum paham tentang topik pembelajaran.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya.
- Perwakilan kelas memimpin doa sebelum kelas ditutup.

Rockabye - Clean bandit ft Sean Paul - Anne Marie

She works the night by the water

She's gone astray, so far away from her father's daughter

She just wants a life for her baby

All on her own, no one will come

She's got to save him (daily struggle)

She tells him, "Ooh, love

No one's ever gonna hurt you, love"

"I'm gonna give you all of my love"

"Nobody matters like you" (stay up there, stay up there)

She tells him, "Your life ain't gonna be nothing like my life" (straight)

"You're gonna grow and have a good life"

"I'm gonna do what I got to do" (stay up there, stay up there)

So, rockabye, baby, rockabye

I'm gonna rock you
 Rockabye, baby, don't you cry
 Somebody's got you
 Rockabye, baby, rockabye
 I'm gonna rock you
 Rockabye, baby, don't you cry
 Rockabye, no, ohh (rockabye-rocka-rocka-rockabye)
 Rockabye, yeah, yeah (rockabye-rocka-rocka-rockabye)
 Single mom, how're you doing out there?
 Facing the hard life without no fear (yeah)
 Just see and know that you really care
 'Cause any obstacle come, you well prepared (oh, no)
 And, no, mamma you never shed tear
 'Cause you haffi set things year after year (na, na, na, na)
 And you give the youth love beyond compare (yeah)
 You find the school fee and the bus fare (yeah)
 Hmm, all when di pops disappear
 Inna rum bar, cyaan' find him nowhere
 Steadily you workflow heavily, you know
 So you nah stop no time, no time for ya dear
 Now she got a six-year-old
 Trying to keep him warm
 Trying to keep out the cold
 When he looks her in the eyes
 He don't know he is safe when she says
 "Ooh, love, no one's ever gonna hurt you, love"
 "I'm gonna give you all of my love"
 "Nobody matters like you"

So, rockabye, baby, rockabye

I'm gonna rock you

Rockabye, baby, don't you cry

Somebody's got you

Rockabye, baby, rockabye I'm gonna rock you

Rockabye, baby, don't you cry (bidda-bang-bang-bang, alright then)

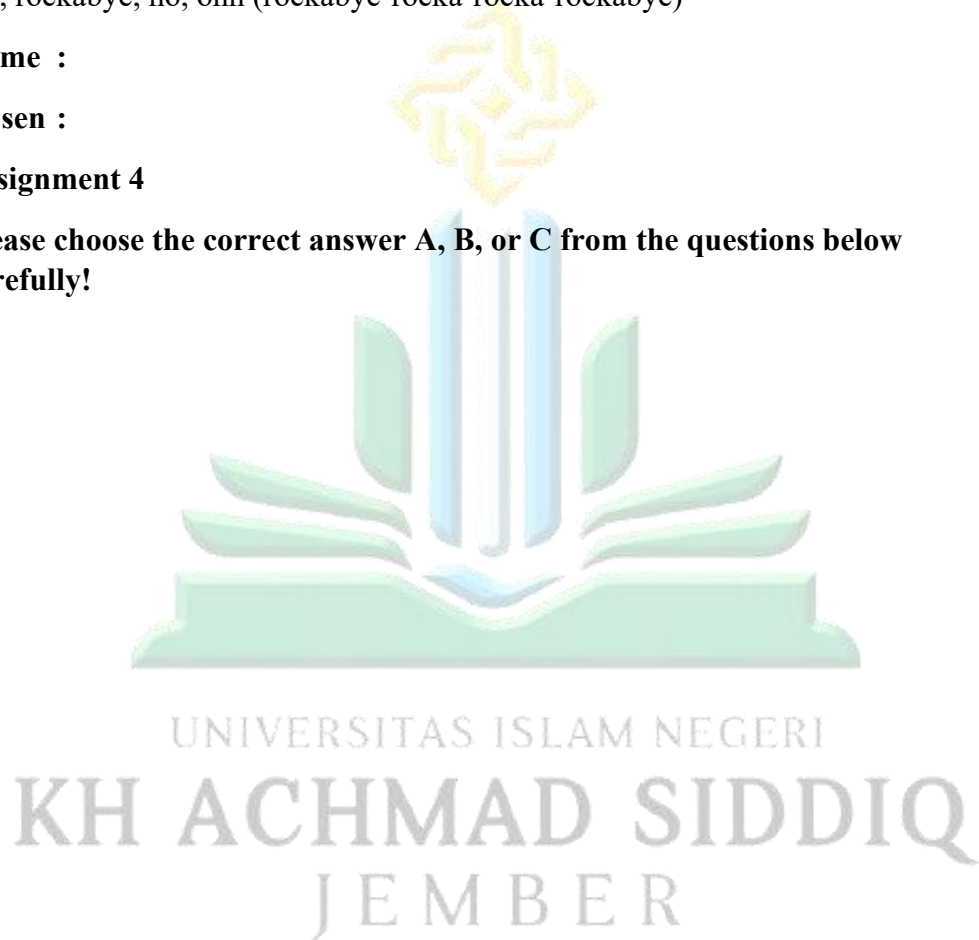
Ah, rockabye, no, ohh (rockabye-rocka-rocka-rockabye)

Name :

Absen :

Assignment 4

Please choose the correct answer A, B, or C from the questions below carefully!

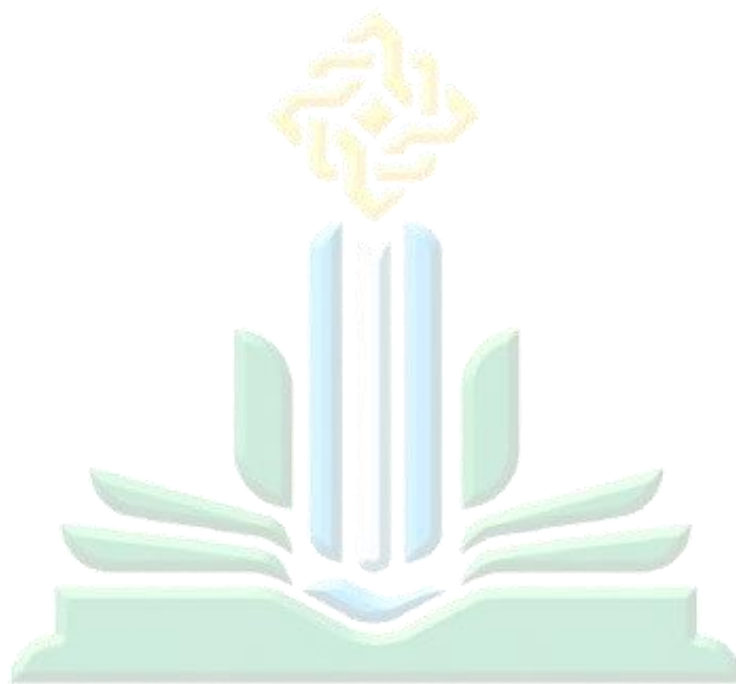


1. What is the title of the song?
 - a. Rockabye
 - b. Symphony
 - c. Closer
2. What is the synonym of 'strong' in the lyrics?
 - a. Weak
 - b. Powerful
 - c. Soft
3. What is the synonym of 'crying'?
 - a. Smiling
 - b. Laughing
 - c. Weeping
4. What is the synonym of 'alone'?
 - a. Together
 - b. Solo
 - c. Group
5. What is the meaning of 'shelter'?
 - a. Protection
 - b. Weapon
 - c. Light
6. What is the meaning of 'provide'?
 - a. Take
 - b. Give
 - c. Hide
7. What is the message of the song?
 - a. A mother's love and struggle
 - b. A celebration party
 - c. A travel journey
8. Who is the subject in the song?
 - a. A teacher
 - b. A mother
 - c. A friend
9. What is the meaning of 'rockabye' in the song?
 - a. Fight
 - b. Sleep gently
 - c. Jump
10. What is the synonym of 'hard'?
 - a. Easy
 - b. Difficult
 - c. Soft
11. What is the meaning of the word 'struggling' in the lyric?
 - a. Fighting
 - b. Laughing
 - c. Sleeping
12. What is the synonym of 'no one's gonna hurt you'?
 - a. You will be attacked
 - b. You are safe
 - c. You will cry
13. What does 'ain't got time for you' imply?
 - a. Always available
 - b. Too busy
 - c. Very patient
14. Which word is closest in meaning to 'rise'?
 - a. Fall
 - b. Go up
 - c. Sleep
15. What is the antonym of 'safe and sound'?
 - a. Lost and broken
 - b. Protected and happy
 - c. Calm and strong
16. What is the meaning of 'single mom'?
 - a. A married mother
 - b. A mother without a partner
 - c. A grandmother
17. What is the synonym of 'keep you warm'?
 - a. Make you cold
 - b. Make you hot
 - c. Provide comfort
18. What does 'daily struggle' mean?
 - a. Everyday fun
 - b. Daily challenges
 - c. Nightly sleep
19. What is the opposite of 'never give up'?
 - a. Always continue

- b. Always try
- c. Always surrender

20. What does 'foundation' in the lyric refer to?

- a. A charity group
- b. A strong base/support
- c. A building



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Correct answer

NO	ANSWER
1	A
2	B
3	C
4	B
5	A
6	B
7	A
8	B
9	B
10	B
11	A
12	B
13	B
14	B
15	A
16	B
17	C
18	B
19	C
20	B

Rubrik Penilaian⁵⁹

Sekolah : SMP Annur Kalibaru

Kelas : VIII A

Mata Pelajaran : Bahasa Inggris

No	Teknik penilaian	Bentuk instrumen	Butir instrumen	Waktu pelaksanaan	Jumlah instrumen	keterangan
1	Penugasan untuk mengisi instrumen penilaian	Pilihan ganda	<i>Answer The Question based on Analysing Lyrics in Paper</i>	Saat kegiatan belajar mengajar berlangsung di kelas	20 soal berbentuk pilihan ganda	Penilaian untuk pembelajaran <i>assesment for learning</i> dan sebagai pembelajaran <i>assesment for learning</i>

Mengetahui
Guru mapel bahasa
Inggris

Peneliti



Saiful Amri, S.Pd



Mohammad Ali Sobri

⁵⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 85.

MODUL AJAR V

Nama	Mohammad Ali Sobri / 2025
Penyusun/Tahun	
Sekolah	SMP Annur Kalibaru
Kelas/Fase Capaian	VIII (Delapan)/ Fase D
Materi	English song in Narrative text
Alokasi Waktu	2 x 40 menit
Pertemuan Ke-	5
Media	Papan Tulis, Speaker
Target Peserta Didik	Regular/tipikal
Mode Pembelajaran	Tatap Muka
Elemen/Topik	<p>Menyimak- Berbicara Listening- Speaking</p> <p>Pada akhir fase D, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam lingkup situasi sosial dan situasi kelas. Peserta didik menggunakan kosakata sederhana dalam bahasa Inggris untuk kegiatan rutinitas di kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan, meminta klarifikasi, dan meminta izin. Peserta didik mengidentifikasi informasi penting dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Peserta didik menggunakan kosakata berkaitan dengan instruksi sederhana tentang prosedur kelas dan aktivitas belajar. Peserta didik memahami ide pokok dari informasi yang disampaikan secara</p>

	lisan dan tulisan dengan bantuan media audio-visual dan menggunakan kosakata sederhana.
Capaian pembelajaran	Pada Fase D, peserta didik memahami dan merespons teks bahasa Inggris sederhana secara lisan, tulisan, dan visual. Mereka memahami hubungan bunyi- huruf pada kosakata dalam bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dengan orang lain dalam situasi sosial sehari-hari dan konteks kelas. Peserta didik menggunakan bahasa Inggris sederhana untuk memahami dan memproduksi teks tulisan dan visual dengan bantuan contoh dan media audio-visual.

Pertemuan V

A. Tujuan pembelajaran

21. Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu.
22. Memahami makna lirik lagu secara kontekstual.
23. Menambah vocabulary achievement dari lirik lagu.
24. Mendapatkan nilai moral dari lagu.
25. Mendapatkan hiburan dari lagu.

B. Media pembelajaran

9) Media

- Youtube

10) Alat

- Laptop
- Speaker
- Lirik lagu bahasa Inggris

C. Metode pembelajaran

- Pendekatan : Pendekatan Ilmiah
- Metode : Tanya jawab, diskusi

D. Persiapan Pembelajaran

- Guru melakukan asesmen diagnostik atau menyapa peserta didik.
- Guru menyiapkan peralatan pembantu saat kegiatan belajar akan berlangsung.
- Guru menyiapkan soal yang dibagikan kepada peserta didik untuk melaksanakan penilaian.

Kegiatan awal (5')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru menyiapkan lagu berbahasa Inggris yang telah ditentukan yaitu see you again.

Kegiatan Inti (70')

- Guru membagikan lembar lirik lagu see you again untuk diperhatikan pada saat guru menjelaskan materi analisis lirik lagu.
- Guru memutar lagu berbahasa Inggris sesuai dengan yang telah ditentukan.
- Guru menjelaskan makna dan unsur kebahasaan yang terdapat dalam lirik lagu berbahasa Inggris.
- Guru membagikan lembar soal untuk dikerjakan setelah pemutaran lagu berbahasa Inggris dan penjelasan tentang lirik lagu selesai dilaksanakan.
- Guru memberi waktu 40 menit untuk mengerjakan soal yang telah diberikan.

- Guru meminta peserta didik untuk mengerjakan soal soal pada lembar soal yang telah dibagikan di awal kegiatan belajar mengajar sesuai dengan lagu bahasa Inggris yang telah diputar.

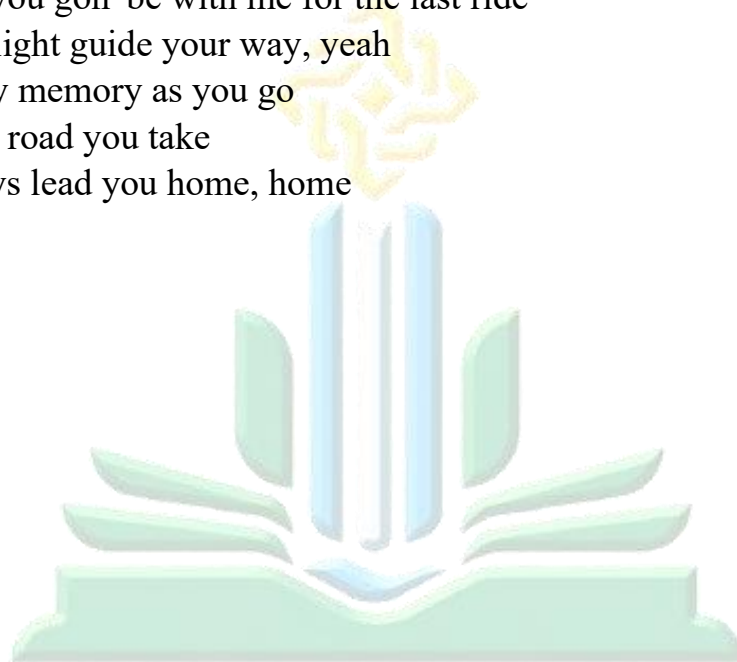
Kegiatan penutup (5')

- Guru bersama peserta didik melakukan refleksi mengenai kegiatan belajar mengajar yang telah dilakukan.
- Guru memberikan kesempatan bagi peserta didik yang masih belum paham tentang topik pembelajaran.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya.
- Perwakilan kelas memimpin doa sebelum kelas ditutup.

See You Again – Wiz Khalifa & Charlie Puth

It's been a long day without you, my friend And I'll tell you all about it
when I see you again
We've come a long way from where we began Oh, I'll tell you all
about it when I see you again
When I see you again
Damn, who knew?
All the planes we flew, good things we been through
That I'd be standin' right here talkin' to you
'Bout another path, I know we loved to hit the road and laugh
But somethin' told me that it wouldn't last
Had to switch up, look at things different, see the bigger picture
Those were the days, hard work forever pays
Now I see you in a better place (see you in a better place)
How can we not talk about family when family's all that we got?
Everythin' I went through, you were standin' there by my side
And now you gon' be with me for the last ride
First, you both go out your way and the vibe is feelin' strong
And what's small turned to a friendship, a friendship turned to a bond

And that bond'll never be broken, the love will never get lost
 (The love never get lost)
 And when brotherhood come first, then the line'll never be crossed
 Established it on our own when that line had to be drawn
 And that line is what we reached, so remember me when I'm gone
 (Remember me when I'm gone)
 How can we not talk about family when family's all that we got?
 Everythin' I went through, you were standin' there by my side
 And now you gon' be with me for the last ride
 So let the light guide your way, yeah
 Hold every memory as you go
 And every road you take
 Will always lead you home, home



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 JEMBER

Name :

Absen :

Assignment 5

Please choose the correct answer A, B, or C from the question bellow carefully!!!

- 
1. What is the title of the song?
A. See You Later
B. See You Again
C. Meet You Tomorrow
 2. What is the synonym of "friend"?
A. Enemy
B. Buddy
C. Stranger
 3. What is the synonym of "journey"?
A. Trip
B. Stop
C. Stay
 4. What is the synonym of "begin"?
A. Finish
B. Start
C. End
 5. What is the meaning of "guide" in Indonesian?
A. Membimbing
B. Menghancurkan
C. Mengikuti
 6. What is the meaning of "establish" in Indonesian?
A. Mengakhiri
B. Membangun
C. Menghapus
 7. What is the main message of the song?
A. About fighting
B. About true friendship and goodbye
C. About traveling the world
 8. Who is the subject of the song?
A. A teacher
B. A friend
C. A stranger
 9. What is the meaning of "bond" in Indonesian?
A. Persahabatan
B. Pertengkaran
C. Ikatan
 10. What is the synonym of "memory"?
A. Forgetfulness
B. Dream
C. Remembrance
 11. What kind of word is "stronger"?
A. Verb
B. Adjective
C. Noun
 12. What tense is used in "We've come a long way"?
A. Present Perfect

- B. Simple Past
- C. Simple Present

13. What kind of word is "guide"?

- A. Noun
- B. Verb
- C. Adverb

14. "I'll tell you" uses which tense?

- A. Simple Present
- B. Present Perfect
- C. Simple Future

15. What kind of word is "together"?

- A. Adjective
- B. Adverb
- C. Noun

16. What is the difference between "line" and "path" in the song?

- A. Both mean direction or journey
- B. Both mean fighting
- C. Both mean love

17. What tense is "It's been a long day"?

- A. Present Perfect
- B. Simple Present
- C. Simple Future

18. What kind of word is "journey"?

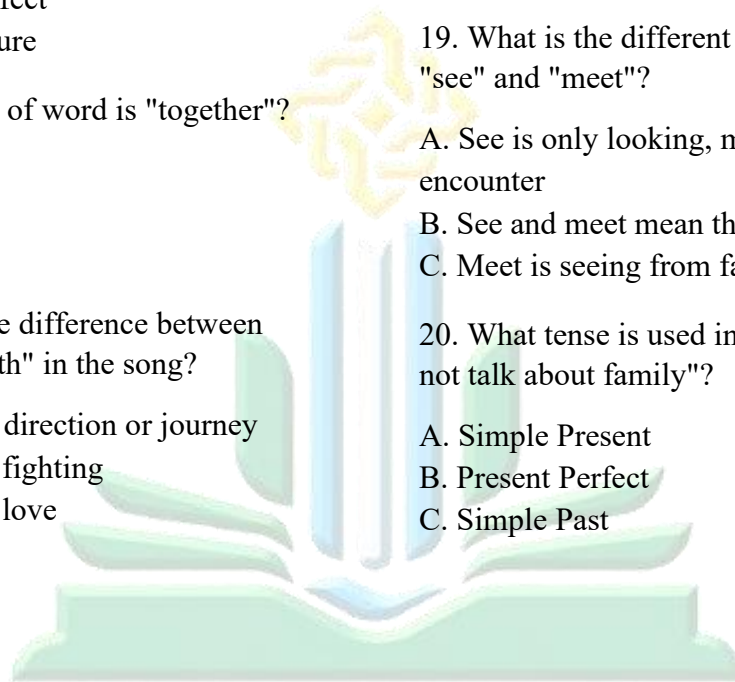
- A. Verb
- B. Adjective
- C. Noun

19. What is the different meaning of "see" and "meet"?

- A. See is only looking, meet is to encounter
- B. See and meet mean the same
- C. Meet is seeing from far away

20. What tense is used in "How can we not talk about family"?

- A. Simple Present
- B. Present Perfect
- C. Simple Past



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Answer Key

No	See You Again	Score
1	B	5
2	B	5
3	A	5
4	B	5
5	A	5
6	B	5
7	B	5
8	B	5
9	C	5
10	C	5
11	B	5
12	A	5
13	B	5
14	C	5
15	B	5
16	A	5
17	A	5
18	C	5
19	A	5
20	A	5

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Rubrik Penilaian⁶⁰

Sekolah : SMP Annur Kalibaru

Kelas : VIII A

Mata Pelajaran : Bahasa Inggris

No	Teknik penilaian	Bentuk instrumen	Butir instrumen	Waktu pelaksanaan	Jumlah instrumen	keterangan
1	Penugasan untuk mengisi instrumen penilaian	Pilihan ganda	<i>Answer The Question based on Analysing Lyrics in Paper</i>	Saat kegiatan belajar mengajar berlangsung di kelas	20 soal berbentuk pilihan ganda	Penilaian untuk pembelajaran <i>assesment for learning</i> dan sebagai pembelajaran <i>assesment for learning</i>

Mengetahui
Guru mapel bahasa
Inggris



Saiful Amri, S.Pd

Peneliti



Mohammad Ali Sobri

⁶⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 85.

Appendix 9

Documentation of Annur Junior High School



Appendix 10

Blueprpint

Sekolah : SMP Annur Kalibaru

Materi : Analysing Lyrics

Mata Pelajaran : Bahasa Inggris

Bentuk : Pilihan Ganda

Kelas : VIII A

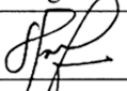






Alokasi Waktu : 3 X 60 Menit

Kompetensi Dasar	Kelas	Materi	Indikator Soal	Nomor Soal	Bentuk Soal
3.9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu english song terkait kehidupan remaja 4.9 menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja	VIII A	English song in Narrative text	Menentukan judul lagu	1	Pilihan ganda
			Sinonim kata	2,3,4,10	Pilihan ganda
			Arti kata	5,6,9	Pilihan ganda
			Makna lagu	7	Pilihan ganda
			Menentukan subjek dalam lagu	8	Pilihan ganda
			Menentukan arti kata, persamaan, dan perbedaan kata yang ada dalam lirik lagu	11,12,13,14,15 16,17,18,19,20	Pilihan ganda

Appendix 11

RESEARCH JOURNAL ACTIVITIES

Name : Mohammad Ali Sobri
 Nim : 204101060022
 Title : The Implementation Of English Song to Increase Vocabulary Achievement At Eight Grade Of Junior high school Annur Kalibaru Banyuwangi
 Location : SMP Annur Kalibaru

No	Date	ACTIVITIES	Signature
1	Monday, 7 april th 2025	First observation at smp annur kalibaru	
2	Monday, 14 th April 2025	Giving a research permissin letter and asking permission to conduct research at SMP Annur Kalibaru.	
3	Tuesday, 15 th April 2025	The resercher conducted pre-test at VIII A grade of SMP Annur Kalibaru	
4	Wednesday, 16 th April 2025	Carrying out research at the first meeting in class VIII A smp Annur Kalibaru	
5	Saturday, 19 th April 2025	Carrying out research at the second meeting in class VIII A smp Annur Kalibaru	
6	Wednesday, 23 th April 2025	Carrying out research at the third meeting in class VIII A smp Annur Kalibaru	
7	Saturday, 26 th April 2025	Carrying out research at the fourth meeting in class VIII A Smp Annur Kalibaru	

Banyuwangi, 3 May 2025
 The Head Master of School



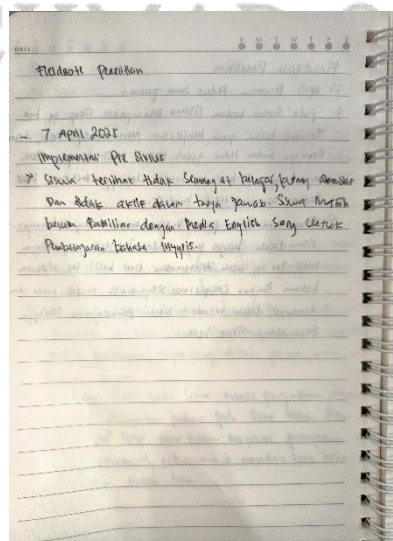
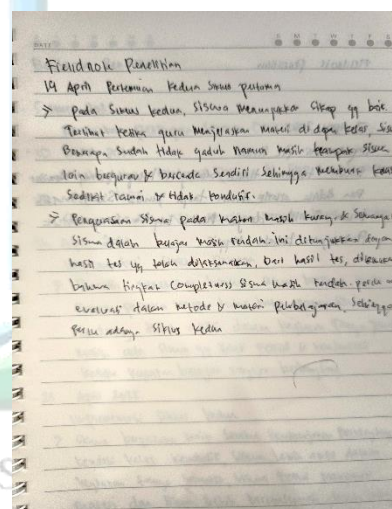
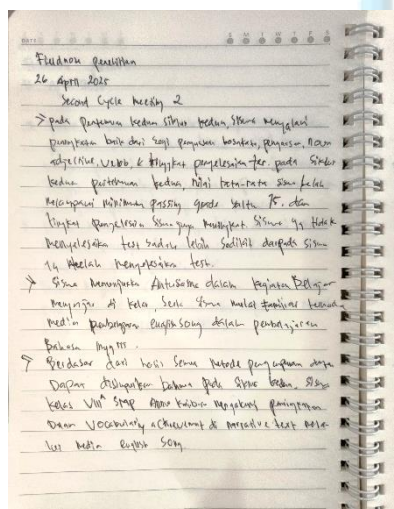
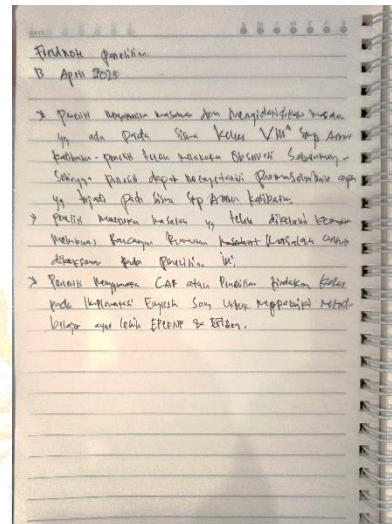
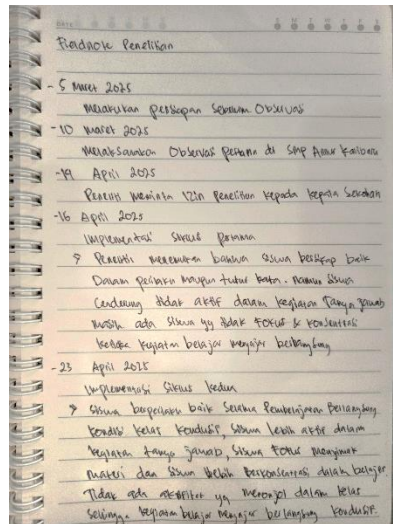
Appendix 12

Documentation



Appendix 13

Fieldnote



CURRICULUM VITAE



1. Personal Information

- Full Name : Mohammad Ali Sobri
- SRN : 204101060022
- Gender : Male
- Place, date of birth : Banyuwangi, 21st of October 2000
- Address : Kalibaru Manis, Kalibaru, Banyuwangi
- Religion : Islam
- Faculty : Education and Teacher Training
- Major : English Education Program
- Email : chokkyasif@gmail.com

2. Educational Background

- Kindergarten (2005 – 2007) : TK Khadijah 87 Kalibaru Kulon
- Elementary School (2007 – 2013) : SDN 8 Kalibaru Manis
- Junior High School (2013 – 2016) : SMP Annur Kalibaru
- Senior High School (2016 – 2019) : MA Annur Kalibaru