

Improving Students Listening Ability through English Song

THESIS

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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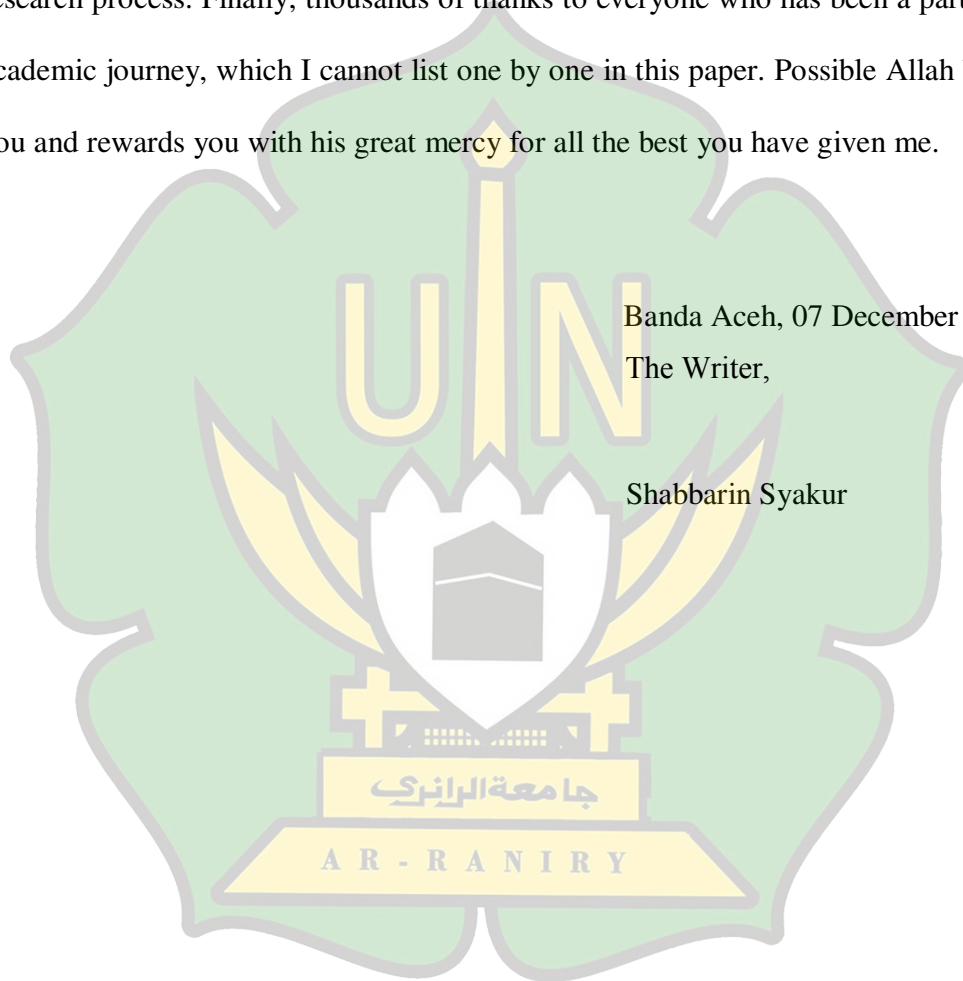
Second, I would like to express my deepest gratitude and love to my beloved family, especially my parents, as the best support system in my life. my father Ahmad Felix and my mother Muslima who have given me warmth in my life, and entrusted me with an opportunity to continue my studies at the university, they always pray for me and encourage me every day. May Allah always bless my family.

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Banda Aceh, 07 December 2022

The Writer,

Shabbarin Syakur



ABSTRACT

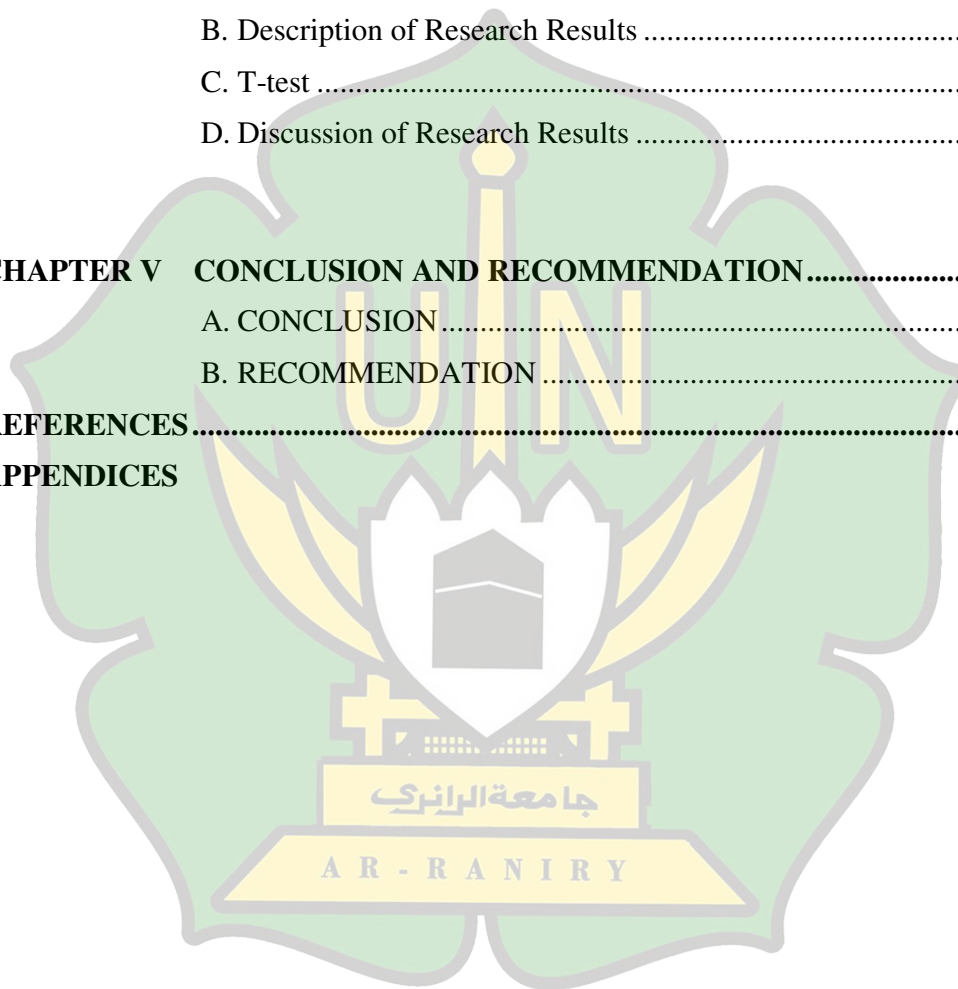
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This study aims to investigate the improvement of students' listening skills in English using songs as the medium. The research methodology employed is the quantitative experimental method with data collection techniques in the form of tests (pre-test and post-test). Class VIII students totaling 12 people were taken as a population and also used as a sample in this study using a saturated sampling technique. The results show that the use of songs improved the listening skills of class VIII students with a pretest average score of 12.08 and a posttest average score of 17.91, indicating that the posttest score is higher than the pretest score. In the t-test, the min obtained is higher than the table t-test value, namely ± 12.4048 , which is standard the value of 5% in the t-test table is ± 2.262 . Based on these results and facts, I conclude that the listening skills of SMP-IT Madrasatul Qur'an students increased after using song-learning media.

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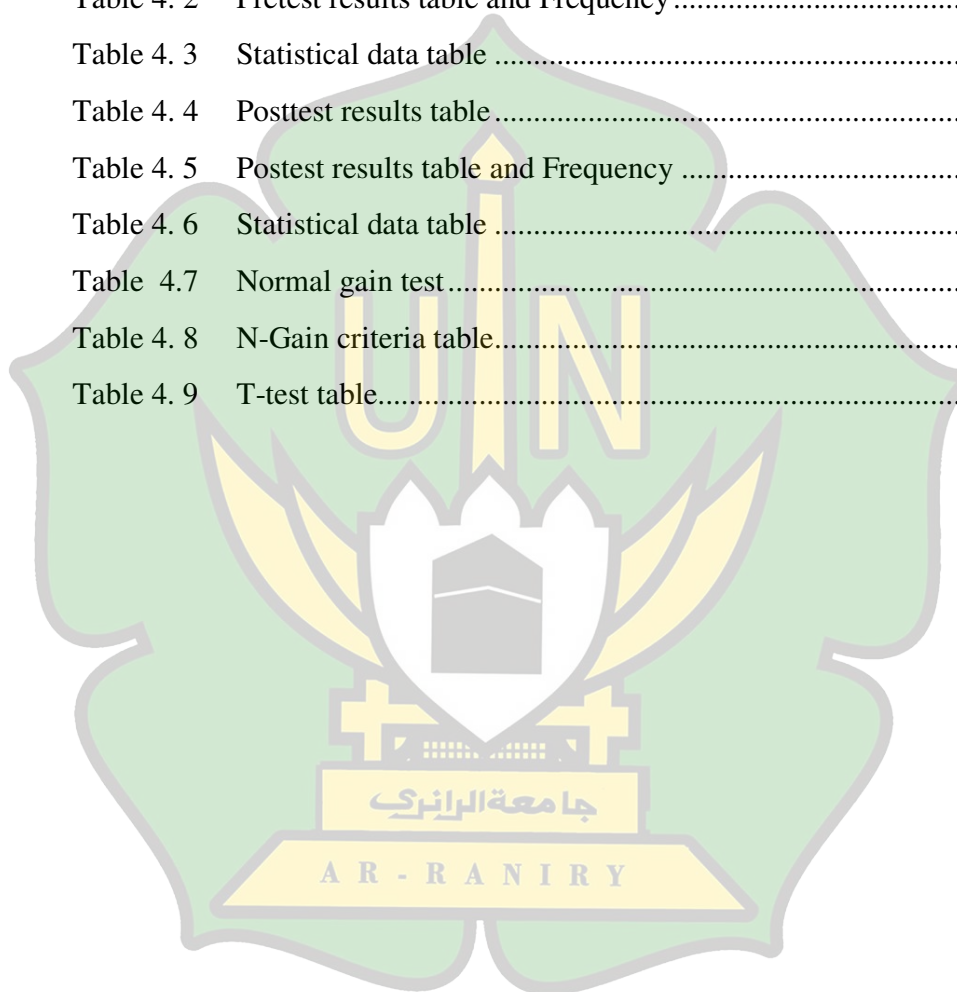
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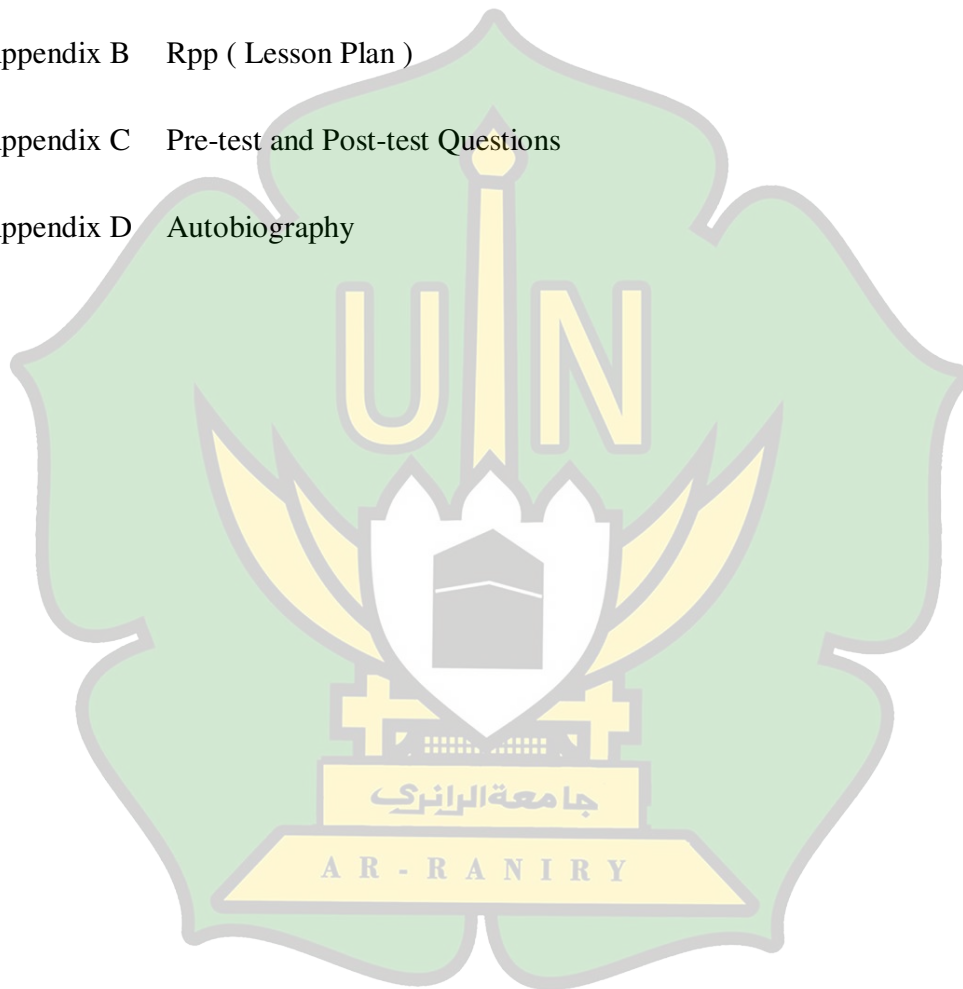
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CHAPTER I

INTRODUCTION

This chapter consists of background of study, research questions, aims of the study, the scope of study, hypothesis, significance of the study, and terminologies.

A. Background of study

Listening to songs is a very common thing and is often done in our daily lives, in which a lot of vocabulary is collected into sentences that are very good for all people to listen to, both inside and outside educational institutions. According to Awe (2003) language, style, and deviation of word meaning are language games in making song lyrics. In addition, musical notation and melody adapted to the lyrics amplify the songs, so listeners are carried away by what the writer thinks.

As mentioned by Murcia (2001) listening is the most used language skill in life, and needs to be the main focus throughout the day, every day is only limited by the availability of the target language in school, community, and environment media. It is clear as explained that in the social world there are many activities that focus on listening, even though such as lectures, concerts, and others, even though they are only done to fill empty time. Not only that, in educational institutions, many media are used to train someone's hearing to be sharp, and to improve one's language style.

Among the media used are listening to the radio, podcasts, and songs, and what is most often done is listening directly from the mouth of the teacher.

Among the listening teaching strategies that are very popular in the world of education is the method of teaching using songs, because singing is something that is liked not only by children but also by all ages. Singing can be a means and also learning for all ages and groups. Every people can choose the right song for learning material. If it is appropriate, in addition to entertaining and being a pause and can eliminate the boredom of singing, it can also strengthen children's understanding of the material being taught as stated by Ma'rifah (2009) that song is a listening method that is very suitable for all ages and is also very flexible. If it is taught in an educational institution because it can increase the spirit of learning and improve student language style.

Various levels of society make songs as self-entertainers, hobbies, and even serve as jobs such as the song industry, and most of them use songs to be something positive. Sometimes songs are also made for negative things, such as making songs to insult certain people and institutions for fun, and sometimes they can be used to pour someone's heart into them. Even so legally in the life of some people there are no restrictions on listening to songs, both local and foreign songs, so many forms of songs are categorized by various experts, and they make these songs separated according to genres, such as pop, hip hop, rock, and even dangdut are included in this genre. While the law made by the state states that songs have been arranged

according to the age of the listeners, some are specifically for toddlers, namely around 5 years and under, small children, namely over 5 years to 12 years, adolescents namely 12 years. Up to 18 years, and for adults 18 years and over. This rule is applied which is useful for their mental level and readiness to absorb and understand the content of the song. In the English song, it must be filled with various values and motivations that are useful for them, one of which is: 1) student quickly absorb what is being taught. With this singing method, student will absorb what is being taught faster. In addition, singing also has a function as a means of calming student down. 2) As a good stimulus. 3) Improve academic understanding, 4) sharpen memory and thinking skills. With this limitation the development of their thinking will gradually increase.

The English ability of students at SMP-IT Madrasatul Qur'an is also still very low, although the school program has intensive English classes, this can be seen by paying attention to the daily activities of students at school. Often hear students can not pronounce vocabulary correctly and do not understand the meaning, there are even some students who still have difficulty expressing their wishes through conversation. Student activity in the English learning process is also still low and rarely used in everyday life, also students do not respond to what the teacher explains, and students' desire to ask questions is still very lacking, because students' motivation to learn English is very lacking, both from the method and existing facilities, so that teachers are confused, about whether students understand or not. This is known by

doing initial observations, and this is realized by being a teaching teacher at the school so that it is easy for me to carry out these activities. The way I can measure students' abilities and problems in this regard is by asking questions such as very basic daily conversations such as, "how are you?", "How are you?", "Are you ready to study?", "Is there something wrong with you?" do you want", with this question, only a few students can answer according to the rules of English, the rest just listen without replying, some are smiling, and sometimes they answer in their mother tongue. The low English skills of SMP-I Madrasatul Qur'an students are caused by the background of students living in dormitories who have difficulty speaking English from the management so that they feel compelled to use English. In addition, there is a sense of shame for students to speak English, and also many students bully their friends because of it. So that researcher can conclude the title of this study is "Improving Students Listening Ability through English".

Another study written by Antika (2021) "The Effects of English Songs in Learning Vocabulary for Young Learners". The problem with the research is, the first in that place no previous research has been done, another reason the researcher wants to introduce a learning method using songs at the school is that the elementary school has never done this method, because before they have never done it because what is taught is students who are still in elementary school, so when they listen to songs in English, they can subconsciously remember the words easily because with songs they

will learn more relaxed and comfortable. Of course, researcher used pre-test and post-test to measure their ability.

As a result, they can easily understand the essence of the material to be conveyed with the song. In my research, I want to continue research from the study not in terms of recognition and effectiveness, but in terms of developing their language in an English song and the level of students is also higher than the school, which is already at the junior high school level.

Another study written by Ayuningtyas (2008) "Improving Vocabulary Mastery Through Listening to Songs for The Students of SMKN 2 Depok Sleman Yogyakarta". That research applies songs as a method to improve student's vocabulary mastery because, in learning which is usually done with material that focuses on print media, students are difficult to pronounce and very easy to forget, so with the song method, students are able to catch easily the vocabulary contained in the song and can also improve students' memory about it. I want to continue the research that students improve their ability to understand the meaning of the song, not just literally.

Another study written by Naima (2018) "The Effect of Using Songs on Young Learners and Their Motivation for Learning English". This study aims to see whether songs can affect students' motivation and linguistic aspects. This researcher also discusses how he conducts research on this matter, namely by conducting posttests and pretests. By playing several different songs and interviewing several students to

explore the results. As a result, students get very positive developments in the field of language and motivation in learning.

According to the studies above, the studies have shown that actually this song is a positive thing if it is presented to students, and also really helps students in improving their language through the lyrics sung by singers, their mindset in assessing a song will improve. Therefore, the researcher chose to examine English songs improve students' listening ability.

B. Research question

Based on the background of the research above, the writer has formulated some research questions as follows, does the use of English songs improve student listening?

C. Aims of the study

The purpose of this study is to find out whether the use of English songs improves student listening ability.

D. The Scope of Study

Accordance with what was mentioned, this research is very heavy and requires a long time for researchers. Because in listening skills there are many aspects that must be considered and studied in depth, and it will take a lot of time to do research, so this research only focuses on basic listening which only looks at students'

understanding and the value obtained from the songs they often hear in their daily lives.

E. Hypothesis

H_a: using song media can improve students' listening skills.

H₀: using song media does not improve students' listening skills.

H. Significance of study

1) For student

The purpose of this study to observe students who used the English song on students to improve their listening skills, understanding and looking for problems they faced when listening to the song. The main focus of this research is to investigate the problems faced by students when listening to English songs on students to improve their listening skills and understanding of language and the writer hopes that the results of this study will provide benefits for students in listening English songs.

2) For teacher

- a) This research can be a useful resource for the development of knowledge in the world of education on the effectiveness of English songs in developing listening skills and increasing their achievement in language.

- b) Can be used as a reference for students who are skilled in listening skills and good at choosing songs for daily learning.

3) For other teachers

I really believe this research can help other researcher to get a lot of information about the teaching and learning process related to linguistic problems that refer to the development of this field.

F. Terminologies

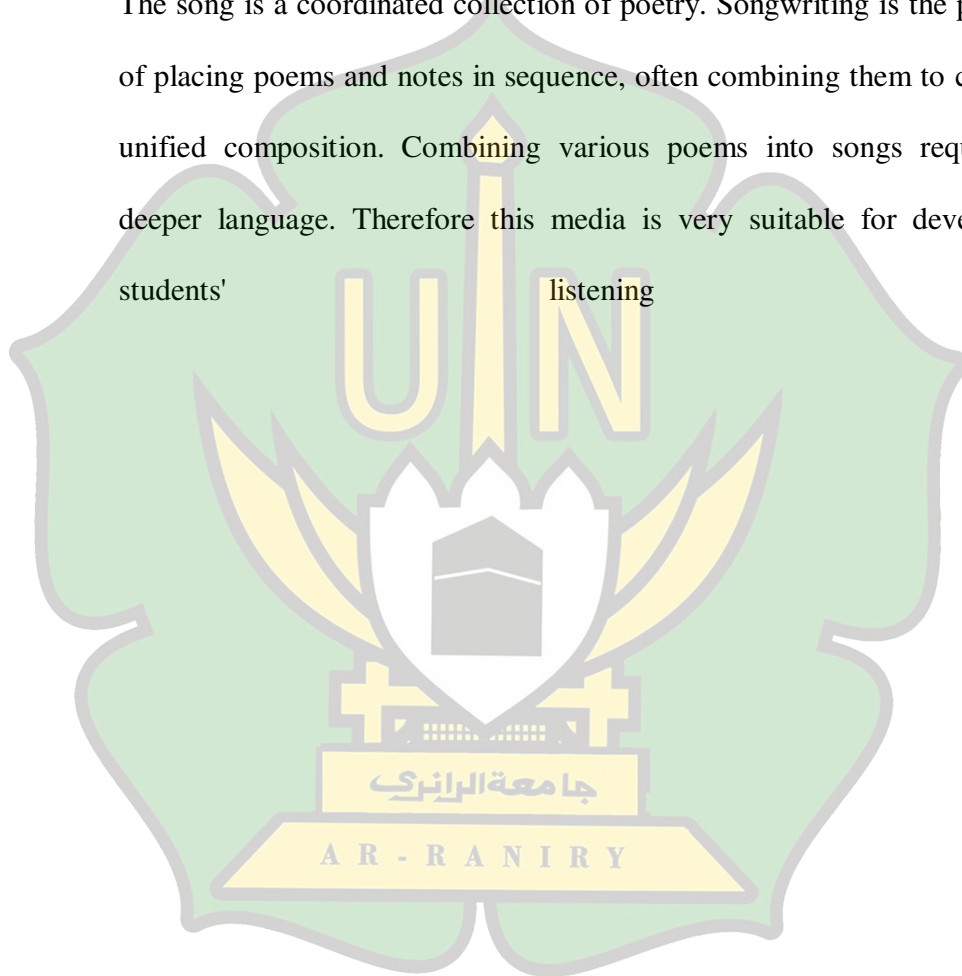
In order to avoid misunderstanding, I have defined the following operational definitions of this research as follow:

1) Listening Skill

Slamet (2009, p. 2) "Listening is said to be a receptive language activity in a conversation activity with both hearing (audial) and visual (visual) media". "Listening means paying close attention to what people say or read" (Moeliono in Slamet, 2009, p. 3). Also Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language (Cameron, 2001). Sariçoban (1999) states that listening is the ability to identify and understand what others are saying. In listening, this is also done to respond to conversations made by other people.

2) Song

According Minarti (2016) “The song is a poem that is pronounced according to a certain tone, rhythm, time, and melody to form harmony. The song is a coordinated collection of poetry. Songwriting is the process of placing poems and notes in sequence, often combining them to create a unified composition. Combining various poems into songs requires a deeper language. Therefore this media is very suitable for developing students' listening skills.



CHAPTER II

LITERATURE REVIEW

This chapter discusses several theories as a basis for discussion. It aims to provide a deeper understanding of the research topic. This chapter presents the definition of listening and the definition of the song as well as the concepts or aspects related to it.

A. Listening

1. Definition of Listening

Listening is more than merely hearing. According to Sara Lundsteen, listening is the process by which spoken language is converted to meaning in the mind.

Listening is the active and dynamic process of attending, perceiving interpreting, remembering and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings.

2. Listening Teory

According to Vandergrift and Goh (2012), listening is the skill that enables language learners to receive and interact with language input and

facilitates the emergence of other language skills. Osada (2004) summarized that listening comprehension has gradually changed from “a passive skill that can be developed through repeated exposure” to “an active skill that involves many processes” in research. Listeners are not only decoding but also interpret the message they received just as what they do in reading comprehension (Xu, 2011). Most importantly, people have started to recognize the fact that listening comprehension is a “complex, dynamic, and fragile” process that can be affected by many factors (Murcia, 1995).

Listening is regarded as one of the chief skills in teaching the English language. It is overlooked compared to the other skills including speaking, reading, and writing. Listening has vital roles in both communication and learning processes. Previous researches have verified that listening is the most highly applied language skill in everyday interactions. Besides being the first ability learned by all language speakers, listening is also the main agent to learning an L2 or FL rapidly and effectively. Certainly, speakers cannot establish communication successfully if they do not receive information properly. Thus, concentrating on listening as a passive or receptive skill is the first construct upon which instructors and students ought to concentrate within language learning. In addition, listening can be developed more quickly than the other three skills of language (Ehsan, 2022).

English listening skill is a complicated process and vital in the improvement of foreign language performance; yet, the significance of listening comprehension in learning a language has only been identified lately (Deogratias 2022).

The conclusion is that listening is the most powerful and dynamic tool, but it is very fragile because each listener will have a different perspective. Listening is not only limited to recording what is heard, but also getting some implied messages to be conveyed in it.

B. Song

1. Definition of Song

According Minarti (2016) “The song is a poem that is pronounced according to a certain tone, rhythm, time, and melody to form harmony. The song is often also referred to as a song which means the composition of tone or sound art in the sequence, combination, and temporal relationships (usually accompanied by musical instruments) to produce musical compositions that have composition and perfection (using rhythm). And the range of rhythmic notes or sounds is also called songs.”

Also according Peake (1980) said “song is a musical composition intended to be performed by the human voice. This is often done at distinct and

fixed pitches (melodies) using patterns of sound and silence. Songs contain various forms, such as those including the repetition and variation of sections”.

2. Advantages and Benefits Using Song

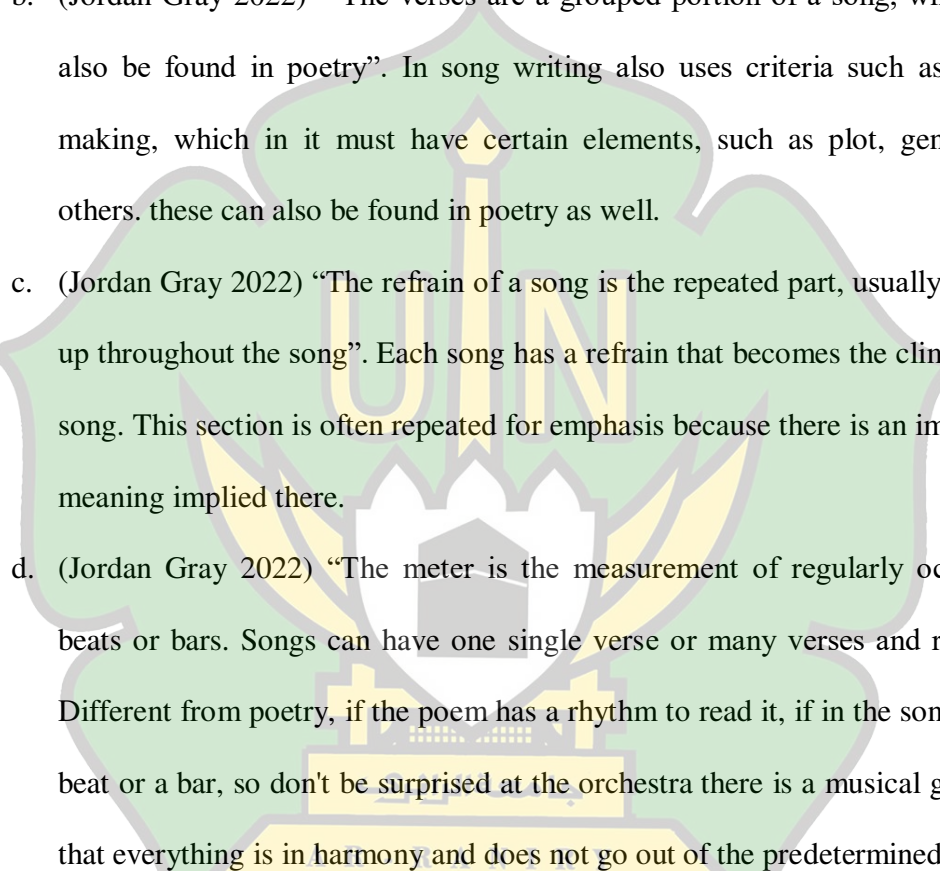
Advantage of using songs in the basic learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help basic learners many skills, like listening skills and pronunciation, therefore potentially helping them to enhance their speaking skills (Murphey,1992).

Grammar and cultural aspects can be introduced through songs. Most if not all songs have a recurring theme or story. So citing cultural elements is usually a possibility, but the aspect of song usage is often overlooked. I still use "Hit the Road Jack" sung by the late Ray Charles to illustrate the spoken contractions. He uses pronounced contractions in almost every line of the song (Pratiwi, 2018).

Based on the opinions that have been conveyed by the experts above, it can be concluded that the patterns, structures, and parts of the song are created in the human mind itself. The song can also be embellished with certain rhythms which can entertain the listeners. The song can also express one's feelings in it.

3. Components of Song

Below are the components of the song according to experts, including:

- 
- a. (Jordan Gray 2022) “The lyrics are a group of words that make up a song and are usually broken up into verses”. The lyrics are composed with several stanzas that produce the meaning of a song either written or implied.
- b. (Jordan Gray 2022) “The verses are a grouped portion of a song, which can also be found in poetry”. In song writing also uses criteria such as poetry making, which in it must have certain elements, such as plot, genre, and others. these can also be found in poetry as well.
- c. (Jordan Gray 2022) “The refrain of a song is the repeated part, usually broken up throughout the song”. Each song has a refrain that becomes the climax of a song. This section is often repeated for emphasis because there is an important meaning implied there.
- d. (Jordan Gray 2022) “The meter is the measurement of regularly occurring beats or bars. Songs can have one single verse or many verses and refrain”. Different from poetry, if the poem has a rhythm to read it, if in the song it is a beat or a bar, so don't be surprised at the orchestra there is a musical guide so that everything is in harmony and does not go out of the predetermined bar.

4. Song As a Learning Media

According to Fachraini (2017), there are many advantages of using songs as learning resources. First, the song is a linguistic resource. In this case, the song is a medium for introducing a new language, as well as a medium for communicating and strengthening grammar and vocabulary. The song also

represents the language that already recognized by students in a new and fun form. Song too allows natural repetition of language and pleasant. Songs can be used to develop all integrative language skills, including improving ability student pronunciation. Aizid (2011) states that songs or music can increase intelligence because rhythmic stimulation can improve the work function of the human brain, such as making the brain's nerves work and creating a sense of comfort and calm so that the brain's work function becomes optimal. The rhythmic stimulation of the song that is played can improve language skills, creativity, concentration, and memory.

Another study written by Antika (2021) “The Effects of English Songs in Learning Vocabulary for Young Learners”. the problem with the research is, the first in that place no previous research has been done, another reason the researcher wants to introduce a learning method using songs at the school is that the elementary school has never done this method, because before they have never done it because what is taught is students who are still in elementary school, so when they listen to songs in English, they can subconsciously remember the words easily because with songs they will learn more relaxed and comfortable. Of course, researcher used to pretest and posttest to measure their ability. As a result, they can easily understand the essence of the material to be conveyed with the song.

According to Ainoer (2017) Song can affect the listener's heart rate. Music can also calm one's mind and be a tool for developing human intelligence. One type of music that is widely used in conditioning a learning atmosphere or working atmosphere is a type of classical music. The results of classroom action research state that music influences the learning process of students in class.

Also according to Kumayas (2022) Students feel that their listening skill has improved because of listen to English song, because spending time with listen to English song make them more familiar with the English word, also make it easier to memorize a new vocabulary in the lyrics. They also feel enjoy in listen to English song because listen to a song make the atmosphere of learning become more relaxing. In general, the students responded positively to the assertions, with the majority agreed. The usage of English song can be useful in developing listening abilities, as evidenced by the preceding explanation.

Next is study written by Kurnia (2022) Creating a pleasant classroom atmosphere is an important element in starting the learning process. In various studies, listening to songs or singing them has been shown to have a positive effect on a student's mood for participating in the learning process.

The last is according Arief (2020) Student's songs have some concrete elements which certainly makes the song can motivate children. This is because children's songs have simple musical elements so that children smoothly sing them, children quickly understand the contents of the messages contained in song

lyrics, and children's songs have a robust musical aesthetic when sung by children. Integrate theme song of Student's with learning on thematic learning is expected to have a positive impact on student motivation Primary school on thematic learning in the curriculum, 2013. If examined further, learning media need equipment to present messages. However, the most important thing is not the equipment but the learning messages or information that is delivered by the media. The use of instructional media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring influences psychologically towards students.

5. Different Type of English Songs

Below is a breakdown of the types of songs that can be used for each age, including:

1) Classical

(Robert Rowat 2013) "Classical music is a tougher nut to crack, not only because it has centuries of history behind it, but also because it seems classical music lovers belong to an exclusive club, throwing around terms like partita, singspiel and von Karajan". This genre is true to its name, which must be related to history or certain events in it. Therefore, classic songs must have real meaning and are good to listen to as memory and recall of the event.

2) Rock

(Simon Frith 2020) “Dictionary definitions of rock are problematic, not least because the term has different resonance in its British and American usages (the latter is broader in compass). There is basic agreement that rock “is a form of music with a strong beat,” but it is difficult to be much more explicit”. This genre was also very popular in its time, which is often heard with a loud and high voice but has a special meaning.

3) Ballad

(Herrin, 2022) “A ballad is a type of poem that is sometimes set to music. Ballads have a long history and are found in many cultures. The ballad actually began as a folk song and continues today in popular music”. Most of the love songs that are written can sometimes also be called ballads. because history used to be that many people wanted to propose to their lover by using love poetry to make it look romantic and also as a culture first.

4) Pop

(Widhiastuti, 2012) “Pop song that comes from pop music (a term that originally derives from and abbreviation of “popular”.) Which originated in its modern form in 1950“s, deriving from rock and roll”. Pop music is the second form of rock and roll, but pop music was born in modern times.

Pop also doesn't always follow rock music, but can be said to be semi-rock.

5) Spiritual Songs

(Marc Gidal) “Spiritual songs are songs that focus on their belief in a God that they glorify, or in other languages, it is a religious song. This song is sung according to the culture of each religion.” Hymns or worship songs also called spiritual songs are songs where music is the main feature of the song and is accompanied by many different instruments. These songs may be influenced by different cultures and music as well.

The conclusion is that every genre of song has its own rules and ways of conveying its meaning. The genres mentioned above are mostly used by musicians to make song fans enjoy them. So that in some ways the song can make a person's soul calm and in learning also the students will increase rapidly.

C. Previous Research

Another study written by Ayuningtyas (2008) “Improving Vocabulary Mastery Through Listening to Songs for The Students of SMKN 2 Depok Sleman Yogyakarta”, his research applies songs as a method to improve student's vocabulary mastery because, in learning which is usually done with material that focuses on print media, students are difficult to pronounce and very easy to forget, so with the song method, students are able to catch easily the vocabulary contained in the song and can

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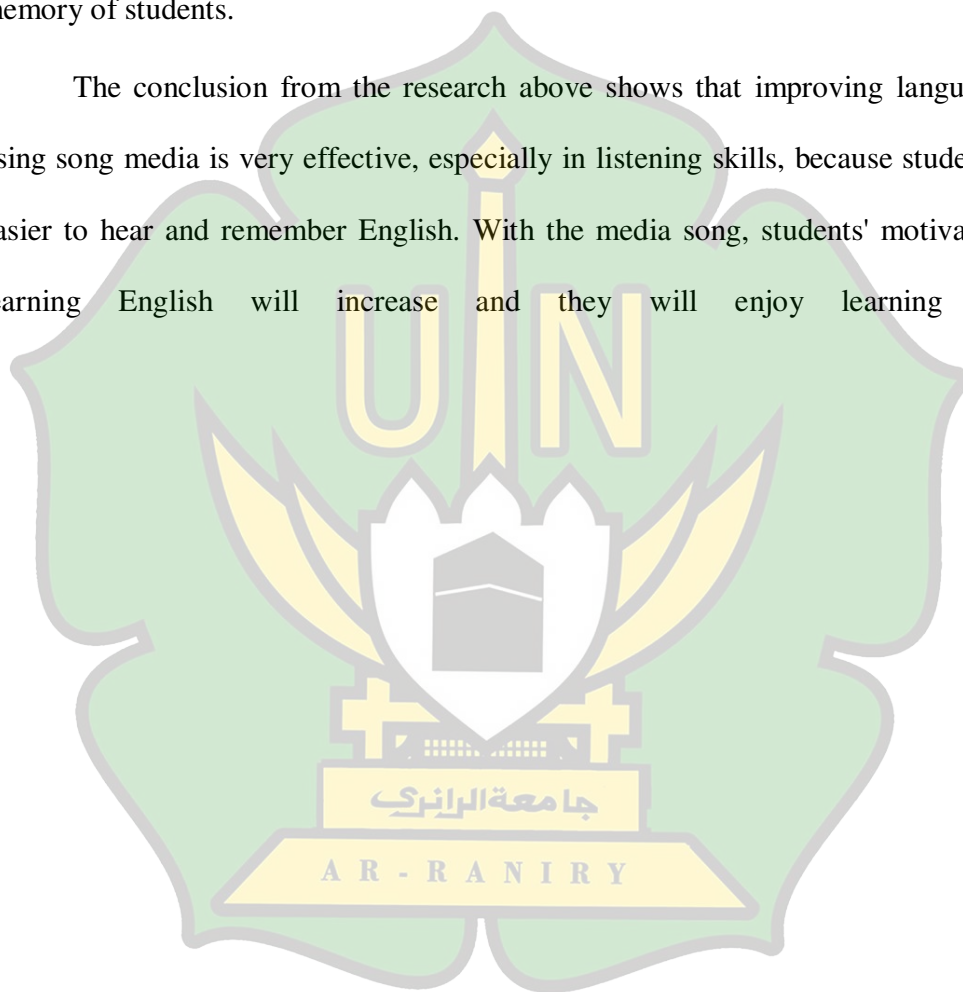
Other study written by Dzanic (2018) “The Effect of Using Songs on Young Learners and Their Motivation for Learning English”. This study aims to see whether songs can affect students' motivation and linguistic aspects. This researcher also discusses how he conducts research on this matter, namely by conducting posttests and pretests. by playing several different songs and interviewing several students to explore the results. As a result, students get very positive developments in the field of language and motivation in learning.

The next study written by Sekeon (2022) “Student’s Perception Toward English Song as A Learning Media of Listening Comprehension”. Students feel that their listening skill has improved because of listen to English song, because spending time with listen to English song make them more familiar with the English word, also make it easier to memorize a new vocabulary in the lyrics. They also feel enjoy in listen to English song because listen to a song make the atmosphere of learning become more relaxing. In general, the students responded positively to the assertions, with the majority agreed. The usage of English song can be useful in developing listening abilities, as evidenced by the preceding explanation.

The last study written by Using Nur, D “Disney’s Theme Song To Improve The Students’ Listening Skill At Eleventh Grade of SMAN 13 Bone”. From the data, it indicated that using Disney’s theme song in Listening skill was effective. The

advantages of using song are: Song could become a media introduction of new languages, songs improve students' pronunciation, song could be give good contribution in increasing students' motivation in Listening, and song can strengthen memory of students.

The conclusion from the research above shows that improving language by using song media is very effective, especially in listening skills, because students are easier to hear and remember English. With the media song, students' motivation in learning English will increase and they will enjoy learning more.



CHAPTER III

RESEARCH METHODOLOGY

The researcher explained the research techniques in this chapter. It contained information about the research design, the participants of the research, the source of data, the method of data collection, and the method of data analysis.

A. Research Design

This research used a quantitative approach and the researcher used experimental and test to collect data from respondents. According to Sugiyono (2018, p. 13) quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers measured by using statistics as a calculation test tool, related to the problem being studied to produce a conclusion. According to Wiersman (1991, p. 99) experiment is a research situation in which at least one independent variable is referred to as the experimental variable deliberately manipulated by the researcher. The researcher used Pre-Experiment Design. This design is used to reveal a cause-and-effect relationship only by involving one group of subjects so that there is no strict control over the variables.

This design is also divided into several groups, one of which is the single group pretest and posttest experimental design. This experiment was only carried out

in one group without group comparisons. By using a pretest (pre-test) then after being given training or learning another measurement (post-test) is carried out to find out the consequences so that the magnitude of the effect of the experiment can be known with certainty. The researcher used this research method because in presenting English songs that are useful in obtaining the moral value of the song, it takes a very long time to observe and analyze. Another reason why researcher used this research method is to find out how they absorb the songs they hear and use in their daily lives. Of course, this fits well with other listening research in general that focussed on students' ability to respond to a song.

B. Research Location

The research location was at SMP-IT Madrasatul Qur'an in Baitussalam Aceh Besar City. The researcher chose this location because this school implements boarding activities where students are required to speak English. therefore this is the reason for researchers to conduct research activities in that places.

C. Population and Sample

A population is a group of individuals with qualities and characters that have been determined by the researcher (Nazir, 2005). The population in this study was 12 students of class VIII SMP-IT Madrasatul Quran. Basically, if the population is below 100 then all of them are taken as research samples (Arikunto, 2012). However, in this case, due to student limitations, in selecting the sample the researcher used a

saturated sampling technique. “Saturated sampling is a sampling technique when all members of the population are sampled. This is often done when the population is relatively small, with less than 30 people” (Prasko, 2017).

Another term for a saturated sample is the census, where all members of the population are sampled. Saturated sampling is sampling based on a special selection or certain criteria made by researcher who served as informants. Only those elements selected from the population that is most suitable for research purposes. The researcher determined a sample of students who have a moderate standard of English proficiency. By looking at the score data they achieved during the last teacher's exam. Not too high and not too low from an academic point of view. The researcher decided to select all students from class VIII for a sample of 12 students, 8 boys and 4 girls were the subjects of this study.

In addition to achieving English proficiency standards, they were also not busy with main activities such as the National Examination (UN) or some of them also had more learning experiences in the English language than other students.

D. Instrument and Data Collecting Procedure

To collect data, the researcher used experiment and test. According to Sudijono (2015, p. 67) the test is a method or procedure in the framework of measurement and assessment, in the form of giving the testee a task that must be done, so that on the basis of the data obtained a value can be generated that symbolizes the testee's behavior or achievement, the value can be compared with the

value-value achieved by other testees, or compared to certain standard values. the test in this study has two stages, the first stage is the pretest which is carried out before the treatment, and the second stage is the posttest which is carried out after the treatment.

According to Wiersman (1991) defined an experiment as a research situation in which at least one independent variable is referred to as the experimental variable deliberately manipulated by researcher. According to Faisal (1982) a systematic and logical method to answer the question: "If something is done under carefully controlled conditions, then what will happen?" In this case, researcher needed basic information from students in reviewing the songs they usually listened to in English lessons. By using experimental instruments, and direct tests in the field, researcher got a lot of information in listening to this song.

In this study the researcher obtained accurate information, the researcher held 5 meetings, which made the VIII grade students as the sample:

1. The first meeting, the researcher met with the English teacher to get permission to conduct research in his, and asked some questions about the teaching methods used so far in teaching listening lessons. The researcher also entered the class to see the current state of the students and introduced themselves and the purposed of the study. After that, gave direction to students took the pre-test by playing some songs that have been determined to them and determined the results right away.

2. The second meeting, after getting the results of the pretest, the researcher conducted experiments on students to practice their listening skills with songs, and in tune with the addition of English material that focused on pronunciation way techniques and understanding of the song.
3. The third meeting, given treatment to students and teaching materials according to the syllabus, namely Special Functional Text Get the Message of a Song. From this material the researcher related linguistic aspects in it which focused on students' listening skills. In accordance with the teaching material, on the first day of treatment, the students were first taught the elements of the song and its aspects, after which the researcher divided them into several groups consisting of 4 students where they discussed problems from the songs they had listened to. After that, the researcher gave input from the results of their discussion.
4. The fourth meeting, the researcher gave different material, which focused more on students' listening practice. At this stage, the researcher provides songs that are different and tend to be students' favorite songs or songs that they often listen to. the lyric text given the sentence is arranged randomly and students are asked to arrange the sentence according to the original song text.
5. The last meeting, to found out the progress of the students, the researcher conducted a post test, as a result of the sample data, which determined whether learning by using songs can develop their language skills or not.

E. Data Analysis

Data analysis in this study is divided into two stages of processing, the first is the processing of the pre-test value and the second is Post-test. From this stage, this research focuses on English language skills students (listening) by using songs. The scope is related to the improving of their listening ability for the song.

The stages of data analysis in this study are as follows:

1) Pre-test Data Processing

The pretest score data consisted of the listening scores they achieved through the test. Listening to value processing entering the values obtained into the excel table. However, scores are filled in by adding up side by side and then adding up the scores as a group.

2) Post-test Data Processing

Post-test processing includes students' listening skills in listening to songs. The method is the same, which is processed using Excel as in pre-test processing. The post-test scores that have been entered into the table are then added up for each student and then added up as a whole.

3) N-Gain

The normalized N-Gain test or N-Gain aims to determine the ranking of student learning outcomes after experiencing treatment—improved learning

outcomes based on the results of initial ability tests and learning outcomes tests given to students. The amount of normalized Gain is a comparison between the actual Gain score and the maximum Gain score. The actual Gain score is the Gain score obtained at the time of instrument testing. While the maximum Gain score is the highest Gain score that may be processed during testing. The normalized Gain can be obtained by the following equation:

$$N = \frac{St - Si}{100 - si}$$

Information:

G : Normalized gain

St : Post-test score

Si : Pre-test score

Table 3. 1 Normalized science criteria table

N-gain	Criteria
$g > 0,7$	Hight
$0,7 > g > 0,3$	Medium
$g < 0,3$	Low

4) T-test

After the data has been proven normal and can be used in the research process, the researcher used the t-test as the most important part of this study. The t-test is useful to prove whether the hypothesis is accepted or not because this is an important part of this research.

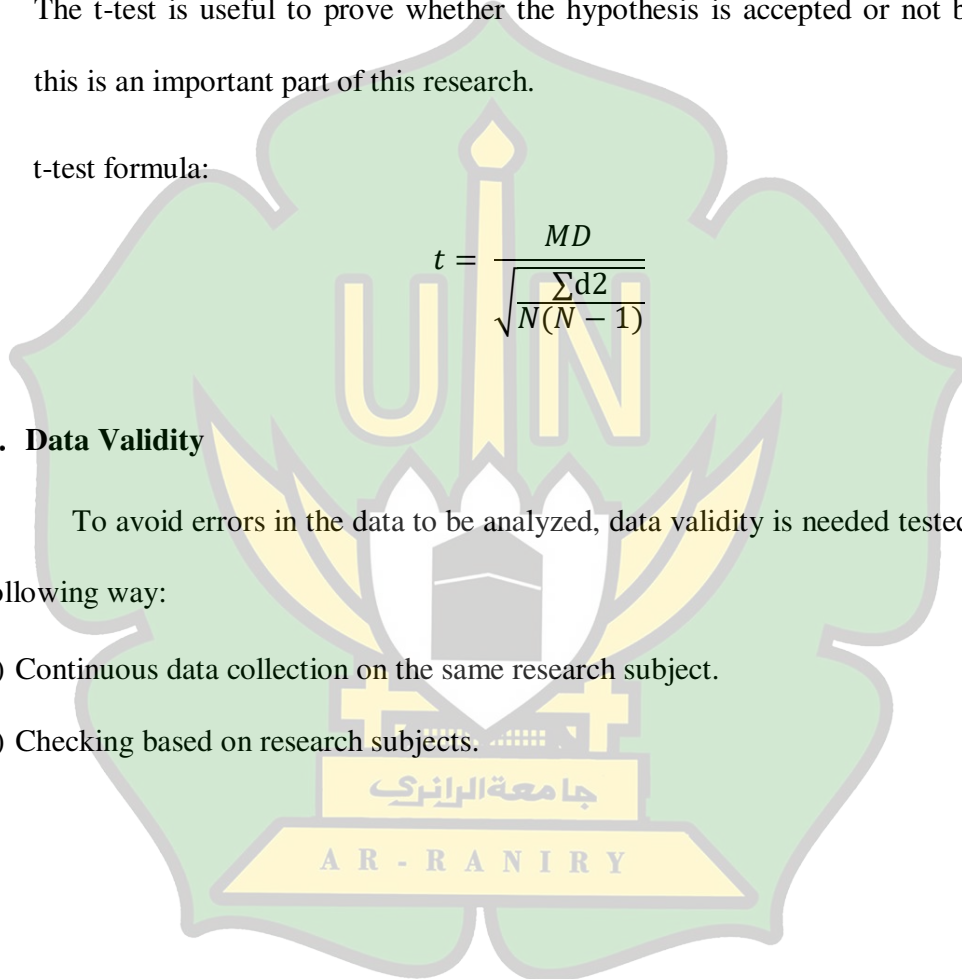
t-test formula:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

F. Data Validity

To avoid errors in the data to be analyzed, data validity is needed tested in the following way:

- 1) Continuous data collection on the same research subject.
- 2) Checking based on research subjects.



CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the conclusions of the research based on data collection. experiment and test methods (pre-test and post-test) were used to collect data. In this case, the experiment was carried out in three meetings. while the pre-test was carried out at the first meeting and the post-test was carried out at the last meeting.

A. Research finding

This research was done at SMP-IT Madrasatul Qur'an. The data of this research was gained by conducting pre-test and post-test which took place on 19 September 2022 to 23 September 2022. Prior to giving the students the post-test, three meetings of treatment were given to them where the researcher taught listening by using songs. The song given in this treatment is the student's favorite song which consists of two songs, namely Insyallah, and Ramadhan. As for the pre-test, one song is given namely, 93 millies and the post-test is frozen (let it go). From the results of the treatment given, there was a large improvement in the student's listening skills, this is evidenced by the results of the comparison between the pre-test and post-test.

B. Description of Research Results

1. PRE-TEST

Pre-test or initial test is conducted to find out whether the sample class has the ability to hear through songs. What was tested in this study was class VIII which consisted of 12 students.

a) Pretest Results

The pretest was carried out after the questions given were tested and suitable for use through analysis of validity and reliability.

Table 4. 1 Pretest results table

No	Name	Result
1.	FA	48
2.	GA	48
3.	ZA	46
4.	SN	49
5.	IF	51
6.	SB	55
7.	SN	50
8.	GM	54
9.	AR	43
10.	MF	45
11.	ZF	47

12. ZR	40
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Table 4. 2 Pretest results table and Frequency

Score	Results
40 - 45	3
46 - 50	6
51 - 55	3
Total	12

The table above has described the value and frequency of participants based on the results of the pre-test. It was found from these results that students who scored between 40 and 45 had 3 participants, between 46 and 50 there were 6 participants and between 51 and 55 there were 3 participants. To find the mean, median, mode, standard deviation, minimum value and maximum value it taken the initial, middle, and final values of the values in the table, namely 40, 46, and 55. From this value emerges the required results which are described in the pre-test data analysis.

b) Pretest Data Analysis

This analysis was conducted to test the effectiveness of using this model in learning English. On the other hand, the table below describes the statistical value that has been calculated from the results of the pre-test.

Table 4. 3 Statistical data table

No	Statistik	Results
1.	Average	12,08
2.	Median	50
3.	Modus	50
4.	Standard Deviation	48,33
5.	Maximum Score	55
6.	Minimum Score	40

From the table above it can be seen the pre-test analysis data found from the previous table, namely table 4.2. After knowing the initial value, middle value, and final value of table 4.2, namely 40, 50, and 55, the results of the pre-test data analysis were known. The results found are the average value is 12,08, the median value is 50, the mode value is 50, the standard deviation value is 48.33, the maximum value is 55, and the minimum value is 40.

2. POST-TEST

Post-test is a test conducted after guidance or treatment of the sample, to determine the changes experienced by students of SMP-IT Madrasatul Qur'an class VIII consisting of 12 students, both increasing and decreasing changes.

a) Post-test results

The post-test is carried out after the questions to be given have been tested and are suitable for used at the level of seventh-grade junior high school students through validity and reliability analysis.

Table 4 4Posttest results table

No	Name	Result
1.	FA	80
2.	GA	75
3.	ZA	80
4.	SN	75
5.	IF	73
6.	SB	77
7.	SN	72
8.	GM	74
9.	AR	60
10.	MF	60
11.	ZF	70
12.	ZR	58

Table 4. 5 Posttest results table and Frequency

Score	Frequency
60 -70	3
71 - 75	6
76 - 80	3
Total	12

The table above describes the value and frequency of the participants based on the results of the post-test. It can be seen that after the participants took the treatment, they experienced an increase in their test results. It was found from these results that students who scored between 60 and 70 had 3 participants, between 71 and 75 there were 6 participants and between 76 and 80 were 3 participants. To find the mean, median, mode, standard deviation, minimum value and maximum value it takes the initial, middle, and final values of the values in the table, namely 60, 75, and 80. From this value comes the required results explained in the post-test data analysis.

b) Post-test data analysis

This analysis was conducted to test the effectiveness of using this model in learning English by using song media or vice versa.

Table 4. 6 Statistical data table

No	Statistik	Results
1.	Average	17,91
2.	Median	75
3.	Modus	75
4.	Standard Deviation	71,66
5.	Maximum Score	80
6.	Minimum Score	60

From the table above is the pre-test analysis data found from the previous table, namely table 4.5. After knowing the initial value, middle value, and final value of table 4.5, namely 60, 75, and 80, the results of the pre-test data analysis were known. The results found that the average value is 17,91, the median value is 75, the mode value is 75, the standard deviation value is 71,66, the maximum value is 80, and the minimum value is 60. After the results of the pre-test and post-test have been found, then after that the normality of these values is tested using n-gain.

Table 4. 7 Normal gain test

No	Name	Pre-test	Post-test	N-gain
1.	FA	48	80	0,615
2.	GA	48	75	0,519
3.	ZA	46	80	0,629
4.	SN	49	75	0,509
5.	IF	51	73	0,448
6.	SB	55	77	0,488
7.	SN	50	72	0,44
8.	GM	54	74	0,434
9.	AR	43	60	0,298
10.	MF	45	60	0,272
11.	ZF	47	70	0,433
12.	ZR	40	58	0,3
Total		576	854	5,385
Rata-rata		48	71,166	0,448

Table 4. 8 N-Gain criteria table

N-gain	Criteria
$g > 0,7$	Hight
$0,7 > g > 0,3$	Medium
$g < 0,3$	Low

Based on the results of the N-Gain calculation in the experimental class, namely class VIII SMP-IT Madrasatul Qur'an, the results obtained were 0.448 which was at the medium level ($0.7 > g > 0.3$). The results obtained are classified as moderate because high results are not achieved ($g > 0.7$). This is because there are still many shortcomings in the learning process that has been done.

By using the N-Gain normality above, it proven that the data obtained are all normal and can be processed using the t-test. The t-test has proven which hypotheses are accepted and which are rejected.

C. T-test

The results of the hypothesis were found by using the t-test. From there it can be seen whether the hypothesis is accepted or rejected, the following is the t-test table:

Table 4. 9 T-test table

No	Name	Pretest (X_a)	Poettest (X_b)	D $= (X_a - X_b)$	d $= (D - MD)$	d^2
1.	FA	48	80	-32	246	60516
2.	GA	48	75	-27	-27	729
3.	ZA	46	80	-34	-34	1156

4.	SN	49	75	-26	-26	676
5.	IF	51	73	-22	-22	484
6.	SB	55	77	-22	-22	484
7.	SN	50	72	-22	-22	484
8.	GM	54	74	-20	-20	400
9.	AR	43	60	-17	-17	289
10.	MF	45	60	-15	-15	225
11.	ZF	47	70	-23	-23	529
12.	ZR	40	58	-18	-18	324
N=12		576	854	-278	0	66296
Symbol		$\sum X_a$	$\sum X_b$	$\sum D$	$\sum d$	$\sum d^2$

Recapitulation:

$$MD = -278$$

$$\sum d^2 = 66296$$

$$N = 12$$

t-test formula:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

$$t = \frac{-278}{\sqrt{\frac{66296}{12 \times 11}}}$$

$$t = \frac{-278}{\sqrt{502,2424}}$$

$$t = \frac{-278}{\pm 22,41077}$$

$$t = \pm 12,4048$$

The results found $\pm 12,4048$, then the t-test to prove whether the hypothesis can be accepted or not, it turns out that the t value obtained is below the t value of the significance limit according to the t table which is $\pm 2,262$. So with a significance level of 5%, the hypothesis that by using songs students can improve listening skills is *accepted*.

D. Discussion of Research Results

Data obtained by experimental research, the researcher only used one technique, namely the test. The test used in this study is a test of learning outcomes to measure the ability of students' mastery level of listening material. The research was conducted at the pretest and post-test.

Based on the results of the pretest research, showed that the average value of students is 12,08. This proven that students not achieved the standard target of normality in listening material. Then after treatment with song media, students experienced has increased in post-test results, with an average value of 17,91. This showed that students have achieved standard normality in listening material, this can

be seen in the n-gain value. Based on the results of the pre-test, showed that the value in the low category is 12,08. In the post-test value, the n-gain value is in the medium category with a value of 17,91, this showed that by using the song media there is a significant increased in normality in student learning outcomes.

After the data obtained is tested for normality and showed that the data is normal it can be processed using the t-test. In this t-test, the researcher entered all the students' pre-test and post-test data into one table. After processed, the results from each column of the table are MD -278, $\sum d^2$ 66296, and N 12. The results of these numbers are entered into the t-test formula to prove the hypothesis. The final result of the t-test processed formula is ± 12.4048 . In accordance with the t-value table with a significance level of 5%, this result is *below* the t-value limit of significance, which is ± 2.262 . So the hypothesis which said that using song media can improve students' listening skills (H_a), is *accepted*, and the hypothesis that using song media does not improve students' listening skills (H_o) is *rejected*.

Songs that can improve students' listening skills are also included in the study written by Dzanic (2018) "The Effect of Using Songs on Young Learners and Their Motivation for Learning English". In general, this study explains that using songs can improve students' listening skills. This is the evidence written by previous researchers.

Not only that, but several other studies also say the same thing, that songs can improve students' listening skills like study written by Antika (2021) "The Effects of

English Songs in Learning Vocabulary for Young Learners” there he stated that elementary school students had difficulty catching and memorizing English vocabulary. After using the media song their language skills increased and were able to memorize vocabulary.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusions and recommendations. The conclusion is based on the research data analysis of the previous chapter. Furthermore, recommendations are being produced to enhance future studies on this topic.

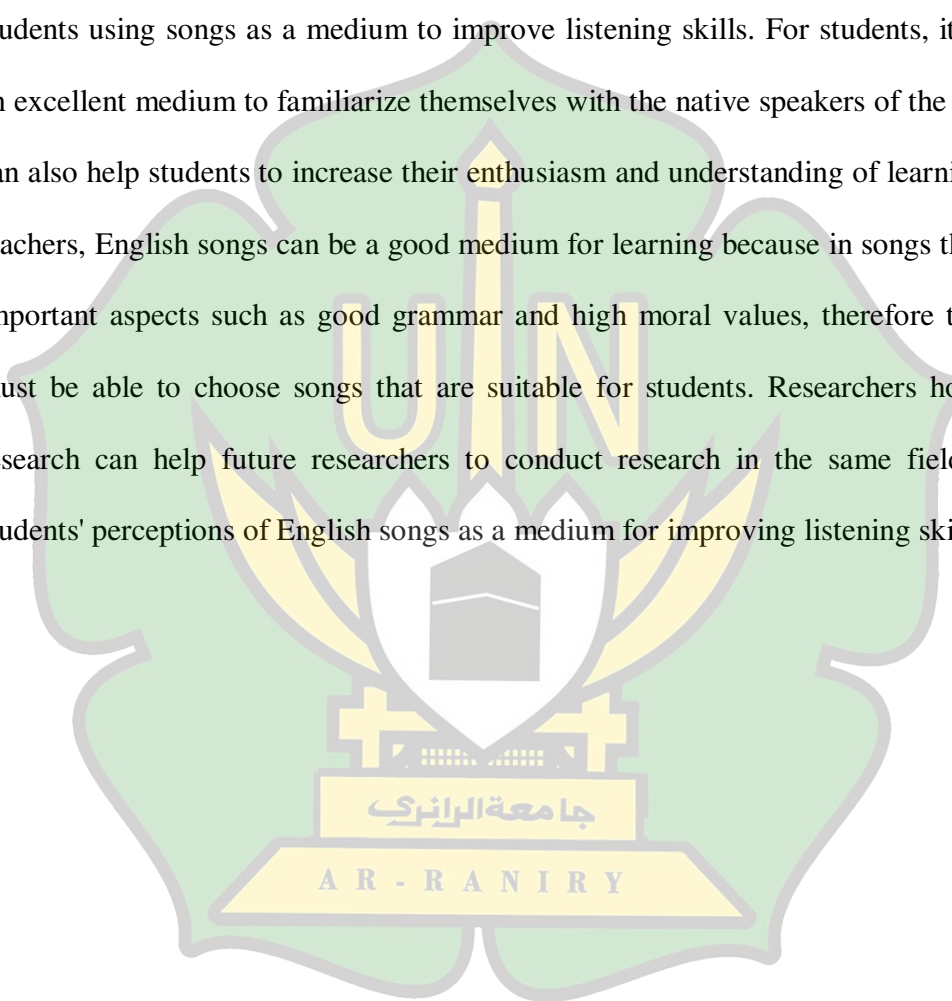
A. CONCLUSION

Based on the research above, shows that students get low pre-test results. After being given treatment for several meetings the post-test results increased. From this, it is known that songs can improve students' listening skills.

The final result of the t-test processing formula is ± 12.4048 . In accordance with the t-value table with a significance level of 5%, this result is below the t-value limit of significance, which is ± 2.262 . So the hypothesis which says that using song media can improve students' listening skills (H_a), is accepted, and the hypothesis that using song media does not improve students' listening skills (H_o) is rejected. From these results indicate that using the media song can improve students' listening skills.

B. RECOMMENDATION

The researcher has several recommendations for students, teachers, and future researchers. This research can be used as a basis for consideration for teachers and students using songs as a medium to improve listening skills. For students, it can be an excellent medium to familiarize themselves with the native speakers of the song. It can also help students to increase their enthusiasm and understanding of learning. For teachers, English songs can be a good medium for learning because in songs there are important aspects such as good grammar and high moral values, therefore teachers must be able to choose songs that are suitable for students. Researchers hope this research can help future researchers to conduct research in the same field about students' perceptions of English songs as a medium for improving listening skills.

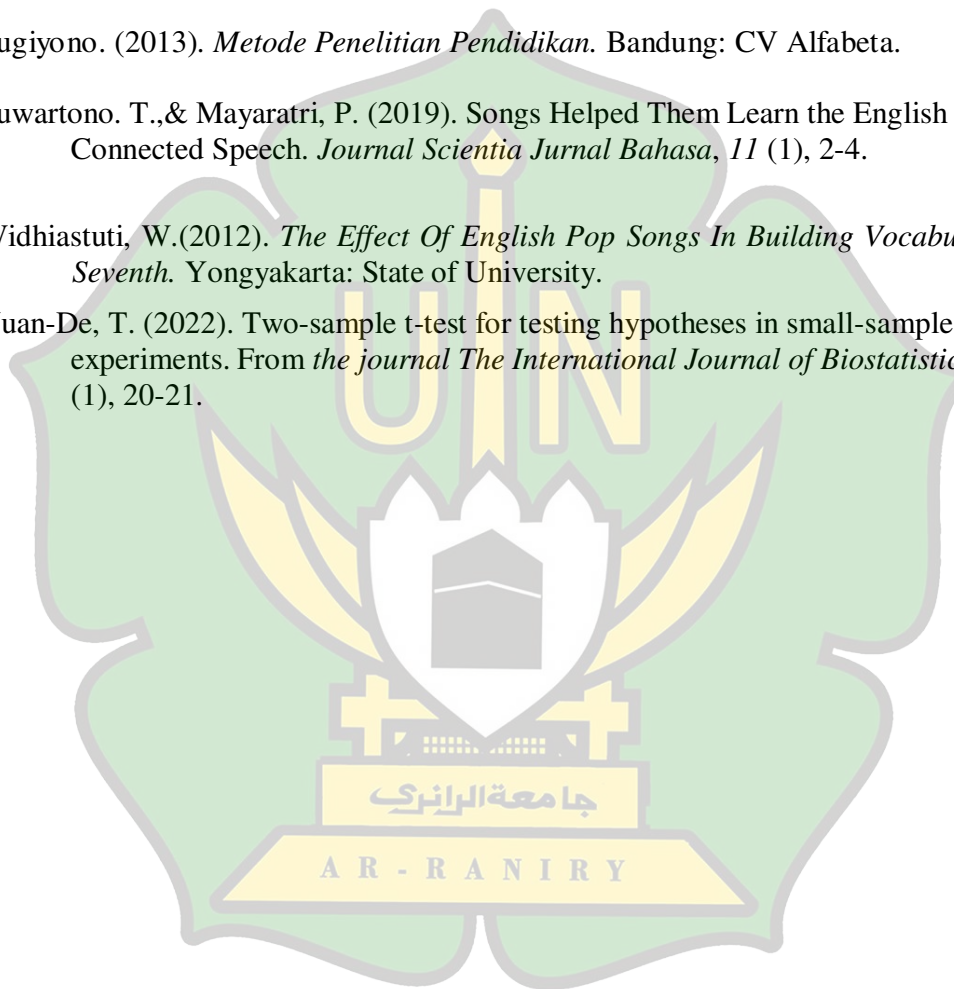


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APPENDICES A



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B-7939/Un.08/FTK.1/TL.00/07/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Sekolah SMP-IT Madrasatul Quran

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SHABBARIN SYAKUR / 170203152**
Semester/Jurusan : **XI / Pendidikan Bahasa Inggris**
Alamat sekarang : **Jl. Tanjong Selamat, Desa Tanjong Deah Kec. Darussalam Kab. Aceh Besar**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul **Improving The Student Listening Ability Through English Song**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 Desember 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : **06 Agustus
2022**

Habiburrahim, M.Com., M.S., Ph.D.



**YAYASAN MADRASATUL QUR'AN ACEH (YMQA)
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPIT MADRASATUL QUR'AN**

Jln. Laksamana Malahayati KM 6,5 Desa Baet, Kecamatan Baitussalam Aceh Besar
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SURAT KETERANGAN

Nomor: 109/YMQA/ SMP IT/XII/2022

Kepala Sekolah SMP-IT Madrasatul Qur'an menerangkan bahwa:

Nama : Shabbarin Syakur
Pendidikan : Fakultas tarbiyah dan keguruan
Universitas Islam Negeri Ar-raniry
NIM : 170203152
Prodi : Pendidikan Bahasa Inggris

Mahasiswa tersebut benar-benar melaksanakan kegiatan penelitian di SMP-IT Madrasatul Qur'an pada tanggal 19 September 2022 s.d 23 September 2022. Dengan judul penelitian:

“Improving Students Listening Ability through English Song”

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Aceh Besar, 12 Desember 2022

Kepala Sekolah,





APPENDIX B RPP (Lesson Plan)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP-IT Madrasatul Qur'an
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ Genap
Materi Pokok : Teks Fungsional Khusus; *Get the Message of a Song (93 Million Miles)*
Alokasi Waktu : 5 Pertemuan (10 Jam Pelajaran)

A. Kompetensi Inti

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
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3.11 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<p>3.11.1 Menyimak dan melengkapi lirik lagu <i>93 million miles</i> dengan memperhatikan fungsi sosial dan unsur kebahasaan.</p> <p>3.11.2 Berlatih membacakan lirik lagu <i>93 million miles</i> yang telah dilengkapi dengan ucapan, tekanan kata, intonasi dan ejaan yang benar.</p>
4.11 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	4.11.1 Menangkap makna lirik lagu <i>93 million miles</i> dengan mengidentifikasi bagian-bagian yang sesuai dengan fungsi sosial.

C. Tujuan Pembelajaran

- ✓ Pertemuan Pertama
Setelah melaksanakan rangkaian kegiatan pembelajaran, peserta didik dapat:
Melengkapi kalimat percakapan dengan memperhatikan unsur kebahasaan yang tepat.
- ✓ Pertemuan Kedua
 - Melalui pendekatan saintifik dengan menggunakan model Discovery Learning, setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat menyimak lirik lagu *93 million miles* dengan memperhatikan fungsi sosial dan unsur kebahasaan.
 - Melalui pendekatan saintifik dengan menggunakan model Discovery Learning, setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat melengkapi lirik lagu *93 million miles* dengan memperhatikan fungsi sosial dan unsur kebahasaan.
 - Melalui pendekatan saintifik dengan menggunakan model Discovery Learning, setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat berlatih membacakan lirik lagu *93 million miles* yang telah dilengkapi dengan ucapan, tekanan kata, intonasi dan ejaan yang benar.
- ✓ Pertemuan Kedua
Melalui pendekatan saintifik dengan menggunakan model Discovery Learning, setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat

menangkap makna lirik lagu 93 million miles dengan mengidentifikasi bagian-bagian yang sesuai dengan fungsi sosial.

✓ Pertemuan Ketiga

Melalui pendekatan saintifik dengan menggunakan model Discovery Learning, setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat menyusun lirik lagu dengan mengidentifikasi bagian-bagian yang sesuai dengan fungsi sosial.

✓ Pertemuan Kelima

Setelah melaksanakan rangkaian kegiatan pembelajaran, peserta didik dapat: Melengkapi lirik lagu 93 million miles dengan memperhatikan unsur kebahasaan yang tepat.

❖ Fokus Penguatan Karakter :

D. Materi Pembelajaran

➤ Materi Pembelajaran Reguler

1. Fungsi Sosial

Mengembangkan nilai-nilai kehidupan dan karakter yang positif.

2. Unsur Kebahasaan.

- Kosakata dan tata bahasa dalam lirik lagu.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

3. Topik.

Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran.

Pendekatan : Saintifik Learning

Model Pembelajaran : Discovery Learning.

Metode : Diskusi, Tanya Jawab, dan Presentasi.

F. Media / Alat dan Bahan.

➤ Media

1. Lembar Kerja Siswa.
2. Lagu *93 million miles by Jason Mraz*

➤ Alat / Bahan.

1. Laptop
2. LCD Proyektor
3. Whiteboard
4. Kertas plano
5. Spidol
6. Speaker
7. Lem

G. Sumber Belajar.

1. Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018 : Buku Guru Bahasa Inggris *Think Globally Act Locally* Kelas IX, Edisi Revisi 2018
2. Kamus Bahasa Inggris – Indonesia.
3. Internet/You-Tube
4. Bahan ajar yang relevan

H. Langkah-Langkah Pembelajaran.

Pertemuan Pertama 2 Jam Pelajaran	
A. Kegiatan Pendahuluan (10 menit)	
Orientasi	<ul style="list-style-type: none">➤ Guru mengucapkan salam dan bertegur sapa dengan peserta didik.➤ Peserta didik berdo'a sebelum memulai kegiatan.➤ Guru memeriksa kehadiran peserta didik.
Apersepsi	<ul style="list-style-type: none">➤ Mereview materi pertemuan sebelumnya.
	<ul style="list-style-type: none">➤ Mengajukan pertanyaan pendahuluan: <i>let's do a test before entering the new material, are you ready?</i>
Motivasi	<ul style="list-style-type: none">➤ Menginformasikan kegiatan yang akan dilakukan➤ Menyampaikan tujuan dan strategi pembelajaran
B. Kegiatan Inti (60 menit)	

<i>Test (tulisi)</i>	<p>Pendidik memberikan arahan untuk persiapan tes, yang materinya berkaitan dengan materi yang pernah di lalui sebelumnya.</p> <p><input checked="" type="checkbox"/> Peserta didik menentukan jawaban yang benar dari soal Yang terlampir didalam teks lagu</p>
C. Kegiatan Penutup (10 menit)	
<ul style="list-style-type: none"> ➤ Peserta didik menyampaikan kesulitan yang mereka hadapi saat menjawab tes awal. ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 	

Pertemuan Kedua 2 Jam Pelajaran	
A. Kegiatan Pendahuluan (10 menit)	
Orientasi	<ul style="list-style-type: none"> ➤ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ➤ Peserta didik berdo'a sebelum memulai kegiatan. ➤ Guru memeriksa kehadiran peserta didik.
Apersepsi	<ul style="list-style-type: none"> ➤ Mengaitkan materi dengan pengalaman peserta didik dalam lirik lagu yang mereka dengar. ➤ Mengajukan pertanyaan pendahuluan : <ol style="list-style-type: none"> 1. <i>Do you like listening songs?</i> 2. <i>What kind of music do you like?</i>
Motivasi	<ul style="list-style-type: none"> ➤ Menginformasikan materi yang akan dipelajari. ➤ Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari. ➤ Menyampaikan tujuan dan strategi pembelajaran
B. Kegiatan Inti (60 menit)	
<i>Stimulation (pemberian rangsangan)</i>	<p>Mengamati dan Menanya</p> <ul style="list-style-type: none"> ➤ Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan lirik lagu <i>93 million miles</i> <ol style="list-style-type: none"> 1. <i>Have you heard the song before?</i> 2. <i>What is the title of the song?</i> 3. <i>Who is the singer of the song?</i>

<p>Problem Statment (Identifikasi Masalah)</p>	<p>Mengumpulkan Informasi</p> <p>Peserta didik duduk berkelompok terdiri dari 3-4 orang.</p> <ul style="list-style-type: none"> ➤ Setiap kelompok diberi lembar kertas lirik lagu <i>Inshaallah</i> untuk dilengkapi. ➤ Setiap peserta didik diarahkan untuk menyesuaikan kata-kata didalam lagu pada teks yang telah dibagikan.
<p>Data Collection (Pengumpulan Data)</p>	<p>Mengumpulkan Hasil Dari permasalahan:</p> <ul style="list-style-type: none"> ➤ Peserta didik menyimak lirik lagu <i>Inshaallah</i> yang diperdengarkan melalui laptop. ➤ Peserta didik bersama-sama dalam kelompok menentukan kata yang tepat untuk melengkapi lirik lagu <i>Inshaallah</i>.

<p>Data Prosecing (Pengolahan Data)</p>	<ul style="list-style-type: none"> ➤ Peserta didik diarahkan untuk mengolah hasil yang mereka dapatkan pada setiap kelompok.
<p>Verification (pembuktian)</p>	<ul style="list-style-type: none"> ➤ Juru bicara tiap kelompok mempresentasikan hasil kerja secara bergantian di depan kelas dan mencocokkan hasil jawabannya yang telah dibacakan kepada kelompok lainnya dengan menggunakan kalimat pertanyaan “<i>is it right or wrong?</i>” ➤ Kelompok lainnya memberi tanggapan dan saran apabila jawaban hasil presentasi dianggap kurang tepat. ➤ Guru memberikan apresiasi terhadap hasil pekerjaan dan penampilan peserta didik.

Genaralization (Menarik Kesimpulan)	<ul style="list-style-type: none"> ➤ Setiap peserta didik di dalam kelompok diharuskan menarik kesimpulan pada materi yang disampaikan. ➤ Peserta didik mencatat kesimpulan tersebut untuk pengalaman yang mereka lalui ➤ Guru memastikan peserta didik paham pada setiap materi yang telah di pelajari dengan bertanya: <i>Are you understand about this material?</i>
C. Kegiatan Penutup (10 menit)	
<ul style="list-style-type: none"> ➤ Peserta didik dengan bimbingan guru membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. ➤ Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 	

Pertemuan Ketiga 2 Jam Pelajaran	
A. Kegiatan Pendahuluan (10 menit)	
Orientasi	<ul style="list-style-type: none"> ➤ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ➤ Peserta didik berdo'a sebelum memulai kegiatan. ➤ Guru memeriksa kehadiran peserta didik.
Apersepsi	<ul style="list-style-type: none"> ➤ Mereview materi pertemuan sebelumnya ➤ Mengajukan pertanyaan pendahuluan : <ol style="list-style-type: none"> 1. <i>Did you still remember the song that you heard last meeting?</i> 2. <i>What was the title?</i> 3. <i>Who was the singer of the song?</i> 4. <i>Anybody knows what the song is about?</i> 5. <i>What do we need to do to know the message of a song?</i>

<p>Motivasi</p> <ul style="list-style-type: none"> ➤ Menginformasikan materi yang akan dipelajari. ➤ Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari. ➤ Menyampaikan tujuan dan strategi pembelajaran 	
<p>B. Kegiatan Inti (60 menit)</p>	
<p>Stimulation (Pemberian rangsangan)</p>	<p>Mengamati dan menanya</p> <ul style="list-style-type: none"> ➤ Pendidik dan peserta didik melakukan tanya jawab pada materi yang akan di ajarkan dengan pertanyaan: <ol style="list-style-type: none"> 1. <i>what does the title song 93 million miles mean?</i> 2. <i>can you sing the song?</i> 3. <i>does the song have anything to do with real life?</i>
<p>Problem statement (identifikasi masalah)</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ➤ Peserta didik duduk berkelompok terdiri dari 3-4 orang. ➤ Setiap kelompok diberi selemba kertas lirik lagu <i>Insyallah</i> untuk diidentifikasi bagian-bagian yang sesuai dengan kalimat pengarah. ➤ Peserta didik bersama-sama dalam kelompok mengidentifikasi bagian-bagian lirik lagu <i>Insyallah</i> dengan kalimat pengarah. ➤ Pendidik melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan dalam kelompok.
<p>Data Collection (pengumpulan Data)</p>	<p>Mengumpulkan data dan kerja siswa</p> <ul style="list-style-type: none"> ➤ Peserta didik menentukan makna lirik lagu <i>Insyallah</i> dengan menggunakan kamus Inggris – Indonesia. ➤ Peserta didik menuliskan hasil kerja mereka di kertas plano.
<p>Data Processing (Pengolahan Data)</p>	<p>Pengolahan data dengan praktek</p> <ul style="list-style-type: none"> ➤ Peserta didik di setiap kelompok menempelkan hasil kerja mereka di papan tulis. ➤ Setiap perwakilan kelompok membacakan hasil kerja mereka dengan lantang, dan kelompok lain memiliki kesempatan untuk menyanggah hasil dari kelompok yang maju untuk presentasi.

Verification (Pembuktian)	<ul style="list-style-type: none"> ➤ Setelah semua siswa melakukan presentasi, para peserta didik diarahkan untuk melakukan diskusi kembali dengan membuat satu makna teks lagu <i>Inshaallah</i> untuk satu kelas. ➤ Peserta didik diarahkan untuk mengaitkan makna lagu <i>Inshaallah</i> dengan kehidupan nyata. ➤ Hasil kerja peserta didik akan ditempelkan sebagai karya kelas.
Generalization (Menarik Kesimpulan)	<p>Kesimpulan materi</p> <ul style="list-style-type: none"> ➤ Guru mengarahkan para peserta didik untuk memberikan kesimpulan dan manfaat pada materi hari ini. ➤ Guru memberikan kesempatan pada siswa untuk bertanya tentang materi yang mereka ragu terhadapnya dengan pertanyaan: <i>any questions so far?</i>

C. Kegiatan Penutup (10 menit)

- Peserta didik dengan bimbingan guru membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
- Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

Pertemuan Keempat 2 Jam Pelajaran

A. Kegiatan Pendahuluan (10 menit)

Orientasi

- Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
- Peserta didik berdoa sebelum memulai kegiatan.
- Guru memeriksa kehadiran peserta didik.

Apersepsi

- Mereview materi pertemuan sebelumnya
- Mengajukan pertanyaan pendahuluan :
 1. *What is the meaning of the Inshaallah song in the previous material?*
 2. *What does this song have to do with real life?*
 3. *Are you ready for a new song today?*

Motivasi

- Menginformasikan materi yang akan dipelajari.
- Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari.
- Menyampaikan tujuan dan strategi pembelajaran

B. Kegiatan Inti (60 menit)	
Stimulation (pemberian Rangsangan)	Mengamati dan menanya <ul style="list-style-type: none"> ➤ Pendidik dan peserta didik melakukan tanya jawab tentang materi yang akan di pelajari, dengan pertanyaan: <ol style="list-style-type: none"> 1. <i>Do you like listening to songs?</i> 2. <i>What is your favorite song?</i> 3. <i>What do you get when you listen to a song?</i>
Problem statement (identifikasi masalah)	Mengumpulkan Informasi <ul style="list-style-type: none"> ➤ Peserta didik duduk berkelompok terdiri dari 3-4 orang. ➤ Setiap kelompok diberi selembor kertas lirik lagu <i>Ramadhan</i>, dengan kalimat yang disusun secara acak juga. ➤ Peserta didik mendengarkan tiga lagu secara acak, dan menyesuaikan dengan lirik lagu yang mereka dapatkan. ➤ Pendidik melakukan observasi untuk melihat sikap siswa di kelas.
Data Collection (pengumpulan Data)	Mengumpulkan data dan kerja siswa <ul style="list-style-type: none"> ➤ Peserta didik menuliskan hasil kerja mereka pada selembor kertas lirik lagu. ➤ Peserta didik menyesuaikan hasil kerja mereka pada kelompok masing-masing.
Data Processing (Pengolahan Data)	Pengelohan data dengan praktek <ul style="list-style-type: none"> ➤ Peserta didik di setiap kelompok mengumpulkan hasil kerja mereka di papan tulis. ➤ Guru membacakan hasil kerja peserta didik sembari menghidupkan lagu di laptop.
Verification (Pembuktian)	<ul style="list-style-type: none"> ➤ Guru menyakan setiap lirik yang dibaca kepada siswa dengan pertanyaan: <i>is this right or wrong?</i> ➤ Peserta didik memperbaiki pada setiap kalimat yang salah.
Generalization (Menarik Kesimpulan)	Kesimpulan materi <ul style="list-style-type: none"> ➤ Guru mengarahkan para peserta didik untuk memberikan kesimpulan dan manfaat pada materi hari ini. ➤ Guru memberikan kesempatan pada siswa untuk bertanya tentang materi yang mereka ragu terhadapnya dengan pertanyaan: <i>any questions so far?</i>

C. Kegiatan Penutup (10 menit)	
	<ul style="list-style-type: none"> ➤ Peserta didik dengan bimbingan guru membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. ➤ Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

Pertemuan Kelima 2 Jam Pelajaran	
A. Kegiatan Pendahuluan (10 menit)	
Orientasi	<ul style="list-style-type: none"> ➤ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ➤ Peserta didik berdo'a sebelum memulai kegiatan. ➤ Guru memeriksa kehadiran peserta didik.
Apersepsi	<ul style="list-style-type: none"> ➤ Mereview materi pertemuan sebelumnya.
	<ul style="list-style-type: none"> ➤ Mengajukan pertanyaan pendahuluan: <i>Are you ready to have test?</i>
Motivasi	<ul style="list-style-type: none"> ➤ Menginformasikan kegiatan yang akan dilakukan ➤ Menyampaikan tujuan dan strategi pembelajaran
B. Kegiatan Inti (60 menit)	
<i>Test (tuliskan)</i>	<p>Pendidik memberikan arahan untuk persiapan post-test, yang materinya berkaitan dengan materi yang pernah di lalui sebelumnya.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peserta didik menentukan jawaban yang benar dari soal Yang terlampir didalam teks lagu
C. Kegiatan Penutup (10 menit)	
	<ul style="list-style-type: none"> ➤ Peserta didik menyampaikan kesulitan yang mereka hadapi saat menjawab tes. ➤ Guru menutup pembelajaran dengan salam

I. Penilaian

❖ Teknik Penilaian

✓ Sikap

Penilaian sikap pada pembelajaran KD ini meliputi :

- Penilaian observasi pendidik
- Penilaian antar teman

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
1	Observasi	Jurnal		Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (<i>assessment for and of learning</i>)
2	Penilaian antartema n	Kuesioner		Setelah pembelajaran usai	Penilaian sebagai pembelajaran (<i>assessment as learning</i>)

✓ Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi :

- Tes Formatif melalui penilaian hasil lembar kerja disaat pembelajaran.
- Tes Sumatif setelah keseluruhan IPK dalam KD selesai tercapai berupa buah teks lagu yang di kosongkan.

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
1	Penugasan	Melengkapi dan mengidentifikasi bagian lirik lagu		Saat pembelajaran berlangsung	Penilaian untuk pembelajaran (<i>assessment for learning</i>) dan sebagai pembelajaran (<i>assessment as learning</i>)
2	Tertulis	Melengkapi lirik lagu (<i>penilaian harian</i>)	<i>Listen to the song and complete the gaps</i>	Setelah pembelajaran usai	Penilaian pencapaian pembelajaran (<i>assessment of learning</i>)

✓ Keterampilan

Penilaian keterampilan dalam pembelajaran KD ini meliputi :

- Penilaian unjuk kerja (listening) disaat pembelajaran.

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
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1	Praktik	Tugas (keterampilan) <i>listening</i>	<i>Fill in the blanks by listening to the following song</i>	Saat pembelajaran berlangsung dan/atau setelah usai	penilaian untuk, sebagai, dan pembelajaran (<i>assessment for, as, and of learning</i>)
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✓ Rubrik Penilaian Sikap

Nilai	Deskripsi
SB	Sangat Baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
B	Baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
C	Cukup dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
K	Kurang dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.

✓ Rubrik Penilaian Pengetahuan

No	Aspek yang dinilai	Skor
1	Isi sesuai, struktur teks lagu benar dan tepat, unsur kebahasaan sangat tepat	3
2	Isi sesuai, struktur teks lagu benar tapi kurang tepat, unsur kebahasaan tepat	2
3	Isi kurang sesuai, struktur teks kurang tepat, unsur kebahasaan kurang tepat	1

✓ Rubrik Penilaian Listening Skill

No	Aspek yang Dinilai	Kriteria	Skor
1	ketepatan	Sangat Tepat	5
		Tepat	4
		Cukup Tepat	3
		Kurang Tepat	2
		Tidak Tepat	1
2	Kesesuaian dengan lagu	Isi sangat sesuai dengan lagu	5
		Isi sesuai dengan lagu	4
		Isi cukup sesuai dengan lagu	3

	Isi kurang sesuai dengan lagu	2
	Isi tidak sesuai dengan lagu	1

Mengetahui

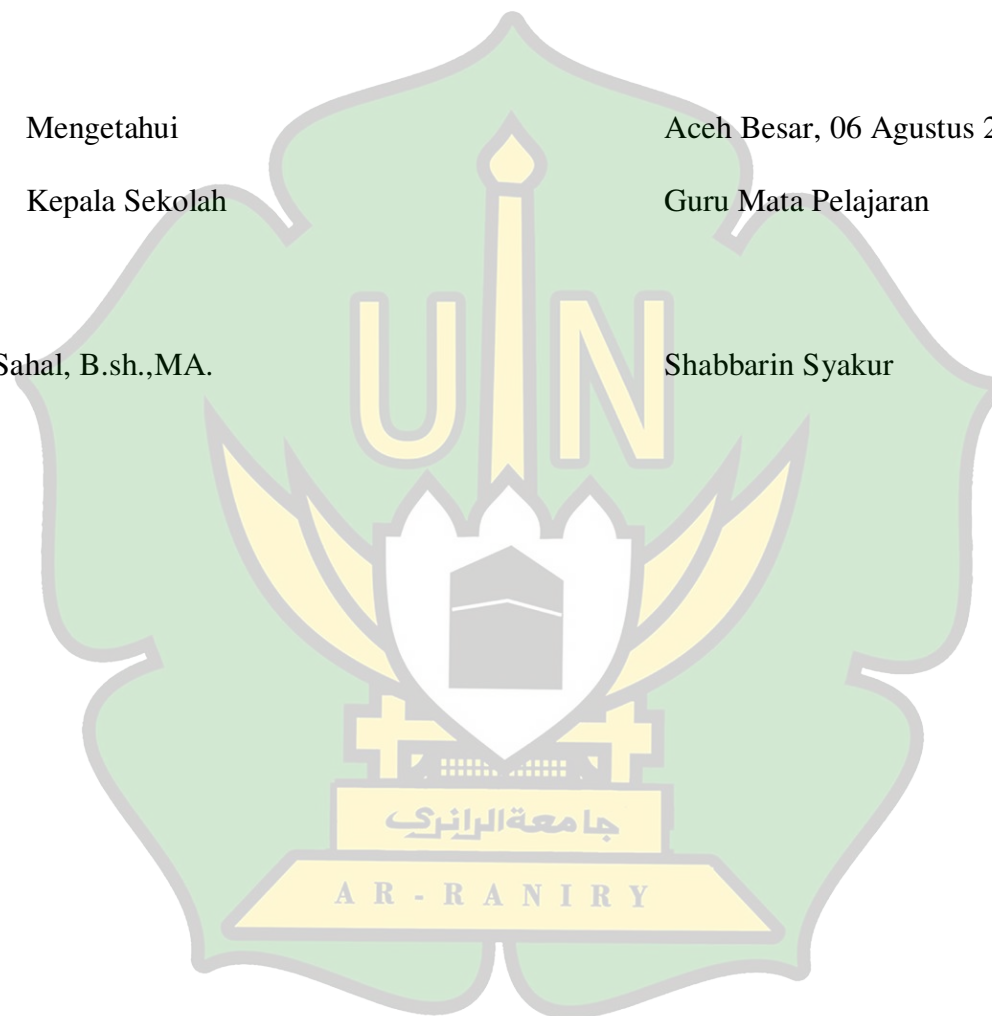
Aceh Besar, 06 Agustus 2022

Kepala Sekolah

Guru Mata Pelajaran

Sahal, B.sh.,MA.

Shabbarin Syakur





APPENDIX C

PRE-TEST

93 Million Miles

By Jason Mraz

Ninety-three million miles from the sun

People get ready, get ready

'Cause here it comes it's a light

A beautiful light

Over the horizon in to your eyes

Oh, my, my

How beautiful

Oh my beautiful mother

She told me

Son in life you're gonna go far

If you do it right

You'll love where you are

Just know that wherever you go

You can always come home

Two hundred forty thousand miles from
the moon

You've come a long way to belong here

To share this view of the night

A glorious night

Over the horizon is another bright sky

Oh, my, my

How beautiful

Oh my irrefutable father

He told me

Son sometimes it may seem dark

But the absence of the light is a necessary

part Just know, that you're never alone

You can always come back home

Oh oh oh

Oh oh oh

You can always come back

Every road is a slippery slope

There is always a hand that you can hold

on to Looking deeper through the

telescope You can see that your homes

inside of you

Just know, that wherever you go

No you're never alone

You will always get back home

Oh oh oh

Oh oh oh

Oh oh

Oh oh oh

Oh oh oh

Oh oh

Ninety-three million miles from the sun

People get ready, get ready

'Cause here it comes it's a light

A beautiful light Over the horizon in to our
eyes.

93 Million Miles

By Jason Mraz

..... million miles from the sun

People get ready, get ready

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Two hundred forty miles from the
moon

You've come a long way to

To share this view of the night

A night

Over the horizon is another

Oh, my, my

How beautiful

Oh my father

He told me

Son sometimes it may

But the absence of the light

part Just know, that you're

You can always

Oh oh oh

Oh oh oh

You can always come back

Every road is a

There is always a hand that you can hold

on to through the telescope

You can see that your homes inside of you

Just know, that wherever you go

No you're

You will always get back home

Oh oh oh

Oh oh oh

Oh oh

Oh oh oh

Oh oh oh

Oh oh

..... million miles from the sun

People get ready, get ready

'Cause here it comes it's a light

A beautiful light Over the

eyes.

Post-test

Let It Go

By Idina Menzel

The snow glows white on the
mountain tonight
Not a footprint to be seen
A kingdom of isolation
And it looks like I'm the queen

The wind is howling like this
swirling storm inside
Couldn't keep it in, heaven knows
I've tried
Don't let them in, don't let them see
Be the good girl you always have to
be
Conceal, don't feel, don't let them
know
Well, now they know

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn away and slam the door
I don't care what they're going to say
Let the storm rage on
The cold never bothered me anyway

It's funny how some distance makes
everything seem small
And the fears that once controlled
me can't get to me at all
It's time to see what I can do
To test the limits and break through
No right, no wrong, no rules for me
I'm free

Let it go, let it go
I am one with the wind and sky
Let it go, let it go
You'll never see me cry
Here I stand and here I stay
Let the storm rage on

My power flurries through the air
into the ground
My soul is spiraling in frozen
fractals all around
And one thought crystallizes like an
icy blast
I'm never going back, the past is in
the past

Let it go, let it go
When I'll rise like the break of dawn
Let it go, let it go
That perfect girl is gone
Here I stand in the light of day
Let the storm rage on
The cold never bothered me anyway



Let It Go

By Idina Menzel

The snow on the mountain
tonight

Not a footprint to be seen

A

And it looks like I'm the queen

The wind is this
swirling storm inside

Couldn't keep it in,

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Let it go, let it go

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Turn the door

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Let it go, let it go

..... is gone

Here I stand in the light of day


Let the storm rage on

The bothered me anyway

AR - RANIRY

APPENDIX D

Autobiography



Name : Shabbarin Syakur
Student Number : 170203152
Place/Date of Birth : Lhokseumawe / 14 March 1999
Gender : Male
Religion : Islam
Status : Single
Occupation : Student
Nationality : Indonesia
Address : Desa Tanjong Deah, Kec. Darussalam Kab. Aceh
 Besar
Email : shabbarin1234@gmail.com
Phone Number : 081332325841
Parents
Name of Father : Ahmad Felix
Name of Mother : Muslima
Father's Occupation : Wiraswasta
Mother's Occupation : PNS
Address : Desa Tanjong Deah, Kec. Darussalam Kab. Aceh
 Besar
Education
Elementary : SDN 4 Gandapura (2005-2011)
Junior High School : MTSs Al-manar (2011-2014)
Senior High School : Mas 1 Al-manar (2014-2017)
University : Uin Ar-Raniry Banda Aceh (2017-2022)