THE IMPLEMENTATION OF SONG IN LISTENING SKILL AT GRADE ELEVENTH SENIOR HIGH SCHOOL PGRI 1 TAMBUN SELATAN ACADEMIC YEARS 2023/2024
(A Classroom Action Research at the eleventh of SMK PGRI 1 Tambun Selatan)

THESIS

Submitted as A Partial Requirements for the undergraduate of degree in English

Language Education Study Program

UNIVERSITAS ISLAM NEGERI
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SURAKARTA

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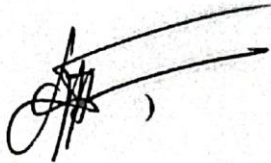
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RATIFICATION

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iii

DEDICATION

Allhamdulillahirabbil'alamin praise to thanks toAllah SWT who has give all the blessing. Iwould dedicate this thesis is especially dedicated to:

1. The researchers beloved parents Marsiman and Erni and my brother Ervan who always give their support motivation to me and always give their great praying, suggestion and spirt to make mearrange this thesis.

2. My beloved friends since high school

3. Almamater UIN Raden Mas Said Surakarta.

4. Last but not least, I wanna thank me to finish the thesis

MOTTO

I Think Therefore I am

Rene Descartes

Anxiety is The Dizzines of Freedom

Soren Kierkegaard

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled " **THE IMPLEMENTATION OF SONG IN LISTENING SKILL AT GRADE ELEVENTH SMK PGRI 1 TAMBUN SELATAN ACADEMIC YEARS 2023/2024 (A Classroom Action Research of the Eleventh Grade at SMK PGRI 1 Tambun Selatan)".** Is real masterpiece. Things out my masterpiece in this thesis are signed by citation and referred to in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form or repealing my thesis and academic degree.

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The reseaercher realizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the other researcher in particular and to the readers in general.

Surakarta, 9 November 2023

The Researcher

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ABSTRACT

Farhan Faizal Pratama. 2023. "The Implementation of Song In Listening Skill At Grade Eleventh Senior High School PGRI 1 Tambun Selatan Academic Years 2023-2024". Thesis. English Languange Education Study Program, Cultures And Languanges Faculty.

Advisor : Habibi Nur Hidayanto, M.Pd.

The objective study of this research is the use of songs in classroom listening section in improving students vocabulary using method of classroom action research and use the multiple choice tests. to (1) The implementation of song of listening skill of the eleventh grade at SMK PGRI 1 Tambun Selatan Academic Year 2023/2024 (2) Using song to listening skill can improve studentsvocabulary in the eleventh grade at SMK PGRI 1 Tambun Selatan Academic Year 2023/2024.

The design of this research is classroom action research. The researcher was conducted that research at SMK PGRI 1 Tambun Selatan In August 2023.The subject of this research were the eleventh grade students in TKJ class at SMKPGRI 1 Tambun Selatan in the academic year 2023/2024. Subject of research consist 32 students. According to (Kember ,2005) Action research is cyclical or spiral process here each cycle consists of planning, action, observation, and reflection , which usually leads to revise or totally a new plan and continuation of the action research process in second cycle amd so on until students achievement havereached particular limitation as purposed. This classroom action research was conducted in two cycles. Each cycle consists four meeting. The collecting of the data was the observation, test and document. The data was collected from quantitative. The quantitative data were collected pre-test , post test I and post-test II. The data was analyzed using mean to see the increasing of pre-test, post-test I, post-test II to get conclusion as the reseult of the research.

The result of this research showed: (1) Implementation of song to use in the listening section to increase students vocablary. (2) Song can improve students vocabulary, meaning and expressing their opinion. The data showed thatthe main score pre-test is 61,71, the main score in post-test I 74,30 and the main score of post-test II is 79,84. It means the result post-test I was higher than in pre-test and post-test II. From the result of the research can be concluded that the using song can increase vocabulary.

Keywords : Listening Skill, Song, Vocabulary

CHAPTER I

INTRODUCTION

A. Background of study

Listening skill is one of the important skill in learning English to provide a stimulus to support learners' responses to what they hear. According to (Helgesen ,2003). Listening is a process in which individuals make sense of, assess, and respond to what students hear. Students can develop their knowledge through listening. However, listening really needs a serious and intensive meaning.

In Indonesia, the education system changes from time to time. Changes that occur as a new curriculum often shifts educational goals; changing the teaching approach used in the classroom that affects the overall teaching method and provision of learning materials. The curriculum used at school is different according to the needs of students at school and also teachers adapt the needs of students to teach their students.

The 2013 curriculum was created to encourage learning models in this century. In it there is a shift in learning from students who are told by the teacher to students who find out from various learning sources. The role of English in the listening learning model is very central considering that there are more English learning resources than learning resources in all other languages. The 2013 curriculum recognizes the important role of English in conveying a language that can be used to advance the nation and state. Learning English in vocational

Secondary Education in improving language skills is to use English learning methods in class using a listening-based approach through social media taught by the teacher, both orally and in writing, and by providing a place that English is a communication tool. types or rules of English vocabulary in a learning method emphasized by the teacher so that the meaning of the word is easy to understand. As part of the 2013 curriculum which emphasizes the importance of student competencies, one of them is the ability to listen and continuous learning. These competencies are well planned spontaneously with the right pronunciation and tone (Susilawati .2017).

Learning is designed to provide experiences using Englich text or oral to understand and apply factual, conceptual, and procedural knowledge based on their curiosity about science, technology, arts, and culture related to visible phenomena and events. (Indriastuti, 2021). The learning also adapts to the times that are increasingly common and easy to apply to classroom learning. The more adaptive English learning in the classroom makes students have a high enthusiasm for learning English.

Teaching English is presented not only in the form of written texts, but also spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts that contain verbal, visual and audio aspects), both authentic and texts made for the purpose of teaching, both single and multiple text, which is produced on paper or on a monitor screen on a particular device. This is aimed at facilitating students to be skilled in using technology

technological literacy thereby increasing students' ability to manage digital information. Use English independently and with confidence to achieve communication goals both orally and in writing in three types of texts, namely narrative, exposition and discussion in the four language skills well.

Basically foreign language is what heard and what can be understood from what students listen to. There are many students who find it difficult to learn Listening Comprehension in English, for example, the material is too fast to listen to so they forget what they have heard, they don't know the meaning of English words that are spoken or listened to because of the limited English vocabulary they have, not concentration on the material being listened to, not understanding commands that are explained verbally, no motivation to learn. These problems make it difficult for them to learn Listening Comprehension. So when they the students take the Listening Comprehension course, it seems they are afraid and lazy to understand the listening lesson.

Learning Listening Comprehension is not easy, but in general most students ignore it. Besides that, students' learning styles are also very decisive in their learning success. students who could not fully understand what the teacher said in English in class and also students who got a lot confused when the teacher's words were spoken quickly enough, so it was difficult to understand what the teacher said.

According to (Richard ,2002) Challenge for the teacher in the listenning classroom is to give the learners some degree of control over the content of the lesson and to personalise content and bring something if themselves to the task. Students centred dimension can be lent to the listening class in one of two ways.First , task can be devised which the classroom action is centered on the learner non the teacher. In task exploiting this idea, students are actively involved in structuring and restructuring their understanding of the languange and building thir skills using the languange. Second. Teaching materials like any others type materials can be given a learner to process underlying their learning and making active contribution to the learning appeal to listeners personal interest and goals.

Since background inormation is an important factor in listening, take into full the experiences, goals and abilities of the students cam be both facilitating and interfering in processs listening. Then try to costruct it in such a way thatstudents are caught up in the acivity and feel self propelled toward its final objective

Pursuant to (Richard ,2002) .Sometimes learner want a simply to listen to the surface structure of an utterance for the sole purpose of repeating it back . While this kind of listening performance requires little meaningful processing it neverthless may bea legitimate, even though a minor aspecct of an interactive communicative classroom. This role of listener as a merely a tape recorder or listening music is very limited becauselistener isn't generating meaning about the only role that reactive listening can play in an interactive classroom is in brief chooral or individual drills that focus on pronunciation.

While listening to the songs, the students have to fill in the missing lyrics of the selected song by either choosing from the provided options or typing in the words into the running missing lyrics blanks on the white board. The students will gain points if their answer is correct, and more points will be given if they can spend less time in answering. On the other hand, when the students provide an incorrect answer, their scores will be reduced and the song will pause until the correct answer is selected.

The students are also allowed to repeat the certain part of the song to obtain the correct answer, allowing continuous spelling correction. When there are too many incorrect answers chosen, the listening song will end. Scores are saved in the system and displayed on the leader board to allow learner to compete with other learner around the world.

The role of schools and teachers in teaching the problems in the process of learning English at school in the listening session is by how schools provide supporting tools or media for teachers to apply their learning creatively and songs can be an alternative in listening sessions to improve language memory and understanding of the English vocabulary.

Based on pre observation grade eleventh at PGRI 1 Tambun Selatan High School , there are students who are very significant for the use of English songs inside and outside the classroom where there are 3 classes in the eleventh grade where each class has three students who are favored in receiving new vocabulary through songs played by the teacher in the classroom and other students who are less able to understand the learning process of songs.

Several researches have also conducted this research, one of which is Hayanti, Noor (2022) with a study entitled "Increasing Student Learning Activeness Through the Analyzing, Singing, and Presenting (ASIP) Method in English Subjects Material Song Lyrics for Class X Students". Based on this journal, the researcher used a class action research method that where the researchers found in class X students of Madrasah Aliyah Negeri 5 and the results of observations showed that in the low category it reached 0%, the medium category was 60.7%, and the high category was only 39.3%. The data shows that there has been a significant increase in student activity in learning English.

Based on pre observation, the researcher gets the average student in class eleventh grade TKJ, and based on interviews with English teachers in the class, the listening material used in the class before was, about giving and asking information using two-person conversations with only loudspeakers in the form of audio played by the teacher without visuals displayed in the classroom and after hearing the conversation students are asked to complete the missing conversation on the questions the teacher has given, when filling in the tasks given by the teacher, students do not understand what is said in the conversation, and often students ask to repeat the conversation up to 5 times repetition.

The researchers used almost the same learning media by using speakers andone time using loudspeaker media by displaying songs and also the lyrics using infokus used in class, by using 6 songs in 8 meetings, for example researchers usedMichael Jackson's song entitled 'Heal The World' and also One Direction's 'Night Changes with the pop genre the lyrics used were also not difficult for students to understand in the classroom, the use of songs chosen by researchers also involves humanitarian aspects and also the lives of adolescents contained in the song for students to understand and also apply to their next lives.

Based on the explanation above, the researcher wants to conduct research tofind out whether English songs in listening sessions can increase vocabulary in English. Therefore the researcher is interested in conducting research entitled "The Implementation Of Song I Listening Skill At Grade Eleventh Of Senior High School PGRI 1 Tambun Selatan 2023/2024 (A Classroom Action Research at the eleventh of SMK PGRI 1 Tambun Selatan)"

B. Identification Of The Problem

Based on the background of the study , the researcher constructs problem identification as follows :

1. Student have difficulties to learning English especially on listening skill

2.Some students are lack of voabularies.

3. Teachers use minimum media or strategy in teaching English

C . Limitations Of The Problem

Based on the background the researcher limits of the problem to focus in the song to increase vocabulary student through the listening section focusing on English songs to improve listening skill of grade XI TKJ students at SMK PGRI 1 Tambun Selatan Academic Years 2023/2024. (Using Classroom Action Research).

D. Formulations Of The Problem

Based on the explanation on the background of study above the writer states that identification of the problem and based on the focus study, the problem is formulated as:

- Does song in the listening section of XI grade students of SMK PGRI 1 Tambun Selatan in the academic year 2023-2024 can improving students listening skill?

- Does implementation of songs can increase students' vocabulary mastery at grade XI students of SMK PGRI 1 Tambun Selatan?

E. Objective Study

The aims of the study :

- To find out whether using songs in listening sessions can improve students' vocabulary.

F. Benefits Of Study

Theoritical Benefit.

a. To improve knowledge about vocabulary for students , the researcher hopes that this research will give a contribution to the development of education

b. To findings of this research will give a good learning about teaching listening

Practical benefit.

a. To Teacher

The results of this research study can be used as a reference learning method in listening sessions at school to improve their vocabulary understanding.

b. To Students

The results of this study can be used as a guideline to improve their vocabulary understanding indirectly to make it easier to understand English learning at school.

c. To Other Researcher

The results of this study can be used as a reference to continue research on listening sessions in schools.

G. Definition of key terms

To clarify the key terms used in this study, several definitions are proposed:

1. Song

    Song is a medium that can support student learning to increase their vocabulary indirectly. (Horwitz, 2019)

2. Listening Skill

    A student learning process to improve their understanding of learning English at school. (Newton, 2009)

3. Vocabulary

    Vocabulary is a component of language that contains information about the meaning and use of words in a language and the wealth of words owned by a speaker.(Andriyani,2018).

CHAPTER II

LITERATURE REVIEW

A. Theoritical Review

1. Definition Of Song

Song is a form of artistic expression based on sound, with distinct tones, patterns and forms, generally considered as a complete work, either musically or lyrically or a song composed by the art of tonal or vocal sequences to produce a musical work that has a continuous unity. Songs are very useful for students to make students make classes more interesting and can stimulate their brains. Song is a medium for someone to convey the meaning of a certain tone and purpose, usually songs are created to entertain individuals in certain respects, songs in an individual's view as a medium of entertainment (Anggraini, 2022).

A song is a relatively short musical composition for the human voice, featuring words or lyrics. Sometimes it rhymes and uses a style of language that is different from the style of language used in scientific or formal texts. The wordsin a song are sung with a certain pitch, rhythm, pace and style. (Richard, 2022) also stated thata song is a relatively short musical composition for the human voice which may beaccompanied by other musical instruments featuring words or lyrics.

A . Song as a Media to Increase Vocabulary

Media in the teaching and learning process is used as a means of achieving learning (Newton J.,2009). The purpose of the media is to assist teachers in implying a lesson so that the teaching is conveyed properly, the learning process will be more interesting. Students focus on understanding a word. Therefore, it is important to introduce words using a certain learning understanding.

One way to teach vocabulary to students is to bring things that represent teaching such as picture books or other things that are common and very boring for students. So, the media is an alternative way to overcome them. Song media can be in the form of visual or audio-visual media (Simanjuntak,2020). The media is important to help students convey meaning and to help students memorize new vocabulary.

Song media helps teachers in teaching learning so that the teaching and learning process becomes more interesting. Audio media, visual media, and audiovisual media. There are several aspects, one of which is the song in choosing the media used in the process of teaching and learning English.

B . Advantages dan Disadvantages Using Song as a Learning Media On Teaching Vocabulary In The Class

The advantage of using a song as a learning in the class on the listening session. Songs are an important part of learning English because songs make students more sensitive to sounds, and learning English is nothing but learning various types of meaningful sounds. Songs can also make class more interesting and lively (Horwitz, 2019).

When students like a song taught by the teacher, they will be happy and enthusiastic about doing it. And that's when, indirectly they are learning something. Second, students really need learning that is not boring,especially learning English because students must often be given a stimulus in learning English in class and outside the classroom. And the third, a song is very easy and is readily available in any technology such as a smartphone or computer which is very easy to find and apply in class by the teacher. Songs can not only engage and motivate learners but also have the power to make language learning amemorable and enjoyable event. There are many similarities connecting music and language.

According to (Brewster, 2002) there are many advantages to using songs as a learning resource. First, the song is a linguistic resource. In this case the song becomes a medium for introducing a new language, as well as a medium for strengthening grammar and vocabulary. Songs also represent language that students already know in a new and fun form. Songs also allow language repetition to occur naturally and are also fun. Songs can be used to develop all language skills in an integrative manner, including improving students. Pronunciation skills. Songs are also affective/psychological resources. Apart from being fun, songs are also able to motivate students while fostering a positive attitude towards English.

The songs students already hear and want to hear, most of which are popular songs, will make the biggest impact on them. Teachers must choose songsthat are appropriate to the level, interests, and social context of students and contain useful language and teaching points (Wickham, 2011). Because some songs may be offensive or inappropriate, teachers should always be careful when selecting songs. Songs with lyrics that are meaningful but difficult to understand can also be used when the teacher adds some extra support to aid understanding.

C. The Influence of Songs in Class

According to (Lo & Li ,2003), songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily. Besides, utilizing songs in class environment amuses students, helps them feel relaxed and get rid of their negative attitudes towards a foreign languagewhile learning a lingual structure through a song (Saricoban,2000).

According to (Sahin, 2008) Using song for benfit in the class the amusing relaxingmood brought by songs to the class eases the effects of certain emotional cases suchas excitement, anxiety, lack of self-confidence and the feeling of being threatened,in addition to influencing learning process positively or facilitating it by stimulatingthe student emotionally .Songs also help motivating the learners as.

They provide a pleasant atmosphere. The students are encouraged to actively involve in the learning process by making use of their musical knowledge. In this way songs help students to develop confidence for language learning .According to Orlova (2003) these are some of the advantages for working in class with songs:.

Practicing the rhythm, stress and the intonation patterns of the English language. Teaching vocabulary, especially in the vocabulary reinforcement stage. Teaching grammar. In this respect, teachers while investigating the use of the tenses especially favor songs. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions. Teaching listening. Music can be helpful for comprehension Developing writing skills. For this purpose a song can be used in a variety of ways for example, speculation as to what could happen to the characters in listening skill .

D. The Criteria for Selecting Songs in Language Teaching

Songs are essential sources to be utilized during language teaching. Besides positive effects, there are of course difficulties encountered while using songs in language teaching. Terhune (2000) lines these difficulties as follows:

(1). Rock songs are not scientific. Therefore, some teachers and students do not think that they are effective tools in education.

(2). As each student has a different way of learning, some students may have difficulty in studying through music.

(3). Inefficient sound systems in schools may cause problems while listening to songs.

(4). The types of music favored by students may not be matching with each other.

(5). Songs that are not grammatical or those involving complicated sentence structures may confuse students.

(6). In some songs, there may be embarrassing parts that cannot be explained to students.

(7). Repetition of a limited number of words may cause the song to seem boring or ineffective.

According to Jensen (2000), many teachers don't have sufficient knowledge about music and teacher-training programs do not involve anything regarding how to utilize music in language teaching. Another disadvantage of using songs is the lack of the ability to slow down the tempo of the song when a grammatically difficult part is playing, or to fasten it when there is the repetition of certain parts. Many English songs, especially pop songs are quite popular among the young people, such

as Jingle Bells, Heal The World, My Heart will Go on and Love Story. For one thing, these English songs employ the themes that appeal to young people, like holiday celebration, memories of childhood, love and friendship and for another, many students desire to learn these English songs, because they want to model themselves on singers or improve their status among the peers. The greater their desire is, the faster they learn.When they are learning fast and continuously making progress, they will be more confident, highlymotivated and devoted to the learning task.

According to (Miller, 2002). Moreover, some teachers may think that they cannot sing, but using songs in the classroom for this aim does not necessitate any expertise in this field. Teachers can accompany the song while it is playing or in cases where students do not prefer to sing a song alone. While utilizing a song in classroom environment, the language of that song, age and language level of the students, areas in which students and the teacher are interested in should be taken into account. In order to utilize songs in the best way, a certain amount ofattention is required. Sariçoban (2000) recommends using songs that harbor frequent repetitions or a story or interpretations on life or cultural elements. Griffe(2001) lists four elements to be considered while choosing a song to be used in theclass as follows. Classroom environment (number, age and interests of student facilities flexibility in lesson plan, classroom equipment. Music lesson plan and equipment such as the volume, sources of music,copying machine, board, etc. Some songs may contain embarrassing elements for students. Sariçoban (2000) divides songs into two categories as those suitable for adults on advanced level of language and those appropriate for children. Meaningful and popular songs which also harbor cultural elements as well as grammatical patterns should be chosen foradult students on intermediate or advanced level, whereas more familiar or internationally known songs should be selected .

Griffe (2001) recommends using short and slow songs for students on beginner level. Crosswords, drawing or picture showing exercises can be conducted with each songs. For the students with a higher language level, longand fast songs that tell a story should be used. The song to be chosen should havea clear sound and it should be comprehensible there should not be too many instruments played with a high volume in the song. In learning to use songs in the classroom, you must first pay attention to the melody and how to pronounce the language of the song because songs with melodic genres that are so fast are very difficult for students to understand.

E. Cognitive Reason In Using Song

Song also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. (Lightbown ,2006) define automaticity as a component of languange fluency which involvs both knowing what to say and producing languange rapidly without pauses . Using song can help automatization the languange development process. In additional that automatization would occur through repetitive exercise in a communicative environment classs.

Teacher must place students in communicative environment and the nature of songs is fairly repetitive and consistent. For example song by Heal the world by Michael Jackson provides ample oppurtunities for the students to focus on the present of vocabulary and sentence . The repetitive style of the songs lend itself to an activity in which students create their own present about sentece based their. own interest . After listening to the song studentss create their own opinion about the lyrics following the same as the song with their friends and speech.

Pursuant to (Kusnierek, 2016) In the classroom, there are cognitive and affectiv explanations for the use of music. Affective causes are correlateed wiht the affective Filter Theory which offers an interpretation of why certain students learn while others do not. Songs can enhance the four skills of speaking, listening, reading, and writing. Using songs can contribute to automatic language pattern recognition and usage. In general, the automated process is fast, unstoppable, without the cost of attendance. Songs will help automate the process of improving languages. In essence, students should be put in an atmosphere in which communicative use of the target language is possible.

According to (Harmer,2007). English songs are one option of materials that can be used to help the students to have more contact with English .Through songs, they can study all the English sounds and elements required to pass the course. Nevertheless, despite the great potency that songs have, they are only usedfor an ice-breaking activity or given in between listening exercise as a refreshing activity. Therefore, this study is important as it discusses the strengths and drawbacks of the use of songs as a viable option to teach listening skill through the use of LyricsTraining, a game-based activity for songs presented in an interesting and fun manner that can be used independently by students both inside and outside the classroom.

F. The Utilization of Songs in The Learning Listening

Utilization that can be carried out with songs in foreign language classes can be classified in three groups as pre listening, listening and post-listening activities. Teacher should carefully think about what a student will do before, while and after listening. Below are some recommendations regarding these activity stages and what kind of activities.

Teacher can use in these stages. Pre-listening activities In this stage, the teacher ensures that students are ready for the listening activity to be carried out. According to Davenellos (2001), the aim of this stage is to prepare students to a topic grammatically, educationally and psychologically.

Before playing a song to students, it is necessary to introduce the topic, the keywords and the grammatical structure. in order to activate students' background information, it may be suitableto ask the students to guess the theme of a song, to brainstorm about it, to present or to discuss the cultural information that the song includes or to state the keywordsand the ideas in the song.

Pre listening activities enable students to be aware of the purpose oflistening to the song and to focus on the meaning of the song while listening. Besides, it is also possible to use songs by deliberately removing a part of their lyrics and to conduct activities in which students predict or derive the meaning ofa word outof the context. As prelistening activities, (Sariçoban ,2000) recommends discussing the theme, the title or the story of the song if there is one, informing students about the lingual points to be studied or using a picture to introduce the theme of the song. Represents the follow up of listening activities thataim to develop knowledge of linguistic elements gained from listening for the development of other skills such as speaking or writing.

After pre listening activities students continue with post listening activities where students represent the follow-up of listening activities which aim to develop knowledge of linguistic elements obtained from listening for the development of other skills such as speaking or writing.

G. How Song Can Improve Vocabulary

Song always contains a message or expression from the singer. When students listen to the song, it means they are listening to somebody's speaking. The singer tells us about the story which the song carry to. Commonly, the story which carried sometimes or often, happens in or daily lives.

If the studens until feel that way. Pursuant to (Lych ,2008)Moreover, students have to memorize the song and show your own character to be a good speech . Therefore, do not be worried ofnot being able to memorize the lyric of the song. Just ensure and enjoy the students and believe can do that. If the students have memorized the lyric, the students can find into dictionary the new word that you never knew before and find the meaning also. It is aims to enrich your vocabulary.

After students have memorized it, The teacher believe students will be able to speak English even though they just imitate the word of the song you have memorized. For example, sudents have just meet someone who has not seen for a long time, students can say to someone usingEnglishword and languange in your dialogue to express your feeling.

According to (Lynch,2008) Moreover, songs can used as a follow upacticvity after a new structure of languange has been introduced, however, on occasion you might also want to try playing or singing a new song without any explanation. This would serve as a good motivation for a lesson that deals with a new structure or vocabulary. For vocabulary perhaps, students can find some new vocabulary and then try to find the synonym and the antonym for the words.How Song can Improve Speaking and Enrich Your Vocabulary.

2. Listening Section

A. The Importance Listening In The Class

Listening, according to (Peterson, 2010), is often the most difficult task for students to learn English. For students, listening in the real world and listening using texts is much more complicated than listening to non-authentic texts in a classroom environment. Listening section is important and valuable for the students who learning english languange .

Common metaphor of many people may be in terms of getting something: to listen means to catch what the speaker is saying. And also listening is a type of negotiation for information or desired results. (Williams, 2019). Because the listening process in the classroom is basically a temporary process and cannot be observed directly, we need indirect descriptions of analogies and metaphors to describe listening learning.

In the listening learning process in the classroom a major focus for highly effective teaching is helping students organize and reflect on their listening learning. Students listen to new vocabulary a lot and students will be more focused, teachers can help students understand what students hear and invitestudents to interact in class and also explore their previous knowledge, repeat backfrom their previous knowledge or remind them of useful words for listening comprehension, and tell them their listening goals.

Students always want to know what the teacher is saying carefully. Listening is not giving passive attention to what is being said, but more than that students are required to be active in order to gain an understanding of the language they have just heard. (Williams, 2019) . Listening is very important in language learning, students understand the content of spoken language by listening.

The link between listening and language learning is that language learning depends on whatis heard.

B. Listening Techniques

Strategy that suitable for researches to implement songs in the listening section , namely bottom up and top down which involves actively constructing meaning based on conjecture, drawing conclusions,goals and other relevant knowledge . According (Gebhard , 2000) process to understand listening skills is

C. Bottom Up Processing

According (Brown, 2007). Bottom up processing proceeds from sounds to words to grammatical realtionship to lexical meanings ,etc., to a final mesaage . Top down processing is evoked from a bank of prior knowledge and globalexpectations and other background informations (schemata) . That the listener brings to the text. Bottom up techniques typically focus on words , intonations , grammatical structues , and other components of spoken languange .

According to (Field ,2003) Word identification is the most important part of bottom-up processing. Automatic bottom-up processing helps the listener recognise the difference in the listened passage and the bulk of the word. Word emphasis, such as interpreting interconnected pieces of information, helps listeners recognisewords more effectively .Using syllable training can also help listeners as a studentsbe more successful in recognising individual words from clauses and phrases In addition, listeners use linguistic knowledge to emphasise grammatical structures this helps students interpret the meaning of individual words and then synthesise pieces of words. Those, lexical segmentation is an important aspect of bottom-up processing.

Hulstijn (2001) also concluded that top-down processing does not provide adequate linguistic input for listeners. He suggested that bottom-up processing should be developed in order for students as listeners to use acoustic signal components, such as stress and intonation, to create meaningful units. Familiar topics and easily recognisable words are significantly related to bottom-up. Processing and increase the frequency with which listeners use bottom-up processing. When a topic is unfamiliar, many listeners use bottom-up processing ineffectively and inappropriately. For example, when students pay more attention to vocabulary recognition, they cannot understand the remaining information.

Student's concern for unfamiliar sounds and words can also be a barrier in this bottom-up processing when students also encounter new words or unfamiliar sounds, they may pause and focus on understanding the word, while ignoring the larger context. While listeners use bottom-up processing to be successful in their listening comprehension, they use top-down processing to make inferences based on broad contextual clues (Brown, 2007). Since listeners use top-down processing, it is crucial to provide listeners with many contextual cues, such as, familiar topics, predictable content, or cultural background, to aid contextualisation.

D. Top Down Processing

Top down techniques are more concerned with the activation of schemata ,with deriving meaning , with global understanding and with the interpretation of a text .Its important for learners to operate from both directions since both can offerkeys to determining the meaning of spoken discourse (Brown,2007).

But in a communicative, interactive context, students dont want to dwell too heavily on thebottom up, for to do so may hamper the development of a learners all important automaticity in processing speech (Brown,2007). Students need to listenthrough bottom up and top down processes to analyse what they hear so thatthey can use what they hear to inform their learning.

Some studies have stated that the use of bottom-up processing and top- down processing extend simultaneously through out all listening skill levels. These strategies alone do not help listeners overall improve and understand texts listeners as a students increase their listening competency using bottom-up processing for easier texts and top-down processing for difficult texts .(Vandergrift, 2003) found that more-skilled listeners tended to approach both bottom-up processing and top-down processing interactively, and less-skilled listeners were incompetent in keeping up with the coming input, were unable to recognize relevant information, and rapidly forgot previously comprehended knowledge. Because of less skilled listeners' lack of vocabulary competency, theyinteract with the listening passages superficially and have a difficult time focusingon new potential information and maintaining old comprehended input.

Other studies found that listeners cannot switch from bottom-up processing to a top- down processing when they are confused by syntax or have limited vocabulary (Brown ,2007). Listeners pay too much attention to translating or recalling either their known or unknown vocabulary, so that they have no room to process more new information or the meaning behind the listening passages.

Based on the explanation above, teachers are able to determine which strategy is appropriate to their teaching in the listening section by considering what kind of listening they want to teach. It also important to students to stimulatefrom both processes by doing pre-listening activities. The explanation of the material described, the process of listening to songs in the listening section is through a bottom up strategy process to find out the understanding of vocabulary through tonal sounds that are simple for students to understand.

E. Using Song In The Listening Section

According to (Sevik, 2012), it discusses pre-teaching activities, temporary teaching activities, post-teaching activities, and follow-up activities. The application of songs for learning can be applied when listening to songs for early learning. Students do nothing but listen to music and try to guess the words of the song.

When students listen to a song, students see their teacher singing along even if not completely and take action. Students are usually still confused about understanding, but only take actions such as following the movements of the teacher's mouth. Students listen to the song and try to sing along by repeating it several times. When listening to the next song, students are required to participate in listening carefully or the teacher and take action. The repetition of playing the song in this class can be repeated several times until students really understand what vocabulary they have not encountered and understand it.

Songs can build a good atmosphere for the listening section in the class for students who are often lacking. More recent studies have shown that the implementation of songs can significantly improve students' listening skills and vocabulary mastery (Hidayat, 2013). Listening song also contains repetitive. vocabulary that is easy for students to understand to improve their vocabulary comprehension.Listening to the song.

According (Shen ,2009) It's important to remember that this is supposed tobe a fun activity; don't make it too serious or boring. As an alternative, the teachercan show a video clip if you have one in fact, I strongly recommend it, asit will cater to more student' learning preferences.

Ask learners if student heard it before,and don't overload them with tasks at this point simply let them enjoy the music. Such questions tend to work really well as conversation starters, so group three or four learners together and then get feedback from each group on their thoughts. Make this your first step, before the learning listening.

Alternatively, prior to having listened to the song the teacher can teach a couple of words and give a simple task for the first listening. My favouritestrategy is to give three or four words from the song and ask to them to listen out for the words that rhyme with them. You could also brainstorm possible rhymes before listening.

F. The Process Of Listening

Kline (2003) specified the process of listening through the 3 steps. The steps which are receiving, attending, and understanding.

1) Receiving

The step in the process of listening is receiving. It is a process whereby the listener is receiving the message from the speaker and leads to the next step of the process. The step could not be continued if the message is not received by the listener or they are not interested in it.

2) Attending

Attending is the process when the listener should pay attention to the speaker that gives the messages. In the other words the listener will reject other sound and focus on the message of one speaker. This process is determined by threeconditions which are Selectivity, Strength, and Sustain (Kline,2003). Selectivity means the reason the listener pays attention to the selected sound.

Strength means that the listener must have the effort and willingness from within to pay attention tocertain sound. Sustain, sustain is the length of time it will take to play attention. Theattention will gradually decrease along with the strengthen energy that the listener had. For example, in the beginning of the lesson in the classroom all students are paying complete attention to their teacher?s explanation. Then, as the time passes by, some students start to feel sleepy or start talking with their friends which meansthey are starting to lose the attention of what their teacher explained.

3) Understanding

Understanding is the situation whereby the process of listening becomesan effective communication. The listening process doesnt work until the listeners understand the message the listener must understand the message (Kline,2003). The listener must understand the meaning of verbal spoken sound as delivered by the speaker. The listener must also understand what is being said from the teacher in order to understand what is being said by the speaker in the classroom and comprehend it.

G. Types Of Listening

Listening have some types. Brown (2003), derive four commonly identified types of listening performance, each of comprises category within which to considere assessment task and procedures.

a. Intensive

Listening for perception of the components (phonemes, words intonation, discourse markers, etc) of a large stretch of language.

b. Responsive

Listening to a relatively short stretch of language (a greeting question, command, comprehension check, etc) in order to make an equally short response.

c. Selective

Processing stretch of discourse such as short monologues for several minutes in order to scan for certain information.

The purrpose of such performance is not necessarily to look for global or general meanings, but to stertches of spoken language (such as clasroom directions from a teacher, TV, or radio news items or stories). Assessment task in selective listening could ask students, for example, to listen for names, numbers, grammatical category, direction (in map exercise), or certain facts and events.

a. Extensive

Listening to develop a top-down, global understand of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for gist, for the main idea, and making inferences are all past of extensive listening.

H. The Elements Of Teaching Listening

According to (Edge ,2001), there are some kinds of elements in teaching listening. The elements of teaching listening are as follows:

1) Teacher

Teacher acts as the facilitator to guide the students to understanding the lesson. (Hall, 2007) stated that one of the roles of the teacher in the classroom isas an agent of chage which is expected to be able to transfer the components of the curriculum such as objective, methodology, material, and evaluation into practical English classroom activities.

2.) Learner

A learner is a center of teaching and learning process. Learner that is become a listener in the way of learning has certain characteristic that could have an effect on the learner.

3.) Goal

Goal is statement about the intended changes which could be achieved after following certain teaching and learning process.

C. Material

Material is the amount of information about the facts, principles, and concepts, which are needed to achieve the goal. The material used in the processof teaching and learning should be suitable with the subject being learned and alsothe students knowledge.

D. Method

Method is the way in giving the chance to the students to get the information, which is needed to achieve the goal. A good teacher uses a various method in order to avoid students bored.

E. Media

Media is devise use for conveying the information to the students so that they can achieve the goal easily.

F. Evaluation

Evaluation is a certain way used for evaluating the process and its result. It is given to all of the teaching and learning components and it also gives the feedback to the teaching and learning components. In teaching-learning process, the teacher also needed to evaluate the students achievement. Relating to the evaluation in a teacher can informally evaluate his students performance in hisrole as an adviser or co-communicator. For more formal evaluation, a teacher is likely to use an integrative test which has a real communicative function.

G. Vocabulary

A. Definition Of Vocabulary

Vocabulary is the essence of teaching English because without sufficient vocabulary students cannot understand the speech of other people and the teacher in front of the class or express their own ideas. According to (Andriyani, 2018) very little can be conveyed without grammar, without vocabulary, nothing can be conveyed. Vocabulary is the basic element of language that will make language meaningful.

Learning a language cannot be separated from learning vocabulary because English itself has a vocabulary that forms a pronunciation called languageand is one of the important things that students must master. By mastering vocabulary students are able to communicate in certain languages, including English, both orally and in writing, students can still communicate even though other components are still needed. According to (McCarten, 2007) states that the vocabulary that students can use in spoken and written forms is called active and productive vocabulary.

B. Types of Vocabulary

According to Hambali (2011) quoted by Brown ,(2007), divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive Vocabulary, receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing. Productive Vocabulary, productive vocabulary is the words that the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. Retrivied from Folse (2008) the part of speech of unknown word can present problems. He divides into four basic parts of speech: noun, verb, adjective, and adverb. Each of this group vocabulary .Noun is a word to name something or person, a place, a things or an idea.

Pronoun are the words we use to replace the noun when we want to refer to people or things without continually repeating their names adverb (William ,2005) states verbs are the words we useto signify an actionor a stage of being. They make up the head of the predicate and are interesting in large part because they convey so much information in sentences. Verb is important,because there is no way to have a sentence without them. According to (Seaton, 2007) states adjective is often defined as a word which describes or gives more information about noun or pronoun.

C. Vocabulary Teaching Techniques

There are several things that need to be considered by the teacher when introducing new vocabulary to students, namely the teacher must teach the meaning and pronunciation. The meaning of new words can be taught through sound or song in context. Furthermore, the teacher needs to ask several questions to find out whether students have understood the meaning of the vocabulary. Students are required to practice a lot to use new vocabulary, record and store it inmemory. Healey (2000) says that there are three main principles that emerge to underline effective vocabulary learning. First, the learner should be provided with information about the definition and context of the word; second, learners should encourage processing information about words at a deep level; third, for learners of English as a foreign language, students must try to expose or sharpen the word repeatedly.

According to Nation (2014) there are two techniques of teaching vocabulary, namely the technique of teaching vocabulary forms and the technique of teaching vocabulary meaning. "Vocabulary teaching techniques" can be done in three ways, namely visually, by touch and orally. Teaching vocabulary "visually" can be done by showing the written form of the word, showing gestures that are pleasing to the word being said, by moving your hands in the air while writing letters. that can be used as a reference in "techniques of teaching the meaning of vocabulary", namely: demonstrations, pictures, and explanations. The demonstration is done by showing an object. Drawings can be done with photos, drawing something on a blackboard, or illustrations from newspapers or magazines, while explanations can be practiced by explaining synonyms or antonyms for words, defining them, or translating them (Anggraini, 2022.).

Learning English by using songs is one of the methods that students can take advantage of. Students will feel more comfortable learning English through songs, students' anxiety in learning English will be reduced, and they will be more confident. Students also really enjoy the learning process. Songs that can beselected according to needs. Students can take advantage of using this song at home and anywhere, they can freely download songs in English as long as the goals are positive. Students can learn by paying attention to the lyrics of the song. By studying the lyrics, students can learn about the vocabulary they just got, the properand correct pronunciation of words, and the correct sentence structure (Shen, 2009).

Therefore, songs can be used as a fun medium in learning English, especially in practicing language skills. Students can be motivated to improve their English vocabulary with songs.

All students must have an interest in music. Learning activities using music is also a fun activity that has a positive influence on the student learning process.

The more students like these learning activities, the easier it will be for them to learn. (Gasma ,2017) says that students can take advantage of trending or easy-listening songs for learning vocabulary. This is because modern songs attract a lot of students' attention. Thus, students will be more enthusiastic in seeking and exploring further knowledge vocabulary fromthe lyrics of the song. that can be used as a reference in "techniques of teaching the meaning of vocabulary", namely: demonstrations, pictures, and explanations. The demonstration is done by showing an object. Drawings can be done with photos, drawing something on a blackboard, or illustrations from newspapers or magazines,while explanations can be practiced by explaining synonyms or antonyms for words, defining them, or translating them (Anggraini, 2022.).

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In addition, students can also expand their knowledge with the lyrics of the song. They can learn words that already have their vocabulary meanings as well as English slang. Students can download any English song in the various media or technology they use or watch music videos on one of the platforms on social media to get the benefits, both visual and audio clearly. These songs can be found anytime and anywhere. So, using songs as an effort to improve English vocabularyis a very practical, simple and easy way for students.

B. Previous Study

The thesis previous research came from Ria Erdiana (2021) with the thesis title"The Use Of Short Stories In Improving Students Vocabulary Mastery (A Classroom Action Research At SMA Negeri 4 Probolinggo)" The purpose of this thesis was to determine to vocabulary mastery in lack the of vocabulary . English stories improved students vocabulary mastery which were intially weak through consist the 7 seven group in the 32 students in the classroom . The purpose of this study was to improve vocabulary of weak functional words. English stories improved students in understanding vocabulary mastery which were initially weak through English stories were initially use the pretest and posttest and the result of posttest is 79,76 are passed the Minimum Mastery Criteria .

This can be seen in students' scores after the researcher applied stories improving vocbaulary mastery. The average student score increased from 21 (students in the fair category) to 11 (students in the very good category). Ria provided input that stories to improve students' vocabulary skills and were also applied in other learning methods.so it canbe argued that the use of stories is very appropriate to be implemented in class.

Second, Febria Afia (2020) with the thesis title ""The Effectiveness Of Using English Song From Youtube Towards Students Vocabulary Mastery", research from Afia shows that using song can improve students vocabulary. The researcher use the quasi experimental Researchers use quasi experimental research which uses pre-tests and post-tests incontrol classes and uses data testing using homogeneity and normality of data and shows that in classes that have been giventreatment by listening to songs the test results the students are increasing vocabulary. Research conducted by Afia also shows that after using video song also can make students to be an autonomous learner. Students will have good habitif they are comfort when finding new word while listening song. After the researcher explained the about kinds of vocabularyusing song , the researcher asked the students to express their ideas about meaningsong using the kinds of voabulary with a played the song students become better able to explore their ideas, this affects the writing skills possessed by students. By using a song strategycan make it easier for students to speech and recognize of the new vocabulary. The aspect of vocabulary help students to improve their listening skill in vocabulary. The students are more interested in listening skill because using songmakes it easier for them to understood about the word that students can recognize.

Third, Lana Hussain (2020) "Teachers' Attitude towards Using Songs in English Vocabulary n Classes" based on this journal the researcher used a descriptive method that were the researcher using questionnaires to provide opinions from teachers about the use of songs this study used teachers from Saudi. Arabia Majmaah University by taking a sample of 35 teachers and in the quiestionaire there were about 51.3% of teachers agreed with using songs in the classroom to make students interested in learning foreign languages and 45.7% of teachers agreed about using songs in teaching vocabulary to increase student motivation in learning, In this study, the teachers agreed with the use of songs in vocabulary learning because some students can increase their memory and increase their interest in learning English, using questionnaires to provide opinions from teachers about the use of songs, this study used teachers from Saudi Arabia Majmaah University by taking a sample of 35 teachers and in the quiestionaire there were about 51, 3% of teachers agree with using songs in the classroom to make students interested in learning foreign languages and 45.7% ofteachers agree about using songs in teaching vocabulary to increase students' motivation in learning, in this study the teachers agree with the use of songs in learning vocabulary because some students can increase memory and increase their interest in learning English.

Fourth, Hayanti, Noor (2022) with a study entitled "Increasing Student Learning Activeness Through the Analyzing, Singing, and Presenting (ASIP)Method in English Subjects Material Song Lyrics for Class X Students". Based onthis journal, the researcher used a class action research method that where the researchers found in class X students of Madrasah Aliyah Negeri 5 and the results of observations showed that in the low category it reached 0%, the mediumcategorywas 60.7%, and the high category was only 39.3%. The data shows that there has been a significant increase in student activity in learning Englis

Table 2. 1 Previous Study

No	Previous Study	Similarity	Difference
1.	Ria Erdiani (2021) "The Use Of Short Stories In Improving Students Vocabulary Mastery (A Classroom Action Research At SMA Negeri 4 Probolinggo)"	The study have similarity in the research methodology	The difference between this study and their study this thesis also using stories to building in vocabulary mastery
2.	Febria Afia (2020) " The Effectiveness Using English Song From Youtube Towards Students Vocabulary Mastery"	The similarity of the study focuses of the use of songs for vocabulary enhancement	The difference between this study and her study using different methods and using visualisation of the song in the form of a video.
3.	Lana Hussain (2020) Teachers'Attitude towards UsingSongs in English Vocabulary Classes	The similarity of thestudy in the focuses using song to learning English language	The difference between this study is different research objectives where the research aims to know about the teacher
4.	Hayanti , Noor (2022) " Increasing Student Learning Activeness Through The Analyzing , Singing, and Presenting (ASIP) Method in English Subject Material Song Lyrics for ClassStudents at MAN 5 DKI JAKARTA"	The similarity in thestudy analyse song lyrics	The difference between this study The difference is that this research aims to increase student activeness in learning English in class.

B. Rationale

Based on statement above, Listening is one of the skils in English learning languange that must be understood by students. Listening Skill are very important to help students developing in english learning. Based on pre observation conducted by the researcher at SMK PGRI 1 Tambun Selatan it showed that the eleventh grade students students have many problems ,especially in listening skill, starting from students lack of vocabulary in English so it will be difficult to understood what they hear from the teacher in front of class. Songs canbe an alternative to learning English in the classroom, especially in listening sessions, because songs can increase motivation to learn English and enjoy learning about vocabulary understanding. Songs should also be selectively chosen by the teacher based on the accent and language usage that suits the students.From statement above, the researcher will condung research on "The implementation of song analysis on listening skill at eleventh grade SMK PGRI 1 Tambun Selatan."

C. Hypothesis

Based on the theory above, the researcher formulates the hypothesis that the using song to increasing vocabulary at grade eleventh SMK PGRI 1 Tambun Selatan. The implementation of this strategy involved researche, English teacher, and class TKJ eleventh grade students SMK PGRI 1 Tambun Selatan. Then the action steps consist of prepare, action, evaluating, and r e f l e c t i o n on the action taken to solve the problem.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research conducted by applying Classroom Action Research (CAR). Class action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and analyze every influence from the situation. Classroom action is a method of finding out what the best way in the classroom. So that, we canimprove students ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. Whilethere is no requirement that the findings be generalized to other situation, the results can add to knowledge base.

The research design used by the researcher in this research was classroom action research . According to (Kember ,2005) action research is cyclical or spiral process here each cycle consists of planning , action , observation , and reflection , which usually leads to revise or totally a new plan and continuation of the action research process in second cycle amd so on until students achievement have reached particular limitation as purposed. Classroom action research is carried outwith the aim of overcoming problems in the teacching and learning process in order to improve educational practice .
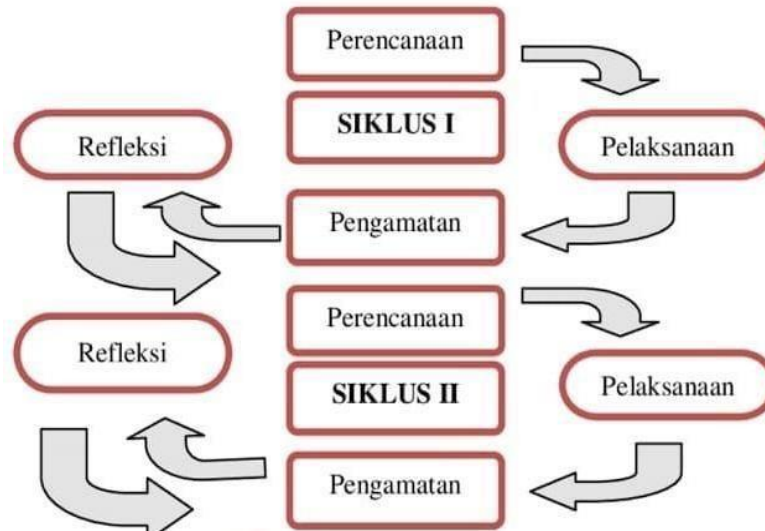
Figure 3. 1 Cycle Planning

The researcher used the classroom action research method to determine students listening skill especially increasing vocabulary in the using song in the listening section . The main data from this research was the improving vocabulary using song in the listening section at elventh grade at SMK PGRI 1

B. Research Setting

1. The Place of the Research

This research will carried out in PGRI 1 Senior High School which is located in Jl. Kebon Kelapa, Tambun, Kec. Tambun Selatan , Kab. Bekasi , Prov Jawa Barat 17510. This school is an regular school. The school requires very innovative English teaching to increase student activeness and effectiveness in theclassroom, one of which is by using English songs in the classroom. At PGRI 1 Tambun Selatan, the facilities provided by the school for listening learning are 1 computer laboratories equipped with 30 computers and headsets installed on each computer and speakers that are used for listening lessons in class if at any time thecomputer experiences these problems.

2. The Time of the Research

      Time is an important element of any research design and here the researcher started in January 2023 until November 2023.

Picture 3. 1 Time of The Research

No	Activity	**Month**							*Month*			
		Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Okt	Nov
1.	Pre Research	■										
2.	Writing Proposal	■	■	■								
3.	Seminar Proposal			■								
4.	Revising Proposal				■							
5.	Collecting Data					■						
6.	Analyzing Data						■					
7.	Consulting and writing the research report						■					
8.	Doing Thesis Examination							■	■	■	■	■

C. Research Subject and Object

The subject of this research is students' at grade XI of SMK PGRI 1 Tambun Selatan on Computer and Networking Engineering. This participant of the class consists of 36 students .

D. Procedure Of The Research

According to (Kemmis and McTaggart ,2014) this research procedure involves four steps including planning, acting, observing, and reflecting. The explanation of each step is as follow:

1. Prepare

In this step the researcher prepares everything before the teaching and learning process. The researcher develops action research after identifying the problems found during the pre observartion. Planning includes planning lesson plans about listening , then preparing materials to be taught in class based on the syllabus, make lesson plan, prepare steps for teaching vocabulary using song in the listening section, preparing tests for pre-test and post-test.

2. Action

Action is the realization of a planning that was made before. This stage implements a song to improve students'listening skills in teachin vocabulary . The first thing to do is to give a treatment to hear song in the class students to find out students' listening skill in understading vocabulary , after giving treatment to teach students in listening skill , after the researcher teaches and explains the steps in understanding vocabulary using song in the listening section then the researcher

give a treatment about hear the song in English Languange and then the form of this pre-test is a written test and the purpose of the post-test is to find out the increasing of vocabulary students' skill after the implementation of the using song in the listening section.

3. Evaluating

At this step the researcher will carry out the teaching process and observe the situation and conditions in the classroom. Researcher will observe students' listening activities, students' responses to the material in the teaching and learning process, student interactions, enthusiastic participation in discussions, doing exercises and other activities. The researcher will make notes during the observation process

4. Reflecting

Reflection is an action to reflect or think about the evaluations carried out by researcher related to classroom action research. The results of the observations will be analyzed to remember what happen during the observation. Meanwhile, the researcher evaluates the teaching and learning process during the implementation phase through reflection and notes made during observations. To reflect the students' improvement, the researcher used test scores in each cycle. From the results above, the next cycle can be completed and designed. In this study, classroom action research will be conducted to improve students' skills in listening. Researcher used song in the listening section as a method to helpstudents improve their listening skill especially vocabulary mastery. Reflection shows whether using song in the listening section can increasing students' listening skill in vocabulary mastery.

Cycle I

a. Planning

The following points are the specifications of the planning are first cycle:

1) Conducting the cycle in 4 meetings.

2) Administrating the vocabulary learning process according to the lesson plan.

3) Preparing materials about the song you want to use starting from the genre and meaning the song is played.

4) Conducting pre-test in order to know the students' basic ability in vocabulary and also knowledge about the song.

5) Preparing the instruments for collecting data, such as media, observation, and interview sheets.

b. Action

In this step, the students will be taught how to comprehend vocabulary mastery by using song in the classroom especially to increase their vocabulary.

1) The teacher provides the material to be given about the song that will be played to be used as learning material in the classroom.

2) The teacher makes observations and selects vocabulary that is good and easy to understand for students.

3.)The teacher conducts question and answer interaction with the students about the understanding of the song and the vocabulary obtained with the song.

Cycle II

Action research is cyclical. After the cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same as the first cycle, with of course more improvement in vocabulary mastery. Cycle II is done if there is insignificant improvement of students' achievement in vocabulary mastery. During the treatments, vocabulary mastery pretest was given to thestudents at the end of every meeting. The students were tested by asking them to answer 20 questions multiple choices.

1) Identifying the problems in cycle I and the solutions provided

2) Determining the subject matter

3) Creating a daily lesson plan using the method of listening to songs in the classroom and also knowing the meaning of the song, genre and where the song comes from

4) Developing media used in listening to songs in the learning process in the classroom

5) Conducting a post test about the song they hear in the classroom to increase vocabulary.

6) Developing learning evaluation

c. Action

1) Improve the action according to the results of evaluation and reflection in cycleI.

2) Implement learning with different songs with an understanding of different songs

3) Observe the development of students' vocabulary skills when learning.

E. Technique Collecting Instrument

According to (Yin, 2011) the research instrument is a tool for data collection. Research instruments can be in the form of tools used by researchers to collect data accurately, thoroughly, efficiently and simply for analysis. This study uses an instrument to find out how to increase students' understanding of English vocabulary by using songs taught by English teachers in teaching English in listening sessions. This study uses interviews and observations in this study. This research instrument is used to collect information about research which includes researchers, laptops, cellphones, for recording and taking photos, pens, books, and lesson plans.

F. Techniques of Collecting the Data

The data sources of this research are:

a. Observation

This is when the researcher makes field notes about the behavior and activities of individuals at the research location. In this field note help by the collaborator (English Teacher) and result of the field note is in the form answer from researcher question (interview with the collaborator), the researcher records activities at the research location in an unstructured or semi-structured

way (using several previous questions that the questioner wants to know about). Qualitative observers can also play roles ranging from nonparticipant to full participant. Usually, these observations are open-ended in the sense that the researchers express their opinion (point of view).

Advantages of this type:

- Researchers have direct experience with participants.

- Researchers can gather information as it happens or happens.

- Unusual aspects can be noticed during observation.

- Useful in exploring topics that may be difficult for participants to discuss.

B. Documents

During the research process, investigators can collect these documents. It can be a public document like newspapers, reports, minutes of meetings and, statistical data. Or maybe there are personal documents that can also include, personal journal, diary, letters and, e-mail.

Advantages of type:

- Allows a researcher to get the language and words of the participants.

- Uninterrupted display of information sources that can be accessed at a time convenient for the researcher.

- Represents data that has been noticed by participants.

- As written evidence, researchers save time and money on copying.

The test was conducted at SMK PGRI 1 Tambun Selatan with a total 36 students as a respondent . Data will be collected using qualitative research give an interview ,treatment and test. Data collection is used to finds problems or clarifythe initial topic. Researchers can collect the data by using techniques.

C. Test

1. Pre Test

The researcher gave the test in order to find out the students' score and ability before the researcher conduct the treatment by using song. The test was in multiple-choice form with four option (a,b,c,d) and the total number of items was 20. The time allocation was 45 minutes. The result of the pre-test was compared with the post-test result to find out their achievement. These tests consisted of 20 multiple choices questions which will be conducted in 60 minutes.

A. The reseacrhers gives the students the english song forprovide a stimulus for learning to improve their vocabulary

B. the researcher asks students to fill in the questions that have been given and fill in the empty sentence lyrics

C. After finishing, the researcher asked if it took several repetitions of listening to the song to understand the question.

D. Last, The researcher wrote the results

2. Treatment

The writers uses song in listening section on the classroom to treat the sample. The writers begins to stimulate students to increase their vocabulary mastery by song in the listening section on the classroom. In this case the students write what their hear about the song and the teacher gives the sample test of multiple choice for fill the blink in the blackboard In the research will be conducted four meeting each cycle which spend 90 minutes each meeting.

3. Post Test

The aim of this post test is to determine the effect of the treatments towards the students' vocabulary comperhension achievement after being given the treatment. This test consist of 20 items and was in multiple choice, the time allocation was 60 minutes. It was done in order to find out the students vocabulary achievement after having the treatment. The questions or items in the post-test are different fromthe pre-test. In the post-test, the researcher used a different song from the pre-test and the questions on the questions were different..

Be specific about the types in discussions about the data collection form, and include arguments about the strengths and weaknesses of each type, as discussed to make interpretations of the research problem.

G. Techniques Analyzing of The Data

According to (Ary, 2010) state that Analysis of a data involves reducing and organizing data, synthesizing, looking for significant patterns, and finding what is important. That is, data analysis is the process of editing, coding, classifying and manipulating data. In the process of analyzing the data, the researcher categorizes the data into two, the first is qualitative data and the secondis quantitative data. This means that all data collected from observations during the teaching and learning process in the form of planning, acting, observing, and refrlecting are analyzed qualitatively. While the data obtained from the vocabulary test, namely the pre-test and post-test were analyzed quantitatively. In completing the numerical data, the researcher tried to get the average score of students' vocabulary before the implementation and each cycle to find out how well the song was applied in the classroom.

According to (Ary ,2010)to get the mean of students' vocabulary score use the formula:

Notes:

$\bar{X}$ = Mean

ΣX = The total number of students' score

N = Number of students

Then the researcher analyzed the students' vocabulary scores from pre-test

$$\bar{X} = \frac{\Sigma X}{N}$$

andpost-test. It is used to find out whether students improve their scores or not.

According to Nurina (2011) to get the score the researcher use the formula:

Notes:

$$P = \frac{y_1 - y}{y} \times 100\%$$

P = Percentage of students' improvement

y = Pre-test result

y1 = Post-test result

H. Indicators Of Succes

Research performance indicators are indicators that are used as guidelines by researchers to determine the achievement or success of actions in research. The working indicator to be achieved in this study is to improve children's listening skills on the vocabulary ability by 75% of 36 children using song media in the classroom for vocabulary learning at SMK PGRI 1 Tambun Selatan with a kkm score of 75.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this research the researcher used classroom action research and it was conducted in two cycles. The action in cycle I and cycle II were conducted about eight meetings, four meetings in cycle I and four meetings in cycle II. Each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation, and reflection. In relation to the problem in the class and the analysis the researcher made the lesson plan. The material of classroom action research was using song in the listening section to improve the students in vocabulary of the eleventh grade at SMK PGRI 1 Tambun Selatan.

1. Pre-Test implementation of Song In The Listening Section to Improve Students' Vocabulary Mastery of The Eleventh Grade at SMK PGRI 1 Tambun Selatan

The learning was conducted on Monday, August 21th 2023 started at 7.30 am and finished at 9.00 am. All the students had already prepared whenthe teaching time came. The researcher introduced herself and greeted the students. And then the researcher told the students that the researcher would conducted the research in their class in order to know their listening skill on using song to increase their vocabulary. Then pre-test was administrated to the students to be finished individually, the kind of the test was multiple choice test. The result of the students' score in pre-test showed in the following table.

Table 4. 1 The Students Implementation of Song to Increase vocabulary pre-test result

No	Students Name	Score	Information
1	DAP	60	Failed
2	SG	55	Failed
3	JA	65	Failed
4	RS	60	Failed
5	SNAS	80	**Passed**
6	ZM	80	**Passed**
7	AB	80	**Passed**
8	RVT	65	Failed
9	DR	70	Failed
10	MYA	80	**Passed**
11	FRM	60	Failed
12	MALR	65	Failed
13	GAAT	80	**Passed**
14	ZNA	60	Failed
15	MIH	55	Failed
16	MDP	55	Failed
17	ZRY	70	Failed
18	SM	70	Failed
19	YA	65	Failed
20	FFS	80	**Passed**
21	PA	75	**Passed**
22	MS	65	Failed
23	SR	60	Failed
24	SW	55	Failed
25	MAP	40	Failed
26	MNA	55	Failed
27	MF	35	Failed
28	PDK	40	Failed
29	MGS	75	**Passed**
30	MYP	55	Failed
31	YR	30	Failed
32	RDN	35	Failed
	Total	**1975**	
	Average	**61,71**	
	High Score	**80**	
	Low Score	**30**	

Based on the table above, it can be seen that 8 from 32 students were success beside that 24 students were not success. The average from the data was 65%. To know about percentages from thescore of pre-test can be seen on the table as follows:

Table 4. 2 Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
1	≥ 75	8	25%	Passed
2	≤ 75	24	75%	Failed
	Total	**32**	**100%**	

Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMK PGRI 1 Tambun Selatan 75. It can be seen that only 8 students (25%) got score up to the standard, then 24 students (75%) got score less than the standard. That is the reason why the researcher used song in the listening section as the strategy to improve vocabulary students at SMK PGRI 1 Tambun Selatan.

1. **Implementation of Song In The Listening Section to Improve Students' Vocabulary Mastery of The Eleventh Grade at SMK PGRI1 Tambun Selatan in the Academic year 2023/2024**

   a. **Cycle I**

      1. Planning

         At the planning stage, the researcher prepared several things related to the teaching and learning process such as: preparing lesson plan, making instrument to be given to students as a post test in cycle I, preparing material, making students activity observation sheets. Researcher also plan to provide an

evaluation to measure students' vocabulary mastery of the material that hasbeen given.

2. Acting

    a.   The first meeting

In the first meeting was conducted on Tuesday, August 22th 2023 started at 10.00 am and finished at 11.30 am. In this meeting the researcher carried out some activities. As the bell rang the researcher and the students entered the classroom, at the time the class was very noisy. The researcher greeted the students, praying together, asked the students condition, and checked the attendance list. After that asked the students what learning had been done in the previous meeting, and invited the students to discuss what English songs they often heard andalso asked if the students knew which genre they listened to and from which country asmaterial for discussion in class.andthe researcher gave the information about the material for today.

The researcher gave the material about the song and telling opinion by the song to students and explained listening material. The researcher explained the definition of song, genre,and the synonim and antonym about the lyrics . The researcher also gave example of lyrics for vocabulary acquisition. After that the researcher explained the song that will be listened to then gave instruction to focus listening, and the researcher explained how to understand and learn vocabulary

through song. The researcher shared and played the song with the title "heal the world by Michael Jackson 4x repeating . The researcher asked the students one by one about the song start from vocabulary findings and the vocabulary they acquire they got, but some students still had difficulty finding about the vocabulary mastery .

The researcher made a vocabulary that is difficult to understand after asking students and writing it on the white board. The researcher created a list of every vocabulary , genre, and meaning. The overview was explained by the teacher isabout the meaning of song in generally .The researcher also gave the students explanation about part of speech and vocabulary , and the researcher gave the question about the song that has beenplayed.

After that, the researcher asked the students to asking to the researcher about material and the steps of vocabulary in the song that they still confused. Then the researcher re-explained how to learn song to increase their vocabulary . At the end of the learning process, the researcher made the conclusion about the subject material that was studied. The researcher reviewed the material . Then the researcher said goodbye to the students and the students would continue the next lesson.

b. The second meeting

In the second meeting was conducted on Monday, August 28th 2023 started at 07.30 am and finished at 09.00 am. In this meeting the researcher started by greeted the students, asked the students condition, and checked the attendance list. After that, the teacher entered the classroom and started learning..

Before the teacher gave the material the teacher asked some questions to the students. The teacher asked what they have learned with the researcher in the previous meeting.Then the teacher asked students what they know about and the researcher played the song heal the world .The part of speech they learn from listening to the song "heal the world" in the previous meeting , then the teacher asked students to raise their hands if students know the answer of the teacher's question. Some students raise their hands and the teacherchooses three students to give the answers. The four students gave their answers without looking at the notes. Then the teacher asked the students what they know about meaning of song in the previous meeting, some students raise their hand and the teacher chooses three students to answer the question.The three students answer the question, the teacher asked theresearcher the answer given by the student about meaning of the song and the vocabulary was right or wrong.

After that the reseacher wrote on the blackboard about the vocabulary that was difficult for students meeting and pointed randomly to the students. Then theteacher repeat explained about song material. The teacherexplained thedefinition song and how to increase vocabulary using song. After the teacher explained the material the teacher Then the researcher started to explain the englishsong technique.The researcher tried to explain the meaning ofthe song generally tograb motivation to listen to the song . After the students alreadyunderstand about the roe of English song Technique, the researcher gave the students listen to song and the reseacher reminded the students to pay attention in pronunciation and vocabulary also the melody of English song.

At the end of the learning process the researcher told the students that the next meeting would be held post-test.The researcher closed the meeting by praying together and then researcher said goodbye to the students and let the students gohome.

C. The Third Meeting

The third meeting was conducted on tuesday 29th of August 2023, at 10.00 until 11.30 am. In this meeting, the researcher reviewed the whole materials by that already listen in the previous meeting. In this meeting, the researcherexplain about the lyric . The researcher showed how to pronounce and gave the meaning of the word with the part of speech.

So in third meeting the researcher make students clearly about the previous material already explained before. The researcher played song againtobe analyzed together and to remind the students about vocabulary noun, verb, and adjective. So, at this meeting, there were some activities done by the students.

Learning how to pronounce some words in the lyrics . Not only pronouncing, the students were attractive to mention vocabulary noun, verb, and adjective that they were understood and seeing the meaning in English. Mentioning the song that already listened in the previous meeting with the topic of each song and they still remember. From those activities, the researcher determined that next meeting the students will get post-test to measure the ability in mastering vocabulary through song and the lyrics.

D. The Fourth meeting

In the fourth meeting was conducted on Monday, September 4th 2023 started at 7.30 am and finished at 9.00 am. In this meeting the researcher started by greeted thestudents, praying together, asked the students condition, and checked the attendance list. After the researcher explained the material listening skill and play the song 3x repeatingthe students in the previous meeting, then the researcher gave a post-test I to the students. Before the students fill out the multiple choice given, the researcher reviewed about the song material. Then the researcher asked the students to fill out themultiple choice based on the learning in the previous meetingthat had been.

Table 4. 3 The Students' Post-test Result of Cycle I

No	Students Name	Score	Information
1	DAP	70	**Failed**
2	SG	70	**Failed**
3	JA	80	Passed
4	RS	80	Passed
5	SNAS	90	Passed
6	ZM	85	Passed
7	AB	85	Passed
8	RVT	70	**Failed**
9	DR	80	Passed
10	MYA	85	Passed
11	FRM	80	Passed
12	MALR	75	Passed
13	GAAT	85	Passed
14	ZNA	75	Passed
15	MIH	70	**Failed**
16	MDP	75	Passed
17	ZRY	80	Passed
18	SM	80	Passed
19	YA	70	**Failed**
20	FFS	90	Passed
21	PA	80	Passed
22	MS	70	**Failed**
23	SR	75	Passed
24	SW	75	Passed
25	MAP	60	**Failed**
26	MNA	65	**Failed**
27	MF	75	Passed
28	PDK	55	**Failed**
29	MGS	75	Passed
30	MYP	65	**Failed**
31	YR	45	**Failed**
32	RDN	65	**Failed**
	Total	**2380**	
	Average	**74,30**	
	High Score	**90**	
	Low Score	**45**	

Based on the table above, can be seen that 20 from 32 students were success beside that 12 from 32 students were not success. The average score from the data was 74.30. The high score was 90 and the low score was 45. To know about percentage from the score of post-test I in cycle I can be seen on the table as follows:

Table 4. 4 Frequency of Student' Score at Post-test I in Cycle I

No	Score	Frequency	Percentage	Category
1	≥ 75	20	63%	Passed
2	≤ 75	12	37%	Failed
	Total	**32**	**100%**	

Based on the data above can be seen that 20 students (69%) got score up to the standard than 12 students (31%) got scoreless. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 75. According to Dhoni (2019) learning process can success when 80% students got score up to standard of Minimum Mastery Criteria (MMC). The fact that can be seen in data showed the result was unsatisfying.

3. Observing

The result of learning process to increase the students' vocabulary using song in the listening section , in cycle I was rising than before. It can be seen from the score at pre-test and post-test.

The students began be active and interested in teaching learning process especially in listening to vocabulary acquisition . In the post-test cycle I there were 20 students from 32 studentswho got score 75 or more but this result be better than the result in pre-test. The data of students' activity during the cycle I was obtained by the researcher from the observation sheet that had been prepared before. The data of students' activity can be seen intable bellows:

Table 4. 5 The Result of the Students' Activity of Cycle I

No	Students' Activity	Frequency	Percentage
1	The students is interested to the song implementation as the new strategy in teaching vocabulary	18	56%
2	The students canmentions their idea about the song as a genre and meaning	22	69%
3	The students can develop their ideas and vocabulary	20	65%
	Total	32	
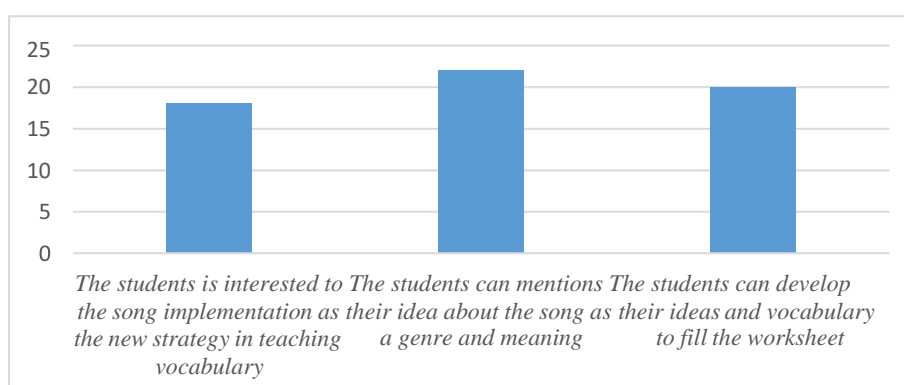
Figure 4. 1 Graph Frequency of Students' Activities in Cycle I

The data above showed that not all the students were active in learning process. There were 18 students (56%) interested to the using song in the class , 22 students (69%) can mention their ideas about the song, 20 students (65%) they can develop their speech and the new vocabulary in front of class.

4. Reflecting

From the result of cycle I, it showed that there was an increasing of the result at pre-test and post-test I. The students were interested enough in learning process although the condition of learning process still uncontrolled. But some students are still not understood in the about meaning of song and they are still confused about vocabulary acquisition and meaning the lyric.

Based on the analyzed above, the researcher concluded that this research should be continued in cycle II. Although the results of the cycle I have showed an improve, the results in the cycle I have not reached the minimum standard, which has not reached 80%. The researcher tried to get solution as follows:

• The researcher should manage class well.

• The researcher explained briefly the listening skill using songmaterial , and gave the students post-test II.

• The researcher asked the students to focus on learning process and be more active in asking if they are still confusedabout the learning listening skill using song.

b. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to the cycle II because the results in cycle I have not reached the minimum standard of 80%. Cycle II was used repair the weakness in the cycle I. The steps of the cycle II, as follows:

1. Planning

Based on the reflection that had been conducted in the cycle I, the researcher made the planning of the action in the cycleII, as follows: preparing material, preparing the item will be examined as the post-test II in the end cycle, making students activity observation sheets. Researcher also plan to provide an evaluation to measure students' mastery of the material that has been given.

2. Acting

a. The first meeting

In the action cycle II, the researcher conducted four meeting. The first meeting was conducted on Tuesday, September 5th 2023 started at 10.00 am and finished at 11.30 am. In the cycle II the researcher carried out some activities. As the bell rang the researcher and the students entered the classroom. The researcher greeted the students, praying together, asked the students condition, and checked the attendance list. After that the researcher asked the students to take out the English book and open it according to the pageof the material to be studied and the researcher gave the

information about the material for today. The researcher reviewed the material that had studied in the cycle I. Still the same as last week the material to be studied is modal verbs . of every part of speech and idea that comes about song . The second researcher choose the lyric to asked student identify. The third researcher organize the list, the list is the order of part of speech in the whiteboard that will be make.

After that, the researcher asked the students to asking to the researcher about the song that had been played with the title "night changes" and that they still confused. Some students still do not understand the speech about the song. In cycle II students understand more about the material given by the researcher. At the end of the learning process, the researcher made the conclusion about the subject materialthat was studied. The researcher reviewed the material and explained a little about brainstorming using song. The researcher closed the meeting by praying together and then the researcher said goodbye to the students and let the students go home.

b. The second meeting

In the second meeting was conducted on Monday, September 11th 2023 started at 7.30 am and finished at 9.00 am. In this meeting the researcher started by greeted the students, praying together, asked the students condition, and checked the attendance list. In the second meeting was

session from the teacher. After that, the teacher entered the classroom and started learning.

The teacher asked the students to explained about recount text as far as they know. The teacher chooses some students to explained about the song and structure of thelyric. The teacher also asked the students about languagefeatures that used in the speech and recognize the vocabulary

. After the teacher got the answer from the students, the teacher re played the song. Then the teacher asked the students how to recognize the vocabulary . After that, the teacher gave one title and asked students to speech about the lyric song and part of speech based on the lyrics . The teacherasked the students that were applied by the students in recognize the vocabulary on the part of speech , synonim & antonym and expressing opinion were correct or still needed to be improved. The teacher asked the students to asking about the material that they are still confused. After being explained several times about the part of speech and how expressing opinion, the students became more understanding and the researcher asked the students to learn about the material. At the end of the learning process the researcher closed the meeting. Then the researcher said goodbye to the students and the students wouldcontinue the next lesson.

C. The Third Meeting

In the second meeting was conducted on Monday, September 12th 2023 started at 10.00 am and finished at 11.30 am. In this meeting, the researcher reviewed the whole materials by that already listen in the previous meeting. In this meeting,the researcher explain about the lyric . The researcher showed how to pronounce and gave the meaning of the word with the part of speech. So, in the third meeting, the researcher had to make sure that the students understood the whole materials that already explained before. The researcher played song again to beanalyzed together and to remind the students about vocabulary noun, verb, and adjective. So, at this meeting, there were some activities done by the students.

Learning how to pronounce some words in the lyrics correctly by using the application of the Oxford dictionary. Not only pronouncing, the students were attractive to mention vocabulary noun, verb, and adjective that they were understood and seeing the meaning in English. Mentioning the song thatalready listened in the previous meeting with the topic of each song and they still remember. From those activities, the researcher determined that next meeting the students will get post-test to measure the ability in mastering vocabulary through song and the lyrics.

D. The Fourth meeting

In the third meeting was conducted on Tuesday, September 18th 2023 started at 07.30 am and finished at 09.00 am. In this meeting, the researcher gave the students post-test to measure the vocabulary achievement after the students got the treatment. The post-test was written test. The result of post-test was compared with the result of pre-test in order to know whether the students' vocabulary was increased or not. The researcher accounted for the score of each student and decided the successful based on the criteria of success thathas been decided.

The researcher chose the song because this lyrics was not too complicated and not too easy. The song was nursery song which is appropriate for seventh-grade students. In post-test, the students filled the missing lyrics by listening and analyzed the vocabulary noun, verb, and adjective. Then, determined the topic and the meaning of the song shortly

Cycle II was the last meeting the researcher thanks to the students for helping the researcher do the research. Then the researcher said goodbye to the students and the students would continue the next lesson. The result of the students' score in post-test II can be seen in the following table.

Table 4. 6 The Students' Post-test II Result of Cycle II

No	Students Name	Score	Information
1	DAP	80	Passed
2	SG	80	Passed
3	JA	80	Passed
4	RS	85	Passed
5	SNAS	95	Passed
6	ZM	85	Passed
7	AB	85	Passed
8	RVT	80	Passed
9	DR	80	Passed
10	MYA	85	Passed
11	FRM	85	Passed
12	MALR	80	Passed
13	GAAT	85	Passed
14	ZNA	80	Passed
15	MIH	80	Passed
16	MDP	80	Passed
17	ZRY	85	Passed
18	SM	80	Passed
19	YA	80	Passed
20	FFS	90	Passed
21	PA	85	Passed
22	MS	80	Passed
23	SR	80	Passed
24	SW	80	Passed
25	MAP	70	**Failed**
26	MNA	70	**Failed**
27	MF	80	Passed
28	PDK	70	**Failed**
29	MGS	80	Passed
30	MYP	65	**Failed**
31	YR	65	**Failed**
32	RDN	70	**Failed**
	Total	**2555**	
	Average	**79.84**	
	High Score	**95**	
	Low Score	**65**	

Based on the data above the result of post test II showed that there were 6 students failed to achieve the minimum mastery .The highest scorein post-test II was 95 and the lowest score was 65. But, the result of students' score was better than the score in the post-test I in cycle I. To know about the percentages from the score of post-test II can be seenon the table as follows:

Table 4. 7 Frequency of Student' Score at Post-test II in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 75	26	81%	Passed
2	≤ 75	6	19%	Failed
	Total	**32**	**100%**	

Based on the data above, it can be seen that there was an improving from the score of post-test I and post-test II. The highest score was 95 and the lowest score was 65. According to standard score, 80% students has passed the test in cycle II. Most of students could develop their skill in writing recount text. It means that cycle II was successful.

3. Observing

In this step the researcher used four indicators to know the students' activities in learning process previously. Based on the observation sheet in the cycle II, the researcher indicated that learning process in the cycle II was successful than in the cycle I. The data of students' activity during the cycle II were obtained by the researcher from the observation sheet that had been prepared before. To know the result score of students' activities observation as follow:

Table 4. 8 The Result of the Students' Activity of Cycle I

No	Students' Activity	Frequency	Percentage
1	The students is interested to the song implementation in teaching vocabulary	28	88%
2	The students canmentions their idea about the song as vocabulary meaning	25	79%
3	The students can develop their ideas	30	94%
	Total		32
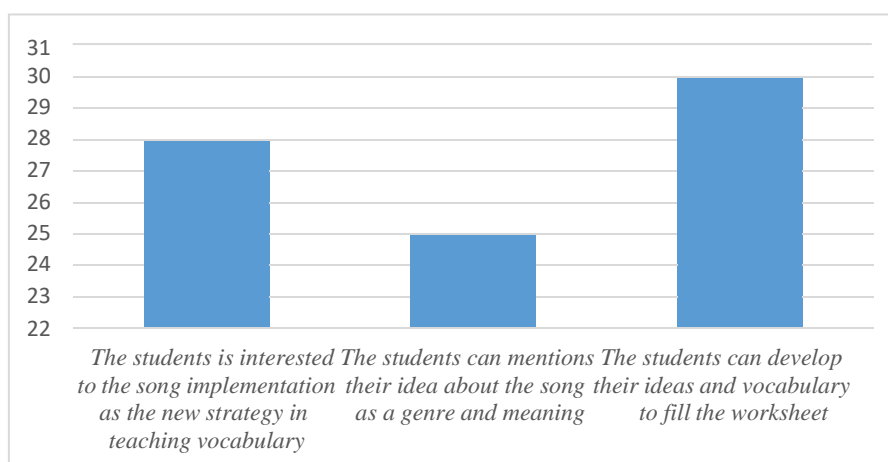
Figure 4. 2 Graph Frequency of Students' Activities in Cycle I

The data showed that not all students active in learning process. There were 28 students (88%) interested to the using song, 25 students (79%) can mention their ideas, 30 students (94%) they can develop their ideas and vocabulary speech in frontof the class.

4. Reflecting

Based to the result of the observation above, it can be inferred that the result of using song to teach vocabulary mastery was good. The researcher was checked the students' score before

and after using song to teach vocabulary mastery. The researcher found significant improvement in students' score in learning definition about vocabulary. The comparisons between the students' score at pre-test, post-test I, and post-test II has taken. All students got improvement score in cycle II. From the result above the researcher concluded that this research was successful and would not continued in the next cycle.

2. Improving Students' Listening Skill Using Song to Improve Students' Vocabulary of The Eleventh Grade at SMK PGRI 1 Tambun Selatan in the Academic Year 2023/2024

Researcher conducted pre-test and post-test to find out the improvement of students' vocabulary using song. The students were asked vocabulary and speech about lyrics song . Their test vocabulary was graded into five categories Vocabulary Sentence, Learning Definitoon, Synonim & Antonym, and Part Of Speech. The pre-test was given at the beginning of the research. After giving the pre-test, the researcher did cycle I. In cycle I, after carrying out the planning and the action, the students were gave post- test I. In post-test I, the students were asked to write and speech based on their personal experiences. In addition, researcher also doing observing and reflecting. Observing is doing to see how interested students in using song to improve their vocabulary. Reflecting is used to conclude the results of the research in cycle I will continue to the next cycle or not.

After the researcher got the results of students' scores in

post-test I, the researcher compared with the results of the pre-test and the data obtained showed that there was an increase from the pre-test to post-test I, the results from post-test I showed that 75% of students succeeded get a score above the minimum mastery criteria (MMC), but the results still do not reach the standard. Learning process can be successful when 80% students got a minimum score of 75. While the results from post-test I in cycle I have not reached the standard, the researcher must continue to cycle II and gave post-test II to students.

In the cycle II, after carrying out the planning and theaction, the students were given post-test II. In post-test II, the students were asked to about the vocabulary. In addition,researcher also doing observing and reflecting. Observing is doing to see how interested students in using song to improve their vocabulary mastery. Reflecting is used to conclude the results of the research in cycle II will continue to the next cycle or not.

After the researcher got the data from post-test II, the data shows that the results of post-test II students' scores were improved while compared to post-test I. Based on the result above the researcher indicated that the learning process in cycle II was successful, there was 80% of students passed the test that the researcher given. It means the students skill in writing recount text has been improved. After passing cycle I and cycle II the researcher can improve students' skill in vocabulary mastery using song . The table from the result of pre-test, post-test I, post-test II

it can be seen in the appendix VI. To see data on improving students' vocabulary mastery using song more clearly, for the detail scores it can be seen in the table and graph below:

Table 4. 9 Frequency of Students' Score at Pre-test, Post-test I, Post- test II

No	Stage	Frequency	Percentage
1.	Pre-test	8	25%
2.	Post-test I	20	63%
3.	Post-test II	26	81%
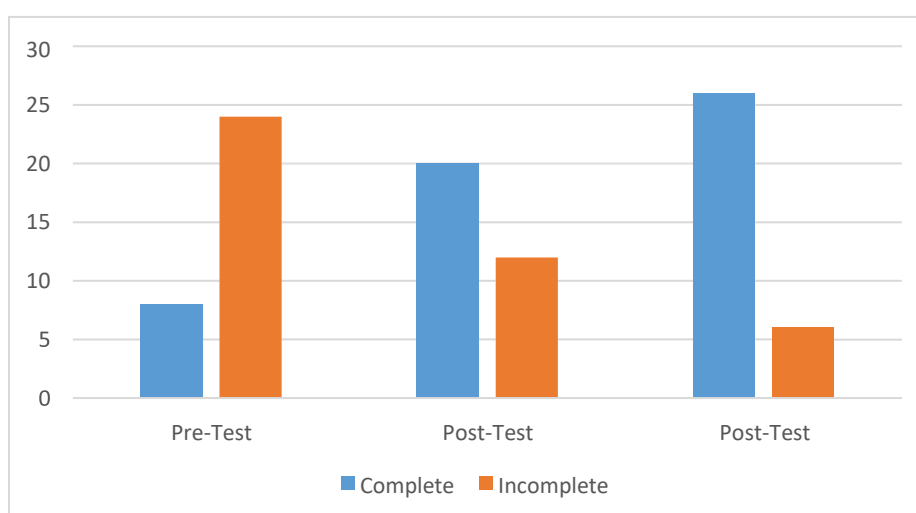
Figure 4. 3 Graph Frequency of Student' Score at Pre-test, Post-test I, Post-test II

After doing the cycle II students can improve their vocabulary skill using song so that the average score obtained has reached the minimum standard of assessment, so that researcher does not need to continue to the next cycle. More than 80% of students in class passed the test that the researcher given. Itmeans the students skill in writing recount text been improved. After passing cycle I and cycle II the researcher can improve students' skill in vocabulary mastery using song . The table from the result of pre-test, post-test I, post-test II it can be seen in the

appendix VI. To see data on improving students' vocabulary mastery using song more clearly, for the detail scores it can be seen in the table and graph below:

Table 4. 10 Frequency of Students' Score at Pre-test, Post-test I, Post- test II

No	Stage	Frequency	Percentage
1.	Pre-test	8	25%
2.	Post-test I	20	63%
3.	Post-test II	26	81%
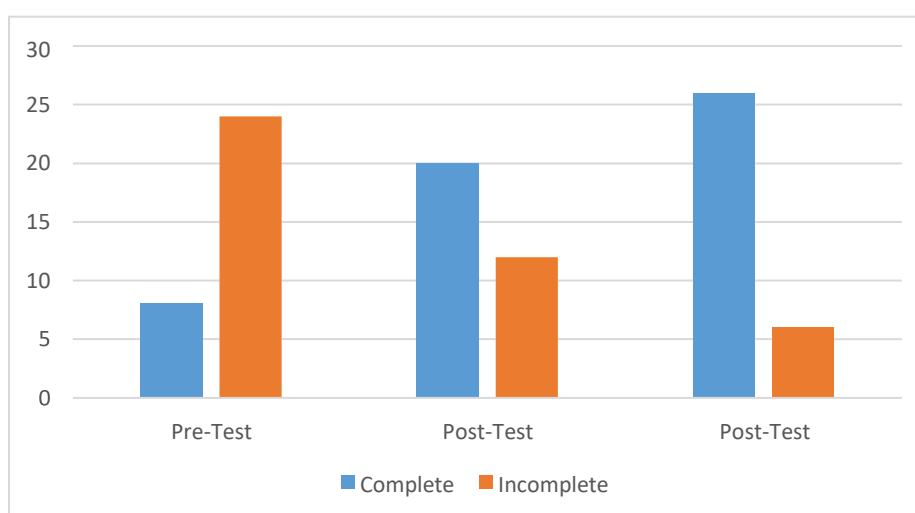
Figure 4. 4 Graph Frequency of Student' Score at Pre-test, Post-test I, Post-test II

After doing the cycle II students can improve their vocabulary skill using song so that the average score obtained has reached the minimum standard of assessment, so that researcher does not need to continue to the next cycle. More than 80% of students in class XI TKJ at SMK PGRI 1 Tambun Selatan were able to improve their writing skill. Therefore, this research was stated finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 80%.

B. **Discussion**

This part presents the discussion of the research findings. There are three research questions proposed in this research. The discussion focused on the finding of two proposed research questions. The first discussion is about how to using song to improve students vocabulary mastery of the Eleventh Grade at SMK PGRI 1 Tambun Selatan in the academic year 2023/2024. The second discussion is about using song to improve students vocabulary of the Eleventh Grade TKJ at SMK PGRI 1 Tambun Selatan in the academic year 2023/2024. Below are the discussion of the research results.

1. **Implementation of Song In The Listening Section to Improve Students' Vocabulary of The Eleventh Grade at SMK PGRI 1 Tambun Selatan intheAcademic Year 2023/2024**

Based on the results of research conducted by researcher by implementing song some students become easier in understanding vocabulary . Researcher chose song to be implemented to students in understanding vocabulary and speech the sentence about the song. The first thing the researcher did before applying song was to gave the students a pre-test. In this research there are two cycles. Every cycle consists ofplanning, action, observing, and reflecting. in each cycle the researcher gavea test in the form of post-test I and post-test II. In the action stage, the researcher begins to implement Song in the listening section.

According to Schoepp (2001), songs tend to provide opportunities for the development of automaticity, which is considered the main reason for their use in the classroom. In other words, songs can be used as an aid to automate the process of language improvement. Communicatively, students should be placed in an atmosphere that is conducive enough to use language without being confusing. And, songs can make that atmosphere more logical, repetitive and enduring with whatever they will learn in the classroom. After listening to the song , students are very relaxedand enjoy about English Learning in the classroom. English song that theyhear can also motivate students in learning English to increase vocabulary and understanding of the new vocabulary.

Vocabulary has several kinds. The researcher explained these kinds to the students. The researcher gave the students example of kinds of vocabulary using song. The first, researcher created a list of every word, phrase, and idea that comes to the main about the song had their listen. The. The second, researcher organizes the list, the list is the part of speech, genre and lyrics meaning and that will be make. The last step is speech andwriting in white board meaning and part of speech based on the song that has been listen previously. During the using song, the researcher involved students, the researcher provided opportunities for students so that students could express their opinions and ideas about song that students often hear.

The result from the data above are accordance with the previous study research from Febria Afia (2020) in "The Effectiveness of Using English Song From Youtube Towards Students Vocabulary Mastery", research from Afia shows that using song can improve students vocabulary. The researcher use the quasi experimental Researchers use quasi experimental research which uses pre-tests and post-tests in control classes and uses data testing using homogeneity and normality of data and shows that in classes that have been given treatment by listening to songs the test results the students are increasing vocabulary. Research conducted by Afia also shows that after using video song also can make students to be an autonomous learner. Students will have good habit if they are comfort when finding new word while listening song. After the researcher explained the about kinds of vocabulary using song, the researcher asked the students to express their ideas about meaning song using the kinds of voabulary with a played the song students become better able to explore their ideas, this affects the writing skills possessed by students. By using a song strategy can make it easier for students to speech and recognize of the new vocabulary. The aspect of vocabulary help students to improve their listening skill in vocabulary. The students are more interested in listening skill because using song makes it easier for them to understood about the word that students can recognize.

2. **Improving Students Listening Skill Using Song to Improve Students' Vocabulary of The Eleventh Grade at SMK PGRI 1 Tambun Selatan in the Academic Year 2023/2024**

Based on the research conducted by the researcher, it can be seen that the data from the research showed that students can improve their vocabulary using song. The data showed that there is a significant increase compared to when the researcher did the pre-test, the students got anaverage score of 61.71. Then when the researcher did the post-test I incycle I the students got an average score of 74.30. Based on the results of post-test I in cycle I, it has shown that there is an improvement in students' skill in writing recount text but researcher must continue to cycle II. Although in cycle I students have showed an improvement, the researcher was success if 80% of students able to achieving the minimum mastery criteria (MMC), that was 75. The results from cycle I have not reached the minimumstandard of assessment which the minimum standard must reach 80%. Therefore, the researcher continued to cycle II and gave post-test II and theaverage score obtained by students from post-test II was 79.84.

According to Richard (2002) Challenge for the teacher in the listening classroom is to give the learners some degree of control over the content of the lesson and to personalise content and bring something if themselves to the task. Students centered dimension can be lent to the listening class in one of two ways.First, task can be devised which the classroom action is centered on the learner non the teacher. In task exploiting this idea, students are actively involved in structuring and restructuring their understanding of the languange and building thir skills using the languange.

Second, Teaching materials like any others type materials can be given a learner to process underlying their learning and making active contribution to the learning Therefore, the researcher applied a song to improve the students vocabulary. With the application song eleventh grade at SMK PGRI 1 Tambun Selatan can improve their vocabulary mastery. They can develop their ideas about the expressing opinion using song than before they used a song. Based on the theory of song used by researcher to improve students' vocabulary.

The results from the data above are accordance with the previous research from Novi Rosyidatul (2019) in "The Use of English Song to Imrpove Students Speaking Skill", research from Novi Rosyidatul shows that using song can improve students' vocabulary. It can be seen from the data in previous study that the results from pre-test to post-test I and from post- test I to post- test II showed an increase in students' speaking skill. Research conducted by Novi Rosyidatul also shows that after using song students become more enthusiastic about listening skill.

In this study, after the researcher took data to 32 students in class XI TKJ, the data showed that using song could improve students' listening skill, especially in vocabulary. After observing the students' interestedduring the learning process using song in teaching, the data obtained by the researcher showed that the students became more interested in listening. Based on the data obtained by the researcher using song in the listening section strategy successfully to improved students' vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this study is to find out the using song can improve students' listening skill especially on vocabulary mastery. Based on the result of the use of using song in teaching learning process on vocabulary improvement , it can be concluded that the using song can improve students vocabulary mastery in the eleventh grade of SMK PGRI 1 Tambun Selatan.

The results of improving students' vocabulary can be seen from the average value that has been obtained. The average was taken before and after the treatment was given. First, the researcher conducted a pre-test and the average result of the pre-test was 61.71, this result was still very far from the target. the two researchers conducted the first cycle and gave the students post-test I and the average result of the post-test I was 74.30, this result was very good compared to the results at the time of the pre-test. The progress from pre-test to post-test I has been good and has increased but the resultsin post-test I have not reached the minimum target. Then the researcher continued to cycle II and gave the students post-test II and the average result of post-test II was 79.84. The results of post-test II are satisfactory and have reached the target, the scores of most students have also increased. Therefore, it can be said that cycle II was successful.

From the results of research that has been carried out by researcher showed that using song is effective and able to improve students' listening skill in vocabulary mastery. The scores of the students also increased from thepre-test, post-test I, post-test II. So it can be concluded that the use of song in increasing vocabulary was successful.

B. Suggestion

Based on the result of research, the researcher would like to give some suggestion as follows:

1. For the teacher

   Teachers should be able to find the right strategies or techniques to teach listening to improve their vocabulary . By using the song students can improve their listening skills and also can develop their understanding vocabulary and opinion for the students

2. For the students

   The students should learn more in vocabulary by improving their skill in listening skill. Learn more vocabulary mastery. Students must be interested in English first, so that they will have fun while learning English, especially in listening. So, students can mention and understanding the vocabulary the text thatmeets the requirements.

3. For the other researcher

   For further researchers, this research is useful in determining further research materials, so that this research can enrich references for further research.Other researchers must also be more innovative and creative in conducting listening.

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APPENDIX

APPENDIX 1 Lesson Plan for Cycle I
RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas

1. Nama Sekolah   : SMK PGRI 1 Tambun Selatan
2. Mata Pelajaran   : Bahasa Inggris
3. Kelas/Semester   : XI/1
4. Topik   : Part Of Speech
5. Alokasi Waktu   : 4 Pertemuan (8 X 45 Menit)

dsr

A. Kompetensi Inti

KI.1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI.2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI-3 : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampumelaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasiInternational yang diwujudkan dalam semangat belajar.
2. Mengembangkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan kominikasi dengan guru dan teman sekelah.
3. Menganalisis fungsi sosial dari struktur kalimat yang terdapat pada lagu yang sudah diputar dan mengklasifikasikan ke dalam part of speech sesuai dengan konteks penggunaannya
4. Memahami teks lisan dan tulis tentang part of speech dari lagu yang diputar sekaligus kalimat yang digunakan sesuai dengan penggunaanya.

C. **Indikator Pencapaian Kompetensi**
    a. Menentukan fungsi social sebuah lagu terkait kehidupan remaja dengan benar dan bekerja sama dengan teman sekelas.
    b. Melengkapi unsur kebahasaan dari lirik lagu terkait kehidupan manusia dan remaja dengan tepat dan bertanggung jawab.
    c. Membuat ulasan dari lagu terkait kehidupan remaja dengan benar dan kreatif.
    d. Menjelaskan masing masing dari bagian bagian yang masuk part of speech
    e. Memberi contoh penggunaan part of speech dalam bentuk kalimat
    f. Menjelaskan perbedaan dan penggunaan part of speech dalam bentuk kalimat

D. **Materi Pembelajaran**

Social Function of The Song
There are many social funcions of a song. They are:
- To inspire the listeners
- To express feeling of songwriters
- To share feeling with each others in the class
- To teach a lesson to the listeners
- To criticize environment or a condition
- To amuse or entertain the liteners

The Example of The Song lyrics.

Heal The World
By : Bruno Mars

(Think about um, the generations And ah, say we want to make it a better place for our children And our children's children so that they, they They, they know it's a better world for them And think if they can make it a better place)	**Bridge**
There's a place in your heart And I know that it is love And this place it was brighter than tomorrow And if you really try You'll find there's no need to cry In this place you'll feel there's no hurt or sorrow There are ways to get there If you care enough for the living Make a little space Make a better place	**Verse I**
Heal the world Make it a better place For you and for me, and the entire human race There are people dying If you care enough for the living Make a better place for you and for me	**Chorus**
If you want to know why There's love that cannot lie Love is strong It only cares of joyful giving If we try we shall see	**Verse II**

In this bliss we cannot feel Fear of dread, we stop existing and start living Then it feels that always Love's enough for us growing Make a better world So make a better world	
And the dream we were conceived in will reveal a joyful face And the world we once believed in will shine again in grace Then why do we keep strangling life Wound this earth, crucify its soul? Though it's plain to see, this world is heavenly Be god's glow	**Bridge**
We could fly so high Let our spirits never die In my heart I feel you are all my brothers Create a world with no fear Together we cry happy tears See the nations turn their swords into plowshares We could really get there If you cared enough for the living Make a little space To make a better place Heal the world Make it a better place For you and for me, and the entire human race There are people dying If you care enough for the living Make a better place for you and for me Heal the world Make it a better place For you and for me, and the entire human race There are people dying If you care enough for the living Make a better place for you and for me Heal the world (heal the world) Make it a better place For you and for me, and the entire human race There are people dying If you care enough for the living Make a better place for you and for me	**Verse III**

Languange features usually used in songs:

1. Rhyme

Rhyme is a repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs. Its for rendereing a pleasing to a poem or song.

2. Informal languange

Informal languange is languange which is common when we speak. Its languang use characterized by spontaneus speech in situations. It is also the use of a low dialect or languange in preference to a high one. It is also called informal style. It is casual, familiar, and generally colloquial use of languange.

E. Metode Pembelajaran

Discovery learning

F. Prosedur Pembelajaran
- Kegiatan Awal
 a. Pembukaan
 b. Berdo'a
 c. Check kehadiran siswa
 d. Memaparkan topik
 e. Menjelaskan tujuan pembelajaran
 f. Menjelaskan keuntungan pembelajaran

G. Kegiatan Inti

KEGIATAN GURU	KEGIATAN SISWA
MENGAMATI (OBSERVING) Guru menejelaskan tentang judul lagu yang yang akan diputar, guru juga meminta siswa untuk mengamati, memahami lirik dari lagu tersebut dengan struktur sosial dari penggunaan bahasa / kalimat dalam pembelajaran.	***MENGAMATI (OBSERVING)*** Siswa mencoba menirukan pengucapannya dari lirik lagu tersebut/ membuat catatan mengenai lirik lagu dengan memperhatikan struktur bahasa/ kalimat sesuai penggunannya.
BERTANYA (QUESTIONING) Guru mencoba untuk membimbingdan mengarahkan siswa untuk bertanya jawab diantaranya mengenai kalimat atau part of speech yang terdapat pada lirik lagu yang telah diputar	***BERTANYA (QUESTIONING)*** Siswa mempertanyakan mengenai teks part of speech secara tulis atau lisan dengan teman sekelas yang sebelumnya telah di jelaskan oleh guru.
MENGEKPLORASI (EXPLORING) Guru menyuruh siswa untuk berdiskusi tentang lagu yang telah diputar dan makna dari lagu tersebut dengan teman sekelas dan berdiskusi tentang lagu apa yang akan diputar pada pertemuan selanjutnya.	***MENGEKPLORASI (EXPLORING)*** Siswa berdiskusi tentang lagu yang telah diputar dengan teman kelas dan dan juga siswa diminta untuk memutuskan memilih lagu apa yang akan diputar selanjutnya dan yang akan menjadi acuan pembelajaran selajutnya
MENALAR (ASSOCIATING) Guru menyuruh siswa untuk mengisi dan melengkapi lirik lagu dan menganalisis tentang part of speech dan pemahaman dari lagu yang telah dipelajari dengan diberikan worksheet. Serta memberikan feedback mengenai fungsi sosial dan unsur kebahasaan yang mereka pakai	***MENALAR (ASSOCIATING)*** Siswa menganalisis dan mengisi lembar worksheet yang diberikan oleh guru dan diminta untuk melengkapi lirik yang kosong dan mengisi soal yang diberikan guru dengan contoh yang diberikan sebelumnya oleh guru.

MENGKOMUNIKASIKAN (COMMUNICATING)	*MENGKOMUNIKASIKAN (COMMUNICATING)*
Guru menyuruh siswa untuk membuat ulasan tentang lagu yang telah dibahas dan diputar dan bercerita atau berbicara di depan kelas terhadap makna lagu yang telah diputar menggunakan Bahasa inggris secara lisan dengan memperhatikan fungsi sosial, ungkapan, dan unsurkebahasaan yang benar sesuai dengan konteks.	Siswa membuat ulasan tentang lagu di buku tulisnya masing masing tentang dari mulai makna lagu, struktur kalimat serta part of speech dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar serta menuliskan permasalahannya yang berkaitandengan penggunaan bahasa Inggris.

6. Kegiatan Akhir
      a. Melakukan review pembelajaran
      c. Memaparkan topik / materi selanjutnya
      d. Penutup

H. Alat Bantu/Media Pembelajaran

     Alat bantu pembelajaan yang digunakan dalam pembelajaran ini adalah
Video, Laptop, LCD, Pengeras Suara.

I. Sumber Pembelajaran
  - Viva Pakarindo. BelajarPraktis Bahasa Inggris Mata Pelajaran Wajib Untuk SMK Kelas XI Semester 1
  - Video lagu Heal The World – Michael Jackson
    - *https://www.youtube.com/watch?v=BWf-eARnf6U*
  - Video Lagu We Will Not Go Down – Michael Heart
    - *https://www.youtube.com/watch?v=EkYOBkjURv8*
  - Video Lagu Superheroes – The Script
    - *https://www.youtube.com/watch?v=WIm1GgfRz6M*

J. Penilaian
  - Jenis Penilaian   : Sumatif
  - Teknik Penilaian: Unjuk kerja (*performance*)
  - Alat Penilaian   : terlampir
  - Rubrik Penilaian:

Task 1   jawaban benar1, salah0
Task 2   terlampir

Bekasi , 21 Agustus 2023

Mengetahui:
Guru Mata Pelajaran,

Peneliti,

(Evi Mariyatul S.Pd)

(Farhan Faizal Pratama)

Lampiran 1: Materi Ajar Task 1

The list of song that used in a learning 'guess the song title'
1. Heal The World by Michael Jackson
2. We will Not Go Down by Michael Heart
3. Superheroes by The Script

Questions;
1. What is the theme of the song?
2. Why do you like the song?
3. What you can learn from that song**?**

Expected answer:

1. The theme of song is humanity/..
2. I like the song because it tells about the humanity/ i like the song because the story very related in this era/...
3. From that song, i can learn that a humanity very important for the safe and peacefull society/..

Part Of Speech
(Klasifikasi Kata)

Part of Speech adalah klasifikasi kata-kata dalam bahasa Inggris yang dibagi menjadi beberapa kategori**,** berdasarkan peran dan fungsinya dalam struktur kalimat**.**

Study from the example below!

Types Part Of Speech	Meaning
• **Verb** • **Noun** • **Adjective** • **Adverb** • **Pronoun** • **Preposition** • **Conjunction** • **Interjection** • **Determiner** • **Article**	• **Verb** *Verbs are verbs that are used to describe what the subject in the sentence is doing, whether it is a direct, indirect, visible or invisible action or state. Examples of verbs: do, cook, type, eat, cry.* • **Noun** *Nouns are nouns used to name things, people, places, ideas, or actions. Nouns can be singular or called singular nouns, or plural or called plural nouns. The function of a noun is to be the subject, object, and subject or object complement of a preposition. Examples of nouns: cat, table, human, excitement, smartphone* • **Adverb** *Adverb is an adverb used to give additional information or explain a verb, adjective or other adverb in a sentence, except for nouns. So, adverbs are not used to explain nouns. Examples of adverbs: softly, gently, loudly, quickly, surely*

	• **Adjective** *Adjectives are that act as sentence modifiers to explain a noun or pronoun to make it more specific. Adjectives are generally placed after the noun. Examples of adjectives: beautiful, short, red, long, tall..* • **Pronoun** Pronouns are pronouns used to replace nouns in sentences to avoid repetition. Examples of pronouns: he, she, it, they, them. • **Prepositions** Preposition is a preposition used to show the space or time relationship between a noun or pronoun and another word in the sentence. Prepositions function to connect a noun with a pronoun, thus forming a phrase that modifies the other word. Examples of prepositions: about, until, with, by. • **Conjunctions** Conjunction is a word used to connect equivalent language units, such as word to word, phrase to phrase, clause to clause, and sentence to sentence. Examples of conjunctions: and, but, or, while, since • **Interjection** Interjections are independent interjections that are added to a sentence to express one's emotions. Examples of interjections: wow, oh, ah, oops, alas.. • **Determiner & Article** Determiners and articles are both used as explanatory words to explain, identify, or modify a noun.

2. Unsur kebahasaan

a. Mengklasifikasikan kata dan bagaimana cara memakainua dalam kalimat, membuat kalimat dan menganalisis klasifikasi kata di dalam lagi dan diharapkan , menjalin hubunganinterpersonal dsb.

b. Tata bahasa: simple past tense, simple present tense present perfect tense.

c. Penggunaan nominal singular dan plural secara tepat.

d. Ucapan, tekanan kata, intonasi

Lampiran 2 : Alat Penilaian
Task1
Instruction : Listen to the song and continue the next lyric

Heal The World By Michael Jackson

There's a place in____heart
And i know that it is love
And This place it was brighter than _____
And if you really try
You'll find there's _____
In this place you'll feel there's no hurt or
_____
If you care enough for living
_____
Make it better place
Heal _____
Make it_____place
_____and the _____

There are people _____
If you care enough for living
Make a better a place for you and for me
If you want to know why
There's love that cannot lie
Love is strong it only cares of joyful giving
If we try we shall see
In the bliss we cannot feel
Fear of dread , we stop existing and start
living

Then it feels that always
Love's enough for us growing
Make a better world
So make a better world

And the dream we were conceived in will
reveal a joyful face
And the world we once believed in will _____
again in grace
Then why do we keep strangling life
Wound this earth , crucify its soul
Though its plain to see , this world is heavenly
Be god's glow
We could fly _____
Let our spirit never die
In my heart i feel you are all my brothers
Create a world with no fear
Together we cry happy tears
See the nations turn their swords into
plowshares

We could really get there
If you cared enough for the living
Make a little space
To make a better place

1. Dream.
A. Noun   C. Adjective
B. Verb   D. Adverb

2. Better
A. Noun   C. Adjective
B. Verb   D. Adverb

3. Shine
A. Noun   C. Adjective
B. Verb   D. Adverb

4. Heavenly
A. Noun   C. Adjective
B. Verb   D. Adverb

5. Represent
A. Noun   C. Adjective
B. Verb   D. Adverb

Answer Key
Song Lyric

Heal The World
By Michael Jackson

There's a place in **your** heart
And I know that it is love
And this place it was brighter than **tomorrow**
And if you really try
You'll find there's **no need to cry**
In this place you'll feel there's no hurt or
sorrow
There are ways to get there
If you care enough for the living
Make a little space
Make a better place
Heal the **world**
Make it a **better** place
For you and for me, and **the entire human race**
There are people dying
If you care enough for the living
Make a better place for you and for me
If you want to know why
There's love that cannot lie
Love is strong
It only cares of joyful giving
If we try we shall see
In this bliss we cannot feel
Fear of dread, we stop existing and start living
Then it feels that always
Love's enough for us growing

Make a better world
So make a better world
Heal the world
Make it a better place
For you and for me, and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me
And the dream we were conceived in will
reveal a joyful face
And the world we once believed in will shine again in grace
Then why do we keep strangling life
Wound this earth, crucify its soul?
Though it's plain to see, this world is heavenly
Be god's glow
We could fly **so high**
Let our spirits never die
In my heart I feel you are all my brothers
Create a world with no fear
Together we cry happy tears
See the nations turn their swords into plowshares
We could really get there
If you cared enough for the living
Make a little space
To make a better place

1. B
2. A
3. A
4. B
5. C

Task 2'

Write in white board Write a review about the song '
Heal The World by Michael Jackson

For the Example

- The song ' Heal The World' is telling about the

  humanity...

- The song ' Heal The World' is telling about

  Michael hear and watch war across the world....

Lampiran 4: Rubrik Penilaian

Aspek	Penilaian	Keterangan
Pengucapan	5	Mudah dipahami dan memiliki aksen yang unik
	4	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
	3	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
	1	Masalah pengucapan serius sehingga tidak bisa dipahami

Aspek	Penilaian	Keterangan
Tata Bahasa	5	Tidak ada pengucapan yang salah sedikitpun
	4	Sering membuat kesalahan tata bahasa yang mempengaruhi makna
	3	Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
	1	Kesalahan tata bahasa yang sangat parah sehingga tak dapat makna yang dikandung

Aspek	Penilaian	Keterangan
Kosa Kata	5	Menggunakan kosa kata dan ungkapan yang sesuai dengan struktur kalimat yang dibuat
	4	Kadang-kadang menggunakan kosa kata dan kalimat yang tidak tepat
	3	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata
	1	Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi

Aspek	Penilaian	Keterangan
	5	Memahami semua tanpa mengalami kesulitan
	4	Memahami hampir semuanya, walau ada pengulangan pada kalimat atau pengucapan tertentu
Pemahaman	3	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan
	1	Tidak bisa memahami walaupun percakapan sederhana dan tidak serius dalam melafalkannya

1. Fluency   50 : Bila terjadi hesitasi
                 60 : Lancar, tetapi masih ada hesitasi
                 70 : Lancar
                 80 : Sangat lancar
2. Accuracy   50 : Semua ucapan tidak dapat dipahami
                 60 : Sebagian kecil ucapan sudah dapat dipahami
                 70 : Sebagain besar ucapan sudah dapat dipahami
                 80 : Semua ucapan dapat dipahami
3. Pronunciation 50 : Hampir semua ucapan tidak benar
                 60 : Sebagian kecil ucapan sudah benar
                 70 : Sebagian besar ucapan benar
                 80 : Semua ucapan benar
4. Intonation   50 : Tekanan/irama semua kata salah
                 60 : Tekanan/irama sebagian kecil kata benar
                 70 : Tekanan/irama sebagian besar kata benar
                 80 : Tekanan/irama semua kata, frasa, kalimat benar

APPENDIX 2 Lesson Plan for Cycle II
RENCANA PELAKSANAAN PEMBELAJARAN

12. Nama Sekolah   : SMK PGRI 1 Tambun Selatan
13. Mata Pelajaran   : Bahasa Inggris
14. Kelas/Semester   : XI/1
15. Topik   : Imperative Sentence And Modal Verbs
16. Alokasi Waktu   : 4 Pertemuan (8 X 45 Menit)

A. Kompetensi Inti

KI.1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI.2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI-3 : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

5.   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
6.   Mengembangkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
7.   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perintah dan menyatakan larangan dan juga kata kerja bantu dengan konteks penggunaannya.
8.   Menyusun teks lisan dan tulis untuk ungkapan perintah , menyatakan larangan dan menggunakan kata kerja bantu, dengan memperhatikan fungsi sosial, strukturteks, dan unsur kebahasaan, benar dan sesuai kontek

C. Indikator Pencapaian Kompetensi

6. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks pada ungkapan perintah atau menyatakan larangan dan penggunaan kata kerja bantu dengan penuh percaya diri yang ada terdapat pada lagu yang telah di dengarkan .

7. Mengurai gambaran umum dan informasi tertentu dari teks pada ungkapan perintah atau larangan dan penggunaan kata kerja bantu dari lagu yang telah diputar dengan penuh percaya diri dan bertanggung jawab.

8. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pada ungkapan perintah atau larangan dan penggunaan kata kerja bantu yang di dapat pada lagu yang telah diputar. Menyunting teks lisan dan tulis untuk perintah atau larangan dan penggunaan kata kerja bantu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

D. Materi Pembelajaran

Social Function of The Song
- To inspire the listeners
- To share feelings with others
- To criticize environment or a condition
- To find the imperative sentence and modal verbs in lyric of song

Imperative Sentence and Modal Verbs (Memberikan Kalimat/lisan perintah atau larangan dan penggunaan kata kerja bantu)

Imperative sentence merupakan adalah *sentence type* (tipe kalimat) yang digunakan untuk membuat perintah (*command*), peringatan (*warning*), instruksi (*instruction*), nasihat (*advice*), juga permintaan (*request*).

The Examples of The Song Lyric

Night Changes
By : One Direction

Goin' out tonight, changes into something red Her mother doesn't like that kind of dress Everything she never had she's showin' off Drivin' too fast, moon is breakin' through her hair She's headin' for somethin' that she won't forget Havin' no regrets is all that she really wants	**Verse I**
We're only gettin' older, baby And I've been thinkin' about it lately Does it ever drive you crazy Just how fast the night changes? Everything that you've ever dreamed of Disappearing when you wake up But there's nothing to be afraid of Even when the night changes It will never change me and you	**Chorus**
Chasing it tonight, doubts are runnin' 'round her head He's waitin', hides behind a cigarette Heart is beatin' loud and she doesn't want it to stop Movin' too fast, moon is lightin' up her skin She's fallin', doesn't even know it yet Havin' no regrets is all that she really wants	**Verse II**
We're only gettin' older, baby	**Chorus**

And I've been thinkin' about it lately Does it ever drive you crazy Just how fast the night changes? Everything that you've ever dreamed of Disappearing when you wake up But there's nothing to be afraid of Even when the night changes It will never change me and you	
Goin' out tonight, changes into something red Her mother doesn't like that kind of dress Reminds her of the missin' piece of innocence she lost We're only gettin' older, baby And I've been thinkin' about it lately Does it ever drive you crazy Just how fast the night changes? Everything that you've ever dreamed of Disappearing when you wake up But there's nothing to be afraid of Even when the night changes It will never change, baby It will never change, baby It will never change me and you	**Chorus**

E. Metode Pembelajaran

    Discovery learning

F. Prosedur Pembelajaran

    1. Kegiatan Awal

        a. Pembukaan

        b. Berdo'a (pilihan)

        c. Check kehadiran siswa

        d. Memaparkan topik

        e. Menjelaskan tujuan pembelajaran

2. **Kegiatan Inti**

KEGIATAN GURU	KEGIATAN SISWA
MENGAMATI (OBSERVING) Guru memberikan contoh mengenai ungkapan perintah atau larangan dan juga penggunaan kata kerja bantu dari lagu yang telah diputarn dan dengan mempraktekkan langsung di depan kelas dengan memperhatikan fungsi sosial, struktur ungkapan/ teks, unsur kebahasaan, maupun format penyampaiannya;	***MENGAMATI (OBSERVING)*** Siswa mencobamenirukan pengucapannya dan menuliskan / membuat catatan mengenai pemaparan ungkapan perintah atau larangan dan penggunaan kata kerja bantu pada kalimat yang ada pada lagu yang telah diputar.
BERTANYA (QUESTIONING) Guru mencoba untuk membimbing dan mengarahkan siswa untuk bertanya diantaranya mengenai perbedaan antara berbagai pemaparan kalimat/ungkapan dalam perintah atau larangan dan penggunaan kata kerja bantu yang didapat pada lagu yang diputar	***BERTANYA (QUESTIONING)*** Siswa mempertanyakan mengenai pengucapan dan isi ungkapan dari lirik lagu yang berkaitan dengan pemaparan perintah atau larangan dan penggunaan kata kerja bantu.
MENGEKPLORASI (EXPLORING) Guru menyuruh siswa untuk mencari beberapa contoh perintah atau larangan dan contoh kata kerja bantu dari lagu tersebut dan menuliskan di papan tulis	***MENGEKPLORASI (EXPLORING)*** Siswa mencari beberapa contoh kalimat perintah atau larangan dan kata kerja bantu dari lagu yang telah diputar dan menulis di papan tulis.
MENALAR (ASSOCIATING) Guru menyuruh siswa untuk menganalisis dan mengisi lembar kerja tes yang terdapat kalimat perintah atau larangan dan kata kerja bantu yang telah dengan mengisi lembar kertas yang siswa temukan dalam lagu yang telah didengar	***MENALAR (ASSOCIATING)*** Siswa menganalisis dan mengisi lembar kerja yang diberikan oleh guru dari lirik lagu yang megungkapan/ menyatakan perintah atau larangan serta dan mengisi worksheet yang telah diberikan oleh guru.

MENGKOMUNIKASIKAN (COMMUNICATING)	***MENGKOMUNIKASIKAN (COMMUNICATING)***
Guru menyuruh siswa untuk mereview dari lirik lagu tentang apa kalimat perintah atau larangan dengan kata kerja bantu yang ingin dipakai dengan menggunakan Bahasa inggris secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsurkebahasaan yang benar sesuai dengan konteks.	Siswa menulis dan berdiskusi dengan teman sekelas dari lirik lagu tentang penggunaan kalimat perintah atau larangandan penggunaan kata kerja bantu secara tertulis dengan buku catatan mereka memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar serta menuliskan permasalahannya yang berkaitan dengan penggunaan bahasaInggris.

3. Kegiatan Akhir
    a. Melakukan review pembelajaran
    c. Memaparkan topik / materi selanjutnya
    d. Penutup

D. Alat Bantu/Media Pembelajaran
    Alat bantu pembelajaan yang digunakan dalam pembelajaran ini adalah *Video, Laptop, LCD, Pengeras Suara.*

E. Sumber Pembelajaran
- Video Youtube One Direction – Night Changes
- *https://www.youtube.com/watch?v=syFZfO_wfMQ*
- Video Youtube Greyson Chance – Waiting Outside The Lines
- *https://www.youtube.com/watch?v=_AU1yyy_At4*
- Video Youtube Taylor Swift – Fifteen
- *https://www.youtube.com/watch?v=Pb-K2tXWK4w*

F. Penilaian
- Jenis Penilaian   : Sumatif
- Teknik Penilaian: Unjuk kerja (*performance*)
- Alat Penilaian   : terlampir
- Rubrik Penilaian:
      Task 1   : jawaban benar 1, salah 0
      Task 2   : Terlampir

Bekasi , 5 September 2023

Mengetahui:
Guru Mata Pelajaran,

Peneliti,

(Evi Mariyatul S.pd)

(Farhan Faizal Pratama)

Lampiran 1: Materi Ajar
Task 1

1. **Imperatives Sentences**

   Imperatives adalah ungkapan yang digunakan untuk menyuruh orang lain agar melakukan sesuatu, memberikan perintah, memberi saran, membuat rekomendasi atau untuk menawarkan sesuatu.

   Examples:
   a. **Perintah**
      - Close the door!
      - Stand up!
      - Sit down!
   a. **Instruksi**
      To make a cup of coffee:
      - Boil some water
      - Put some coffee in a cup
      - Add some water
      - Drink the coffee
   b. **Arahan**
      To go to the bank:
      Turn left at Banjaran Street, then go straight.
   c. **Penawaran dan ajakan:**
      - Have some tea!
      - Come over to our house sometime.
   d. **Let's**
      - Let's go home
      - Let's watch a movie
   e. **Subject with Imperatives**
      - You, just sit down and relax for a bit.
      - Relax, everybody!

2. Modal Verbs

Modal merupakan kata kerja bantu, memiliki fungsi untuk menyatakan permission (izin), possibility (kemungkinan), atau necessity (keperluan). Modal diikuti oleh bentuk infinitive tanpa to.

b. **Will ('ll)** : memiliki kegunaan untuk menyatakan masa depan (future), keinginan/niatan (willingness).

Example : I will go to Banjaran.

I'll help you if you need my help.

c. **Shall** : shall juga digunakan untuk menyatakan masa depan seperti will, dengan syarat subyeknya adalah I atau We.

Example : I shall go to Banjaran someday.

d. **Can** : memiliki kegunaan untuk menyatakan kemampuan (ability/possibility) dan izin informal (informal permission).

Example : You can drink a cup of coffee.

e. **May** : memiliki kegunaan untuk menyatakan izin formal (polite permission) dan kemungkinan (possibility).

Example : You may go tonight, but you have to go home before.

She may be angry because of our mistake.

f. **Must** : memiliki kegunaan untuk menyatakan keharusan dan kesimpulan. Setara dengan "have to" atau "has to."

Example : She must eat many potatoes.

Unsur kebahasaan

a. Kosa kata terkait dengan kegiatan perintah atau larangan dan kata kerja bantu, menanggapi hal yang di luar dugaan /diharapkan , menjalin hubungan interpersonal dsb.

b. Tata bahasa: simple past tense, simple present tense present perfect tense.

c. Ungkapan yang sesuai untuk perintah atau larangan Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan lisan

d. Kata kerja bantu modal: *May*, *Should*, *Can*, dsb.

e. Penggunaan nominal singular dan plural secara tepat.

f. Ucapan, tekanan kata, intonasi

Lampiran 2: Alat Penilaian
Task2

Write review and write in the white board about the song One Direction – Night Changes

Example
- The song ' Night Changes' is telling about thethe

   life of a tennager...

Lampiran 4: Rubrik Penilaian

Aspek	Penilaian	Keterangan
Pengucapan	5	Mudah dipahami dan memiliki aksen yang unik
	4	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
	3	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
	1	Masalah pengucapan serius sehingga tidak bisa dipahami

Aspek	Penilaian	Keterangan
Tata Bahasa	5	Tidak ada pengucapan yang salah sedikitpun
	4	Sering membuat kesalahan tata bahasa yang mempengaruhi makna
	3	Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
	1	Kesalahan tata bahasa yang sangat parah sehingga tak dapat makna yang dikandung

Aspek	Penilaian	Keterangan
Kosa Kata	5	Menggunakan kosa kata dan ungkapan yang sesuai dengan struktur kalimat yang dibuat
	4	Kadang-kadang menggunakan kosa kata dan kalimat yang tidak tepat
	3	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata
	1	Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi

Aspek	Penilaian	Keterangan
Pemahaman	5	Memahami semua tanpa mengalami kesulitan
	4	Memahami hampir semuanya, walau ada pengulangan pada kalimat atau pengucapan tertentu
	3	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan
	1	Tidak bisa memahami walaupun percakapan sederhana dan tidak serius dalam melafalkannya

5. Fluency   50 : Bila terjadi hesitasi
                  60 : Lancar, tetapi masih ada hesitasi
                  70 : Lancar
                  80 : Sangat lancar
6. Accuracy   50 : Semua ucapan tidak dapat dipahami
                  60 : Sebagian kecil ucapan sudah dapat dipahami
                  70 : Sebagain besar ucapan sudah dapat dipahami
                  80 : Semua ucapan dapat dipahami
7. Pronunciation 50 : Hampir semua ucapan tidak benar
                  60 : Sebagian kecil ucapan sudah benar
                  70 : Sebagian besar ucapan benar
                  80 : Semua ucapan benar
8. Intonation   50 : Tekanan/irama semua kata salah
                  60 : Tekanan/irama sebagian kecil kata benar
                  70 : Tekanan/irama sebagian besar kata benar
                  80 : Tekanan/irama semua kata, frasa, kalimat benar

APPENDIX 3 Students' Pre-test Scores

PRE-TEST

Nama : M Febriansyah

Kelas : XI-TKJ

Choose the correct answer and mark of the correct answer in these sheet!

There's a place in (1)____heart

And i know that it is love

And This place it was brighter than (2)_____

And if you really try

You'll find there's (3)_____

In this place you'll feel there's no hurt or (4)_____

Heal (5)_____

Make it (6)_____ place

(7)_____ and the (8)_____

There are people (9)_____

If you care enough for living

Make a better a place for you and for me

If you want to know why

There's love that cannot lie

Love is strong it only cares of joyful giving

If we try we shall see

In the bliss we cannot feel

Fear of dread , we stop existing and start living

Then it feels that always

Love's enough for us growing

Make a better world

So make a better world

And the dream we were conceived in will reveal a joyful face

And the world we once believed in will (10)_____ again in grace

Then why do we keep strangling life

Wound this earth , crucify its soul

Though its plain to see , this world is heavenly

Be god's glow

We could fly (11)_____

Let our spirit never die

In my heart i feel you are all my brothers

Create a world with no fear

Together we cry happy tears

See the nations turn their swords into plowshares

We could really get there

If you cared enough for the living

Make a little space

To make a better place

PRE-TEST

B=13×5.65

1._____
A. Us   C. Them
B. They   ~~D.~~ Your

2._____
~~A.~~ Tommorow   C. Sorrow
B. Below   D. Swallowed

3._____
A. No need   ~~C.~~ No need to cry
B. We cry   D. Need we try

4._____
A. Tommorow   ~~C.~~ Sorrow
B. Below   D. Swallowed

5._____
A. The word   C. The sword
~~B.~~ The world   D. The lord

6._____
~~A.~~ Better   C. Letter
B. Butter   D. Shutter

7._____
~~A.~~ For you and for me   C. Four us
B. For you and for me too   D. Four strand

8._____
A. Enter human race   C. Human race
~~B.~~ Entire human race   D. Entire Race

9._____
~~A.~~ Dieing   C. Dying
B. Lying   D. Laying

10._____
~~A.~~ Shine   C. Sine
B. Brain   D. Sun

11._____
A. High   C. Higher
B. So   ~~D.~~ So high

12. What Genre of this song?
A. Rock   C. Reggae
B. Pop   ~~D.~~ Blues

13. What similarity of "JOYFUL"?
A. Glad   ~~B.~~ Sorow
B. Sad   D. Alone

14. The similarity of " Create a world with no fear "?
~~A.~~ Make a peace   C. Turn into Sword
B. Start the war   D. The coup

15. What the meaning of "glow"?
A. Shine   C. Darkest
B. Dark   ~~D.~~ Darkened

16. Make a better place for you "What does you refer to?
A. The singer   C. The songwriter
~~B.~~ The children D. The listener

17. Heal The world "What does this lyric mean?
~~A.~~ If you are helping others
B. If you are helping others it represent as healing the world
C. If you aren't helping others it represent as healing yourself
D. If you aren't helping others it represent as healing the world

18. Together we'll cry happy tears " What does the lyric mean?
A. Feeling of happy ending   C. Feeling sad
~~B.~~ Feeling guilty   D. Depressed

19. Let our Spirits Never die "what does lyric mean?
A. We can't do the kindness
B. We dont have a kindness
~~C.~~ We enthusiastic to do the kindness
D. We have a doubt to do the kindness

20. Which action doesn't make the world better place?
~~A.~~ Make a war in social media
B. Improving education acces for children
C. Stop the illegal logging
D. Giving profesional help in health issues

PRE-TEST

Nama : M Febriansyah

Kelas : XI-TKJ

Choose the correct answer and mark of the correct answer in these sheet!

There's a place in (1)____heart

And i know that it is love

And This place it was brighter than (2)_____

And if you really try

You'll find there's (3)_____

In this place you'll feel there's no hurt or (4)_____

Heal (5)_____

Make it (6)_____ place

(7)_____ and the (8)_____

There are people (9)____

If you care enough for living

Make a better a place for you and for me

If you want to know why

There's love that cannot lie

Love is strong it only cares of joyful giving

If we try we shall see

In the bliss we cannot feel

Fear of dread , we stop existing and start living

Then it feels that always

Love's enough for us growing

Make a better world

So make a better world

And the dream we were conceived in will reveal a joyful face

And the world we once believed in will (10)____ again in grace

Then why do we keep strangling life

Wound this earth , crucify its soul

Though its plain to see , this world is heavenly

Be god's glow

We could fly (11)_____

Let our spirit never die

In my heart i feel you are all my brothers

Create a world with no fear

Together we cry happy tears

See the nations turn their swords into plowshares

We could really get there

If you cared enough for the living

Make a little space

To make a better place

PRE-TEST

B=7×5=35

1._____
A. Us   C. Them
B. They   Ø. Your

2._____
A. Tommorow   Ø. Sorrow
B. Below   D. Swallowed

3._____
A. No need   C. No need to cry
B. We cry   Ø. Need we try

4._____
A. Tommorow   C. Sorrow
B. Below   D. Swallowed

5._____
A. The word   C. The sword
B. The world D. The lord

6._____
A. Better   C. Letter
B. Butter   D. Shutter

7._____
A. For you and for me   C. Four us
B. For you and for me too   D. Four strand

8._____
A. Enter human race   C. Human race

B. Entire human race   D. Entire Race

9._____
A. Dieing   C. Dying
B. Lying   D. Laying

10._____
A. Shine   C. Sine
B. Brain   D. Sun

11._____
A. High   C. Higher
B. So   D. So high

12. What Genre of this song?
A. Rock   C. Reggae
B. Pop   D. Blues

13. What similarity of "JOYFUL"?
A. Glad   C. Sorrow
B. Sad   D. Alone

14. The similarity of " Create a world with no fear "?
A. Make a peace   C. Turn into Sword
B. Start the war   D. The coup

15. What the meaning of "glow"?
A. Shine   C. Darkest
B. Dark   D. Darkened

16. Make a better place for you "What does you refer to?
A. The singer   C. The songwriter
B. The children D. The listener

17. Heal The world "What does this lyric mean?
A. If you are helping others
B. If you are helping others it represent as healing the world
C. If you aren't helping others it represent as healing yourself
D. If you aren't helping others it represent as healing the world

18. Together we'll cry happy tears " What does the lyric mean?
A. Feeling of happy ending   C. Feeling sad
B. Feeling guilty   D. Depressed

19. Let our Spirits Never die "what does lyric mean?
A. We can't do the kindness
B. We dont have a kindness
C. We enthusiastic to do the kindness
D. We have a doubt to do the kindness

20. Which action doesn't make the world better place?

A. Make a war in social media
B. Improving education acces for children
C. Stop the illegal logging
D. Giving profesional help in health issues

APPENDIX 4 Students Post-Test I Scores

POST-TEST I

Nama : Raisa Verthalia

Kelas : XI - TKJ

Choose the correct answer and mark of the correct answer in these sheet!

There's a place in your heart

And i know that it is love

And This place it was brighter than tommorow

And if you really try

You'll find there's no need to cry

in this place you'll feel there's no hurt or sorrow

Heal the world Make it (16)_____ place

(17)_____ and the (18)_____

There are people (19)_____

If you care enough for living

Make a better a place for you and for me

If you want to know why

There's love that cannot lie

Love is strong it only cares of joyful giving

If we try we shall see

In the bliss we cannot feel

Fear of dread , we stop existing and start living

Then it feels that always

Love's enough for us growing

Make a better world

So make a better world

And the dream we were conceived in will reveal a joyful face

And the world we once believed in will (20)_____ again in grace

Then why do we keep strangling life

Wound this earth , crucify its soul

Though its plain to see , this world is heavenly

Be god's glow

We could fly so high

Let our spirit never die

In my heart i feel you are all my brothers

Create a world with no fear

Together we cry happy tears

See the nations turn their swords into plowshares

We could really get there

If you cared enough for the living

Make a little space

To make a better place

POST-TEST I

B = 14 x 5 = 70

Synonym & Antonym

What Synonim of "BETTER?
A. Bad   X. awful
B. Ugly   D. Nicer

2. What antonym of " Better"?
A. Bad   C. Nicer
B. Worse   X. Ugly

3. What synonim of "JOYFUL"?
X. Glad   C. Sorow
B. Sad   D. Alone

4. What antonym of "JOYFUL"?
X. Sad   C. Glad
B. Happy   D. Colorfull

5. What antonym of " LIE "?
X. Honest   C. Liar
B. Lies   D. Liein

Learning Definition

6. The meaning of " Create a world with no fear "?
X. Make a peace   C. Turn into Sword
B. Start the war   D. The coup

7. Make a better place for you "What does you meaning to?
A. The singer   C. The songwriter
B. The children   X. The listener

8. Heal The world "What does this lyric mean?
A. If you are helping others
X. If you are helping others it represent as healing the world
C. If you aren't helping others it represent as healing yourself
D. If you aren't helping others it represent as healing the world

9. Together we'll cry happy tears " What does the lyric mean?
X. Feeling of happy ending   C. Feeling sad
B. Feeling guilty   D. Depressed

10. Which action doesn't make the world better place?

X. Make a war in social media
B. Improving education acces for children
C. Stop the illegal logging
D. Giving profesional help in health issues

What part of speech of this words?

11. Dream.
X. Noun   C. Adjective
B. Verb   D. Adverb

12. Better
X. Noun   C. Adjective
B. Verb   D. Adverb

13. Shine
A. Noun   C. Adjective
X. Verb   D. Adverb

14. Heavenly
A. Noun   C. Adjective
B. Verb   X. Adverb

15. Represent
A. Noun   X. Adjective
B. Verb   D. Adverb

Vocabulary Sentence

16. ____
X. Better   C. Letter
B. Butter   D. Shutter

17. ____
X. For you and for me   C. Four us
B. For you and for me too   D. Four strand

18. ____
X. Enter human race   C. Human race
B. Entire human race   D. Entire Race

19. ____
A. Dieing   X. Dying
B. Lying   D. Laying

20. ____
X. Shine   C. Sine
B. Brain   D. Sun

POST-TEST I

Nama : M Febriansyah

Kelas : XI - TKJ

Choose the correct answer and mark of the correct answer in these sheet!

There's a place in your heart

And i know that it is love

And This place it was brighter than tommorow

And if you really try

You'll find there's no need to cry

In this place you'll feel there's no hurt or sorrow

Heal the world Make it (16)_____ place

(17)_____ and the

(18)_____

There are people (19)_____

If you care enough for living

Make a better place for you and for me

If you want to know why

There's love that cannot lie

Love is strong it only cares of joyful giving

If we try we shall see

In the bliss we cannot feel

Fear of dread , we stop existing and start living

Then it feels that always

Love's enough for us growing

Make a better world

So make a better world

And the dream we were conceived in will reveal a joyful face

And the world we once believed in will (20)_____ again in grace

Then why do we keep strangling life

Wound this earth , crucify its soul

Though its plain to see , this world is heavenly

Be god's glow

We could fly so high

Let our spirit never die

In my heart i feel you are all my brothers

Create a world with no fear

Together we cry happy tears

See the nations turn their swords into plowshares

We could really get there

If you cared enough for the living

Make a little space

To make a better place

POST-TEST I

Synonym & Antonym

1. What Synonim of "BETTER?
   A. Bad   C. awful
   B. Ugly   D. Nicer

2. What antonym of " Better"?
   A. Bad   C. Nicer
   B. Worse   D. Ugly

3. What synonim of "JOYFUL"?
   A. Glad   C. Sorow
   B. Sad   D. Alone

4. What antonym of "JOYFUL"?
   A. Sad   C. Glad
   B. Happy   D. Colorfull

5. What antonym of " LIE "?
   A. Honest   C. Liar
   B. Lies   D. Liein

Learning Definition

6. The meaning of " Create a world with no fear "?
   A. Make a peace   C. Turn into Sword
   B. Start the war   D. The coup

7. Make a better place for you "What does you meaning to?
   A. The singer   C. The songwriter
   B. The children D. The listener

8. Heal The world "What does this lyric mean?
   A. If you are helping others
   B. If you are helping others it represent as healing the world
   C. If you aren't helping others it represent as healing yourself
   D. If you aren't helping others it represent as healing the world

9. Together we'll cry happy tears " What does the lyric mean?
   A. Feeling of happy ending   C. Feeling sad
   B. Feeling guilty   D. Depressed

10. Which action doesn't make the world better place?

    A. Make a war in social media
    B. Improving education acces for children
    C. Stop the illegal logging
    D. Giving profesional help in health issues

What part of speech of this words?

11. Dream.
    A. Noun   C. Adjective
    B. Verb   D. Adverb

12. Better
    A. Noun   C. Adjective
    B. Verb   D. Adverb

13. Shine
    A. Noun   C. Adjective
    B. Verb   D. Adverb

14. Heavenly
    A. Noun   C. Adjective
    B. Verb   D. Adverb

15. Represent
    A. Noun   C. Adjective
    B. Verb   D. Adverb

Vocabulary Sentence

16. _____
    A. Better   C. Letter
    B. Butter   D. Shutter

17. _____
    A. For you and for me   C. Four us
    B. For you and for me too   D. Four strand

18. _____
    A. Enter human race   C. Human race
    B. Entire human race   D. Entire Race

19. _____
    A. Dieing   C. Dying
    B. Lying   D. Laying

20. _____
    A. Shine   C. Sine
    B. Brain   D. Sun

POST-TEST I

Nama : Yoel Alexander

Kelas : XI TKJ

Choose the correct answer and mark of the correct answer in these sheet!

There's a place in your heart

And i know that it is love

And This place it was brighter than tommorow

And if you really try

You'll find there's no need to cry

In this place you'll feel there's no hurt or sorrow

Heal the world Make it (16)_____ place

(17)_____ and the (18)_____

There are people (19)____

If you care enough for living

Make a better a place for you and for me

If you want to know why

There's love that cannot lie

Love is strong it only cares of joyful giving

If we try we shall see

In the bliss we cannot feel

Fear of dread , we stop existing and start living

Then it feels that always

Love's enough for us growing

Make a better world

So make a better world

And the dream we were conceived in will reveal a joyful face

And the world we once believed in will (20)____ again in grace

Then why do we keep strangling life

Wound this earth , crucify its soul

Though its plain to see , this world is heavenly

Be god's glow

We could fly so high

Let our spirit never die

In my heart i feel you are all my brothers

Create a world with no fear

Together we cry happy tears

See the nations turn their swords into plowshares

We could really get there

If you cared enough for the living

Make a little space

To make a better place

POST-TEST I

B=14×5 =70

Synonym & Antonym

1. What Synonim of "BETTER?
A. Bad   C. awful
B. Ugly   D. Nicer

2. What antonym of " Better"?
A. Bad   C. Nicer
B. Worse   D. Ugly

3. What synonim of "JOYFUL"?
A. Glad   C. Sorow
B. Sad   D. Alone

4. What antonym of "JOYFUL"?
A. Sad   C. Glad
B. Happy   D. Colorfull

5. What antonym of " LIE "?
A. Honest   C. Liar
B. Lies   D. Liein

Learning Definition

6. The meaning of " Create a world with no fear "?
A. Make a peace   C. Turn into Sword
B. Start the war   D. The coup

7. Make a better place for you "What does you meaning to?
A. The singer   C. The songwriter
B. The children D. The listener

8. Heal The world "What does this lyric mean?
A. If you are helping others
B. If you are helping others it represent as healing the world
C. If you aren't helping others it represent as healing yourself
D. If you aren't helping others it represent as healing the world

9. Together we'll cry happy tears " What does the lyric mean?
A. Feeling of happy ending   C. Feeling sad
B. Feeling guilty   D. Depressed

10. Which action doesn't make the world better place?

A. Make a war in social media
B. Improving education acces for children
C. Stop the illegal logging
D. Giving profesional help in health issues

What part of speech of this words?

11. Dream.
A. Noun   B. Adjective
B. Verb   D. Adverb

12. Better
A. Noun   C. Adjective
B. Verb   D. Adverb

13. Shine
A. Noun   C. Adjective
B. Verb   D. Adverb

14. Heavenly
A. Noun   C. Adjective
B. Verb   D. Adverb

15. Represent
A. Noun   C. Adjective
B. Verb   D. Adverb

Vocabulary Sentence

16. ____
A. Better   C. Letter
B. Butter   D. Shutter

17. ____
A. For you and for me   C. Four us
B. For you and for me too   D. Four strand

18. ____
A. Enter human race   C. Human race
B. Entire human race   D. Entire Race

19. ____
A. Dieing   B. Dying
B. Lying   D. Laying

20. ____
A. Shine   C. Sine
B. Brain   D. Sun

APPENDIX 5 Students Post-Test II Scores

POST-TEST II

Nama : M Febriansyah

Kelas : XI – TKJ

Choose the correct answer and mark of the correct answer in these sheet!

Goin' out tonight, changes into something red
Her mother doesn't like that kind of dress
Everything she never had she's showin' off
Drivin' too fast, moon is breakin' through her hair
She's headin' for somethin' that she won't forget
Havin' no 1. _____ is all that she really wants

We're only gettin' older, baby
And I've been thinkin' about it lately
Does it ever drive you crazy
Just how fast the night 2. _____ ?
Everything that you've ever dreamed of
3 _____ when you wake up
But there's nothing to be afraid of
Even when the night changes
4. _____ me and you (3x)

Chasing it tonight, doubts are runnin' 'round her head
He's waitin', hides behind a cigarette
Heart is beatin' loud and she doesn't want it to stop
5 _____ moon is lightin' up her skin
She's fallin', doesn't even know it yet
Havin' no regrets is all that she really wants

Goin' out tonight, changes into something red
Her mother doesn't like that kind of dress
Reminds her of the missin' piece of innocence she lost

Even when the night changes
It will never change, baby
It will never change, baby
It will never change me and you

POST-TEST II

B = 16 × 5 = 80

To get
C. Paid
Regret
D. Get

10. Which action in the future you dont regret it

2. _____
A. Less
B. Worse
X. Changes
D. Fastest

A. Drugs
X. Improving skill for yourself
C. Corruption
D. Get drunk

3. _____
A. Disappear
X. Disappearing
C. Chasing
D. Waiting

11. Dream.
X. Noun
B. Verb
C. Adjective
D. Adverb

4. _____
A. It will
B. Will Never
C. Will Never Changes
X. It will never changes

12. Regret
X. Noun
B. Verb
C. Adjective
D. Adverb

5. _____
A. To fast
B. To fast Moving
C. Fast To
X. Moving to Fast

13. Changes
A. Noun
X. Verb
C. Adjective
D. Adverb

6. The meaning of "changes into something red "?
A. Doing the right thing
B. Doing things you shouldnt't do
X. Doing anything
D. Doing what u want

14. Lately
X. Noun
B. Verb
C. Adjective
D. Adverb

7. "We're only gettin' older "What does you meaning to?
X. The singer
B. The children
C. The songwriter
D. The listener

15. Disappearing
X. Noun
B. Verb
C. Adjective
X. Adverb

16. Whay Antonym of "Old"?
A. Elder
B. Older
C. Age
X. Young

8. "We're only gettin' older "What does this lyric mean?
A. Age is just number
X. Growing up
C. Old age
D. How old

17. What synonym of "Fast"?
A. Lay
B. Slow
X. Quick
D. Low

18. What Synonym of "doubt"?
X. Uncertainty
B. Certainly
C. Definitely
D. Must be

9. "Chasing it tonight, doubts are runnin' 'round her head" What does the lyric mean?

X. Her Hesitate to do something
B. Her happy to do something
C. Her is very confident
D. Her is awful to do something

19. What antonym of "lost"?
X. Find
B. Leave
C. No longer
D. Laying

20. What antonym of " Forget"?
A. Found
B. Find
X. Remember
D. Regret

POST-TEST II

Nama : Raisa Verthalia

Kelas : XI – TKJ

Choose the correct answer and mark of the correct answer in these sheet!

Goin' out tonight, changes into something red
Her mother doesn't like that kind of dress
Everything she never had she's showin' off
Drivin' too fast, moon is breakin' through her hair
She's headin' for somethin' that she won't forget
Havin' no 1. _____ is all that she really wants

We're only gettin' older, baby
And I've been thinkin' about it lately
Does it ever drive you crazy
Just how fast the night 2. _____ ?
Everything that you've ever dreamed of
3 _____ when you wake up
But there's nothing to be afraid of
Even when the night changes
4. _____ me and you (3x)

Chasing it tonight, doubts are runnin' 'round her head
He's waitin', hides behind a cigarette
Heart is beatin' loud and she doesn't want it to stop
5 _____ moon is lightin' up her skin
She's fallin', doesn't even know it yet
Havin' no regrets is all that she really wants

Goin' out tonight, changes into something red
Her mother doesn't like that kind of dress
Reminds her of the missin' piece of innocence she lost

Even when the night changes
It will never change, baby
It will never change, baby
It will never change me and you

POST-TEST II

B = 16 × 5 = 80

1. ____
A. To get   C. Paid
B. Regret   D. Get

2. ____
A. Less   C. Changes
B. Worse   D. Fastest

3. ____
A. Disappear   C. Chasing
B. Disappearing   D. Waiting

4. ____
A. It will   C. Will Never Changes
B. Will Never   D. It will never changes

5. ____
A. To fast   C. Fast To
B. To fast Moving   D. Moving to Fast

6. The meaning of "changes into something red "?
A. Doing the right thing
B. Doing things you shouldnt't do
C. Doing anything
D. Doing what u want

7. "We're only gettin' older "What does you meaning to?
A. The singer   C. The songwriter
B. The children   D. The listener

8. "We're only gettin' older "What does this lyric mean?
A. Age is just number
B. Growing up
C. Old age
D. How old

9. "Chasing it tonight, doubts are runnin' 'round her head" What does the lyric mean?

A. Her Hesitate to do something
B. Her happy to do something
C. Her is very confident
D. Her is awful to do something

10. Which action in the future you dont regret it

A. Drugs
B. Improving skill for yourself
C. Corruption
D. Get drunk

11. Dream.
A. Noun   C. Adjective
B. Verb   D. Adverb

12. Regret
A. Noun   C. Adjective
B. Verb   D. Adverb

13. Changes
A. Noun   C. Adjective
B. Verb   D. Adverb

14. Lately
A. Noun   C. Adjective
B. Verb   D. Adverb

15. Disappearing
A. Noun   C. Adjective
B. Verb   D. Adverb

16. Whay Antonym of "Old"?
A. Elder   C. Age
B. Older   D. Young

17. What synonym of "Fast"?
A. Lay   C. Quick
B. Slow   D. Low

18. What Synonym of "doubt"?
A. Uncertainty   C. Definitely
B. Certainly   D. Must be

19. What antonym of "lost"?
A. Find   C. No longer
B. Leave   D. Laying

20. What antonym of " Forget"?
A. Found   C. Remember
B. Find   D. Regret

POST-TEST II

Nama : Joel Alexander

Kelas : XI TKJ

Choose the correct answer and mark of the correct answer in these sheet!

Goin' out tonight, changes into something red
Her mother doesn't like that kind of dress
Everything she never had she's showin' off
Drivin' too fast, moon is breakin' through her hair
She's headin' for somethin' that she won't forget
Havin' no 1. _____ is all that she really wants

We're only gettin' older, baby
And I've been thinkin' about it lately
Does it ever drive you crazy
Just how fast the night 2. _____ ?
Everything that you've ever dreamed of
3 _____ when you wake up
But there's nothing to be afraid of
Even when the night changes
4. _____ me and you (3x)

Chasing it tonight, doubts are runnin' 'round her head
He's waitin', hides behind a cigarette
Heart is beatin' loud and she doesn't want it to stop
5. _____ moon is lightin' up her skin
She's fallin', doesn't even know it yet
Havin' no regrets is all that she really wants

Goin' out tonight, changes into something red
Her mother doesn't like that kind of dress
Reminds her of the missin' piece of innocence she lost

Even when the night changes
It will never change, baby
It will never change, baby
It will never change me and you

POST-TEST II

B=16×5:80

1. _____
A. To est   C. Pau
X Regret   D. Get

2. _____
A. Less   X Changes
B. Worse   D. Fastest

3. _____
X Disappear   C. Chasing
B. Disappearing   D. Waiting

4. _____
A. It will   C. Will Never Changes
B. Will Never   X. It will never changes

5. _____
A. To fast   C. Fast To
B. To fast Moving   X Moving to Fast

6. The meaning of "changes into something red "?
A. Doing the right thing
X. Doing things you shouldn't do
C. Doing anything
D. Doing what u want

7. "We're only gettin' older "What does you meaning to?
A. The singer   C. The songwriter
B. The children   X. The listener

8. "We're only gettin' older "What does this lyric mean?
X Age is just number
B. Growing up
C. Old age
D. How old

9. "Chasing it tonight, doubts are runnin' 'round her head" What does the lyric mean?

A. Her Hesitate to do something
B. Her happy to do something
C. Her is very confident
X Her is awful to do something

10. Which action in the future you dont regret it "
A. Drugs
X Improving skill for yourself
C. Corruption
D. Get drunk

11. Dream.
X Noun   C. Adjective
B. Verb   D. Adverb

12. Regret
X Noun   C. Adjective
B. Verb   D. Adverb

13. Changes
A. Noun   C. Adjective
X Verb   D. Adverb

14. Lately
X Noun   C. Adjective
B. Verb   D. Adverb

15. Disappearing
X Noun   C. Adjective
B. Verb D. Adverb

16. Whay Antonym of "Old"?
A. Elder   C. Age
B. Older   X Young

17. What synonym of "Fast"?
A. Lay   X Quick
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18. What Synonym of "doubt"?
X Uncertainty   C. Definitely
B. Certainly   D. Must be

19. What antonym of "lost"?
X Find   C. No longer
B. Leave   D. Laying

20. What antonym of " Forget"?
A. Found   X Remember
B. Find   D. Regret

APPENDIX 6 Result of pretest , post-test I , post – test II

No	Name	Cycle I		Improving (%)	Cycle II	Improving(%)	Criteria
		Pre-Test	Post-test I		Post-test II		
1	DAP	60	70	16,7%	80	14,3%	Improve
2	SG	55	70	27,3%	80	14,3%	Improve
3	JA	65	80	23,1%	80	0,0%	Improve
4	RS	60	80	33,3%	85	6,3%	Improve
5	SNAS	80	90	12,5%	95	5,6%	Improve
6	ZM	80	85	6,3%	85	0,0%	Improve
7	AB	80	85	6,3%	85	0,0%	Improve
8	RVT	65	70	7,7%	80	14,3%	Improve
9	DR	70	80	14,3%	80	0,0%	Improve
10	MYA	80	85	6,3%	85	0,0%	Improve
11	FRM	60	80	33,3%	85	6,3%	Improve
12	MALR	65	75	15,4%	80	6,7%	Improve
13	GAAT	80	85	6,3%	85	0,0%	Improve
14	ZNA	60	75	25,0%	80	6,7%	Improve
15	MIH	55	70	27,3%	80	14,3%	Improve
16	MDP	55	75	36,4%	80	6,7%	Improve
17	ZRY	70	80	14,3%	85	6,3%	Improve
18	SM	70	80	14,3%	80	0,0%	Improve
19	YA	65	70	7,7%	80	14,3%	Improve
20	FFS	80	90	12,5%	90	0,0%	Improve
21	PA	75	80	6,7%	85	6,3%	Improve
22	MS	65	70	7,7%	80	14,3%	Improve
23	SR	60	75	25,0%	80	6,7%	Improve
24	SW	55	75	36,4%	80	6,7%	Improve
25	MAP	40	60	50,0%	70	16,7%	Improve
26	MNA	55	65	18,2%	70	7,7%	Improve
27	MF	35	75	87,3%	80	6,7%	Improve
28	PDK	40	55	37,5%	70	27,3%	Improve
29	MGS	75	75	0,0%	80	6,7%	Improve
30	MYP	55	65	18,2%	65	0,0%	Improve
31	YR	30	45	50,0%	65	44,4%	Improve
32	RDN	35	65	85,7%	70	7,7%	Improve
	Total	**1975**	**2380**		**2555**		
	Average	**61,71**	**74,37**		**79,84**		

APPENDIX 7 Interview Guideline For the English Teacher

Before Classroom Action Research
A. Interview Guideline

1. Menurut ibu , bagaimana kondisi siswa selama proses pembelajaran bahasa Inggris di kelas?

2. Berapa standar nilai KKM yang ibu tentukan untuk siswa?

3. Skill apa yang dianggap siswa paling sulit dalam pembelajaran bahasa Inggris ?

4. Bagaimana kemampuan siswa ibu dalam pembelajaran bahasa inggris terutama pada sesi listening di kelas?

5. Sebagai guru bahasa Inggris apa saja yang telah dilakukan untuk meningkatkan skill listening pada siswa?

6. Media apa saja yang ibu gunakan dalam mengajar Bahasa Inggris di dalam kelas?

7. Bagaimana tanggapan dan kondisi di dalam kelas terhadap media yang ibu gunakan?

8. Apakah ibu pernah mendengar istilah "listening English song" dalam pengajaran di dalam kelas?

9. Menurut ibu apakah penggunaan media "listening English song " akan mempermudah da mengembangkan kosakata dan juga listening skill para siswa?

APPENDIX 8

Interview Guideline For the English Teacher
Before Classroom Action Research

W: Writer
T: Teacher

1.　W : Menurut ibu bagaimana kondisi siswa selama proses pembelajaran Bahasa

Inggris terutama di kelas 11 TKJ ?

T: Kondisi siswa kelas 11 TKJ sangat baik dan respon mereka terhadap

pemebelajaran sangat baik dan positif

2.　W: Untuk standar nilai atau KKM sendiri berapa KKM yang ditentukan sekolah ?

T: Untuk sekolah menentukan untuk pembelajaran Bahasa Inggris 80 karena melihat

kemampuan siswa yang di nilai baik dalam proses pembelajaran bahasa Inggris

3.　W: Skill apa yang dianggap siswa paling sulit dalam pembelajaran Bahasa Inggris ?

T: Untuk skill yang agak sulit siswa pahami secara langsung yaitu sangat guru

menjelaskan materi di depan kelas menggunakan Bahasa Inggris kemampuan

pemahaman kosakata untuk menangkap dan memahami materi yang diberikan dan juga

kemampuan siswa dalam mendengarkan

4.　W: Bagaimana kemampuan siswa ibu dalam pelajaran bahasa Inggris terutama pada

sesi Listening?

T: Tingkat kemampuan siswa dalam proses pembelajaran listening sangat kurang

memotivasi dan membingungkan mereka

5.　W: Sebagai guru bahasa Inggris usaha apa saja yang telah ibu lakukan guna

meningkatkan pemahaman kosakata dan meningkatkan listening skill para siswa ?

T: Untuk meningkatkan listening skill dan pemahaman kosakata mereka saya

memberikan sebuah pembelajaran dengan menggunaan laboratorium bahasa , namun sejak 3 bulan kemarin sedang ada renovasi dari sekolah untuk menambah gedung sehingga pada sesi listening hanya menggunakan speaker yang disediakan sekolah dan juga menggunakan materi conversation untuk siswa pahami

6. W : Selama mengajar bahasa Inggris media apa saja yang telah ibu gunakan?

   T: Menggunakan media seperti , infocus ,speaker dan gadget

7. W: Bagaimana tanggapan siswa terhadap media yang ibu gunakan?

   T: Tanggapan siswa baik , karena sebagaimana yang kita pahami media tersebut juga sangat membantu siswa dalam pembelajaran apapun

8. W: Dengan skripsi saya yang berjudul "The Implementation Of Song In Listening Skill " apakah dapat mengembangkan kosakata dan juga listening skillpara siswa kedepannya nanti menurut ibu?

   T: Saya pernah mendengar istilah lagu dalam pengajaran bahasa Inggris

9. W: Menurut Ibu apakah penggunaan media "listening English song" pada sesi listening akan berdampak baik pada siswa?

   T: Saya rasa itu akan memberikan dampak yang bagus untuk siswa , terutama pada skill listening dan pemahaman kosakata mereka, karena dengan lagu menurut saya siswa jadi ingin mengetahui tata bahasa yang baru mereka dengar dan juga diiringi melody dari lagu tersebut yang mungkin bisa membuat siswa termotivasi dalampembelajaran bahasa Inggris mereka

APPENDIX 9

Post Interview

1. Menurut ibu bagaimana kondisi siswa setelah menggunakan media English song dalam pembelajaran listening?

2. Bagaimana kemampuan pemahaman mendengar siswa ibu setelah menerapkan media English song?

3. Bagaimana keaktifan siswa ketika pembelajaran listening dengan menggunakan English song?

4. Kendala apa yang dialami ketika menerapkan media English song di dalam kelas?

5. Menurut ibu bagaimana cara mengatasinya?

6. Apa pendapat ibu dalam melihat pembelajaran listening dengan menggunakan media English song?

APPENDIX 10

The result Post Interview

W ; Writer

T; Teacher

W : Menurut ibu, bagaimana kondisi siswa setelah satu bulan saya melaksanakan PTK menggunakan song sebagai media dalam pembelajaran listening?

T : Kondisi siswa di 11 TKJ menjadi lebih baik dan sangat termotivasi mempelajari bahasa inggris jika saya memasuki kelas

W: Bagaiman kemampuan pemahaman dalam mendengar siswa ibu setelah saya menerapkan media lagu tersebut ?

T: Ya seperti yang kita lihat dari hasil testnya kemampuan siswa menjadi meningkat , hal ini juga disebabkan oleh penerapan pembelajaran di kelas yang dilakukan oleh Farhan sangat baik dan respon siswa nya juga antusias

W: Setelah saya melakukan penelitian , bagaimana partisipasi siswa terhadap media lagu yang telah saya ajarkan bu?

T: Partisipasi siswa sangat antusias sekali dan siswa juga menjadi tidak mudah bosan dalam pembelajaran bahasa Inggris di kelas

W: Kendala apa yang terlihat ibu ketika saya menerajan media song di kelas?

T : Ya seperti yang saya tahu pada awal pertemuan saya melihat agak susah dalam mengkodusifitaskan kelas dan juga kadang suara speaker yang agak kurang di dengar oleh siswa

W: Menurut ibu bagaimana cara mengatasi kendala tersebut?

T: Ya untuk masalah mengkondusifitaskan kelas mungkin itu hanya soal waktu ya dan cara mengajarnya dan untuk masalah speaker mungkin akan didiskusikan ke pihak sekolah

W: Apa pendapat ibu setelah melihat pembelajaran bahasa Inggris pada sesi listening

menggunakan lagu ?

T: Menurut saya sangat baik sekali , selain bisa meningkatkan tingkat listening dan fokus siswa dalam

pembelajaran suasana jadi sangat interaktif

APPENDIX 11

Student's Interview Guideline

No	Indicators	Question	Number of Question
1.	Mengetahui persepsi siswa tentang pentingnya penggunaan lagu berbahasa Inggris terutama lagu yang diciptakan yang diciptakan dari composer dengan bahasa Inggris yang aktif untuk pengembagan kosakata dan kemampuan listening skill mereka?	1. Menurut kamu , apakah dalam pengajaran bahasa Inggris di kelas perlu menggunakan media pembelajaran?	1
		2. Setelah mempelajari listening material yang diberikan menggunakan lagu apakah ada pengaruh penggunaan dan intensitas mendengarkan terhadap motivasi belajar bahasa Ingris kamu?	2
2.	Mengetahui pendapat mereka tentang penggunaan media pembelajaran menggunakan lagu di dalam kelas untuk mempelajari bahasa Inggris	1. Bagaimana pendapat kamu ketika belajar bahasa Inggris menggunakan lagu?	3
		2. Apakah lagu yang digunakan ketika di dalam kelas mempermudah atau mempersulit kamu dalam memahami kosakata nya ? dan jelaskan kenapa?	4
		3. Apakah English song bermafaat dalam mengembangkan motivasi belajar , berinteraksi dengan murid ataupun guru dan meningkatkan pemahaman kosakata dan listening kamu?	5

APPENDIX 12
The Result of Interview

W: Menurut zaky sendiri dalam mengajar itu perlu ga menggunakan media ,sekalian kasih alesannya?

S: Kalau menurut zaky si bang , itu perlu ya karena saya dan temen kelasan saya ada banyak yang susah paham ama belajar bahasa Inggris dan juga bagi siswa kek saya lagu yang diputer di kelas itu pernah saya denger beberapa kali agak sedikit paham lama lama soal bahasa Inggris

W:Setelah belajar listening menggunakan media lagu apa ada pengaruh menurut zaky ?

S: Mantep bang , jadi tertarik saya belajar bahasa Inggris selain enak denger lagu saya juga pengen tau lebih banyak soal lirik ama melodinya

W:Bagaimana pendapat zaky ketika belajar bahasa Inggris menggunakan lagu di kelas ?

S: Seru bang jadi ada bahan buat nanya di kelas ke temen kalo ga ke abang pas ngajar jadi ga suntuk juga

W: Apakah lagu yang diputar di dalam kelas selama 6 pertemuan bikin mempersulit atau memudahkan zaky dalam memahami pelajaran?

S: Mempermudah , karena lagu nya melodi ama sama liriknya lumayan enak untuk ditebak

W: Apakah dengan media lagu yang saya gunakan selama mengajar dapat mengembangkan pemikiran zaky?

S: Iya , pertama dari dari soal test yang diberikan dan abang juga ngasih reward buat maju ke depan kelas untuk melafalkan sedikit dari lirik lagunya sama artinya abang ngasi melodi instrumen doang buat di dengerin jadi kita lama lama paham

APPENDIX 13
Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-3014/Un.20/F.V/PP.00.9/07/2023   24 Juli 2023

Lamp. : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Kepala SMK PGRI 1 TAMBUN SELATAN

di

   Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama   : FARHAN FAIZAL PRATAMA
NIM   : 196121134
Program Studi   : Pendidikan Bahasa Inggris
Semester   : 9
Judul Skripsi   : SONG ANALYSIS IN THE LISTENING SECTION TO INCREASE VOCABULARY AT GRADE ELEVENTH OF SENIOR HIGH SCHOOL PGRI 1 TAMBUN SELATAN

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
Adapun waktu penelitian pada tanggal 22 Agustus 2023 sampai tanggal 22 September 2023.
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 005

YAYASAN PEMBINA LEMBAGA PENDIDIKAN (YPLP) PROPINSI JAWA BARAT
SEKOLAH MENENGAH KEJURUAN (SMK) PGRI TAMBUN
KELOMPOK BISNIS MANAJEMEN DAN TEKNIK KOMPUTER INFORMATIKA
Status : Akreditasi "B" SK BAN No.763/BAN-SM/SK/2019
Jl. Kebon Kelapa, Tambun Selatan Telp. (021) 88360531

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
No: 029 / SATDIK-SMK / II.4 / C.2023

Yang bertanda tangan di bawah ini:

Nama	: Drs. Damyo
Jabatan	: Kepala Sekolah
Unit Kerja	: SMK PGRI Tambun Selatan
Alamat Sekolah	: Jl. Kebon Kelapa Perum Pemda Tambun Selatan

Dengan ini menyatakan bahwa:

Nama	: **FARHAN FAIZAL PRATAMA**
NIM	: 196121134
Program Studi	: Pendidikan Bahasa Inggris
Instansi / Perguruan Tinggi	: Universitas Islam Negeri Raden Mas Said Surakarta

Adalah benar telah melakukan Penelitian Lapangan dalam rangka penyusunan skripsi di SMK PGRI Tambun Selatan terhitung sejak tanggal 22 Agustus – 22 September 2023, dengan Judul:

"SONG ANALYSIS IN THE LISTENING SECTION TO INCREASE VOCABULARY AT GRADE ELEVENTH OF SENIOR HIGH SCHOOL PGRI 1 TAMBUN SELATAN".

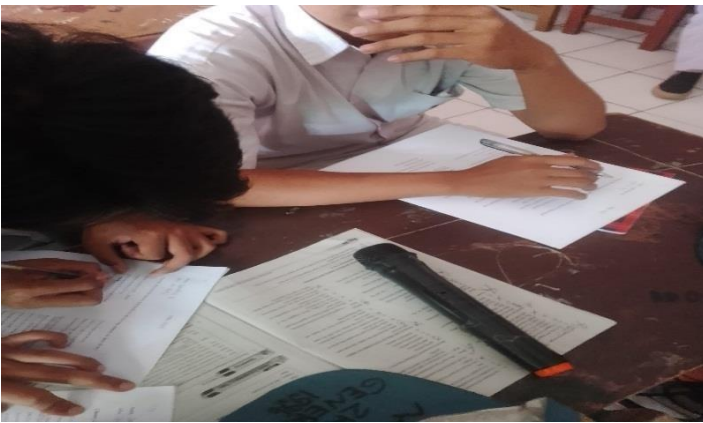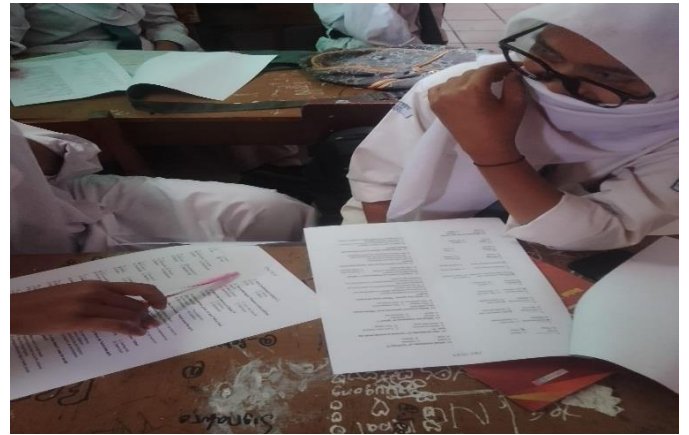Demikian surat keterangan ini dibuat dengan benar, untuk dapat dipergunakan sebagaimana mestinya.

Bekasi, 25 September 2023

SMK PGRI Tambun Selatan

Drs. Damyo

APPENDIX 14
Pictures Of Research

APPENDIX 15
Approval Sheet Of Curriculum 2013

LEMBAR PENGESAHAN

Setelah memperhatikan telaah Kurikulum 2013 untuk kelas 10, 11, & 12, bersama unsur internal sekolah dan Pengawas Sekolah, serta memperhatikan pertimbangan Komite Sekolah, dengan ini Kurikulum SMK PGRI Tambun Selatan Bidang Keahlian Otomatisasi Tata Kelola Perkantoran/Adm.Perkantoran; Akuntansi Keuangan dan Lembaga; serta Kompetensi Keahlian Teknik Komputer dan Jaringan disahkan untuk diberlakukan pada Tahun Pembelajaran 2023 / 2024.

Ditetapkan di : Bekasi

Tanggal : 03 Juli 2023

Komite Sekolah

Abun

Kepala SMK PGRI Tambun Selatan

Drs. Damyo

Mengetahui,

Kepala Cabang Dinas Pendidikn Wil. III
Dinas Pendidikan Provinsi Jawa Barat

Made Supriyatna, S.Pd, M.Si
NIP. 196802061998021004
Pembina Tk.I/IV/b