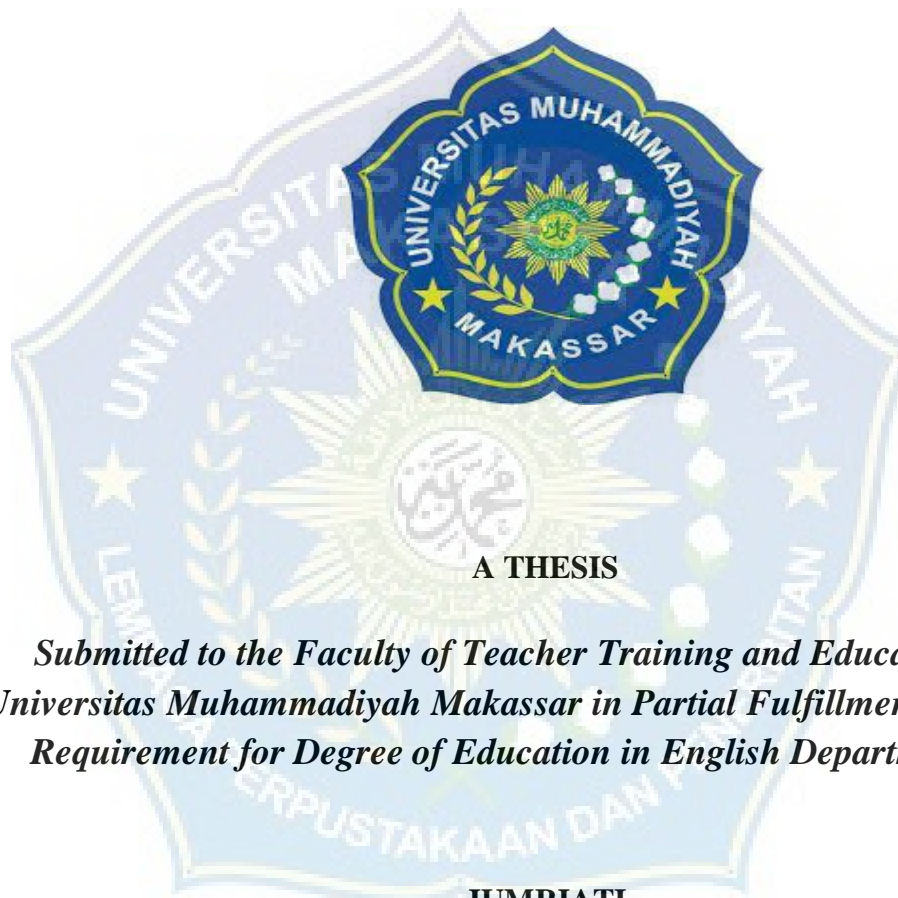


**IMPROVING STUDENTS' VOCABULARY MASTERY BY
TRANSLATING ENGLISH SONGS AT THE STUDENTS OF SMP
NEGERI 9 LAMBU**

(A Quantitative Pre-Experimental Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the
Requirement for Degree of Education in English Department*

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2023



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Day / Date	Chapter	Note	Sign
5/8/2023		- Change into past tense - Given a name in your table	
9/8/2023		- Make your abstract (Indonesian - English) - Prepare your artikel	
10/8/2023		- No changes in conclusions	
11/8/2023		- Put the student result in Appendix	

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12/8/23		Relate your discussion with theory in chapter 2	
14/8/23		Put the keyword in appendix fix your artikel ACC	

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Day / Date	Chapter	Note	Sign
01/08/2023	IV	perbaiki data penelitian - kasih logis datanya.	
13/08/2023	IV	- Revise more your data description.	
15/08/2023	IV	Revise your discussion.	
16/08/2023	IV	Revise again your data (sesuaikan dgn data appendix)	
17/08/2023		- Revise your conclusion and abstract.	
23/08/2023	-	ACE	

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MOTTO AND DEDICATION

Motto

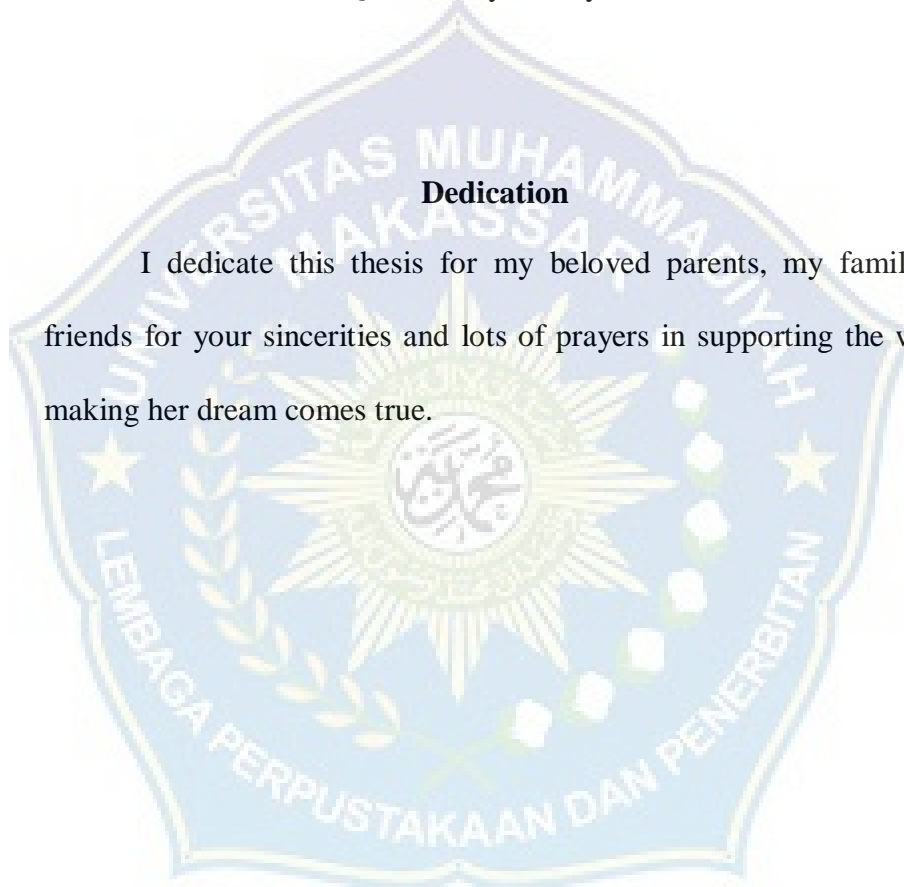
“For indeed, with hardship will be ease”

(Karena sesungguhnya sesudah kesulitan itu ada kemudahan)

Q.S. Al-Insyirah Ayat 5

Dedication

I dedicate this thesis for my beloved parents, my families, my friends for your sincerities and lots of prayers in supporting the writer in making her dream comes true.



ABSTRACT

Jumriati, 2023. *Improving Students' Vocabulary Mastery by Translating English Songs at the Students of SMP Negeri 9 Lambu.* Under the thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Andi Asri Jumiatiy and Muhammad Astrianto Setiadi.

This research aimed to improving students' vocabulary mastery by translating English songs at the students of SMP Negeri 9 Lambu. The researcher used pre-experimental research where the data gained from the vocabulary test. The population of the research was the eight grade of SMP Negeri 9 Lambu in the academic year 2023. The result that the use of English songs can improve students vocabulary is evidenced by the pre-test score is only 61.48, it means students is at "fair" level. Then, in the post-test there is an increase in students scores as seen from the post-test mean score of 86.66, It means the students are at "good" level. It is indicated that the mean score of pre-test and post-test students is increase 40.95%. The t-test analysis presented that by applying 0.05 level of significant with the degree of freedom 26 and p value (sig.2-tailed) was 0.000 indicates that there is a significant difference of the result of pre-test and post- test of the students. In other words, the result of the (sig.2-tailed) of the students' post-test is not greater than the level of significance ($0.000 < 0.05$).

Keyword: *Vocabulary, Noun, Verb, English Songs.*

ABSTRAK

Jumriati, 2023. *Meningkatkan Penguasaan Kosakata Siswa dengan Menerjemahkan Lagu Bahasa Inggris pada Siswa SMP Negeri 9 Lambu.* Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Andi Asri Jumiaty dan Muhammad Astrianto Setiadi.

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dengan menerjemahkan lagu berbahasa Inggris pada siswa SMP Negeri 9 Lambu. Peneliti menggunakan penelitian pra-eksperimental dimana data diperoleh dari tes kosakata. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 9 Lambu tahun ajaran 2023. Hasil penggunaan lagu bahasa Inggris dapat meningkatkan kosakata siswa dibuktikan dengan nilai pre-test hanya 61.48, artinya siswa pada level “rata-rata”. Kemudian pada post-test terjadi peningkatan nilai siswa yang terlihat dari nilai post-test sebesar 86.66, yang berarti siswa berada pada level “baik”. Hal ini ditunjukkan bahwa nilai pre-test dan post-test meningkat 40.95%. Analisis uji-t menunjukkan bahwa dengan menerapkan tingkat signifikansi 0.05 dengan derajat kebebasan 26 dan nilai p (sig.2-tailed) adalah 0.000 menunjukkan bahwa ada perbedaan yang signifikan antara hasil pre-test dan post-test ujian para siswa. Dengan kata lain, hasil post-test siswa (sig.2-tailed) tidak lebih besar dari taraf signifikansi ($0.000 < 0.05$).

Kata Kunci: *Kosakata, Kata Benda, Kata Kerja, Lagu Bahasa Inggris.*

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In the end, the researcher realized this thesis is still simplest one. Therefore, criticism and suggestion will be highly appreciated. Finally the writer praised Alhamdulillah for the completion of this thesis.

Makassar, 2023



Jumriati

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CHAPTER 1

INTRODUCTION

A. Background

English is the official language of international. English refers to both the idea of the English language as a universal language with many dialects and the effort toward a global standard for the language. It is a universal language. Nearly 320 million people are native speakers of this language, and another 200 million people speak it as a second language. Therefore, building international relationships is very beneficial for communication and for exchanging ideas with other nations. English has taken a while to become a universal language, therefore many individuals or many countries use it as a second language or even as their primary language when speaking about all the goods or services.

Vocabulary is the entire words that make up a language. Before mastering the English language, a person should first understand vocabulary. Vocabulary training is one of the most crucial components of any language instruction since students must continually be acquiring new words while they study structure and practice sound systems. The collection of all the words in a language is often referred to as the vocabulary of that language. The word "vocabulary" has several different connotations. In addition to the overall quantity of

words in a language, it can also refer to all the terms used during a specific historical era, such as the old English vocabulary, middle English vocabulary, and modern English vocabulary. In addition, we also use it to refer to all the words in a certain dialect, book, field, or person's possession. One of the most technologically advanced languages is English. English naturally has one of the largest vocabulary ranges of any language. By acquiring vocabulary, the cornerstone of the entire language learning process, students can lay the groundwork for learning English vocabulary and applying other English learning tactics logically. Vocabulary development is one of the three key components of language learning. As the foundation for creating sentences, expressing ideas and meanings, and a crucial component for linguistic communication, a sizable amount of stable vocabulary is important and crucial. Richards and Renandya (2002: 255) One of the most important aspects of language knowledge, which measures a student's ability to listen, speak, read and write, is vocabulary. The understanding of the content of the speaker speech is influenced by the words he uses in the speech. When writing, the students' vocabulary test shows how clearly they can convey the reader's thoughts. Students' understanding and interpretation of the author's message is influenced by their reading vocabulary. The population begins to understand the sentence by analyzing the meanings of the words. Vocabulary instruction is especially important.

As mentioned in (Thornbury, Wilkins, 2002 : 13) states that " nothing can be transmitted without grammar and nothing can be transmitted without vocabulary." Therefore, grammar is the skeleton of language, while vocabulary is the body. As a result, several studies have tried to increase the effectiveness and efficiency of students' vocabulary learning. According to Moeller et al. (2009: 2) literature, music and content knowledge depend on vocabulary, which is essential for learning a foreign language. According to Nurdian (2016), the vocabulary is very wide and versatile. No one will ever learn all the words in a language, but they can increase their vocabulary. Without specific vocabulary, mastering a foreign language is difficult. Students may struggle with listening, reading, speaking and writing if they do not understand the vocabulary. In addition to the four English language skills (reading, writing, speaking and listening), vocabulary is an important part of teaching English. "Vocabulary is the basis of language development, which plays a role as a basis of communication," say Hatch and Brown, cited by Nugroho (2012). It is difficult for students to acquire vocabulary because vocabulary involves certain aspects, making it one of the most difficult. Cameron states (2001: 78) Vocabulary skills included: meaning, spelling, pronunciation and grammar. Because of this, students must find their own methods to make language learning more pleasant and enjoyable.

Listening to English songs while learning translation. can affect their vocabulary and grammar.

Song is one of the English classes in the 21st century high school curriculum. The lyrics of the song use idioms, pragmatics, language variations and figurative language to create a memorable and beautiful meaning. However, students have difficulty translating the lyrics of the song and understanding its meaning. Therefore, students should know translation techniques and strategies so that they can interpret the message and intended meaning of the lyrics of the songs. According to Larson (1984), translation is the conversion of a text from one language to another. But it's more than just replacing text; According to Lomaka (2017), translation is the process of translating exactly the same message from the source language to the target language. However, translation is not an easy task. During the translation process, students may encounter problems and errors in the preparation of translation products, because some students tend to translate the text word by word, which cannot be avoided (Lomaka, 2017). Students had difficulty identifying descriptive language, language use, grammar, references, connotative and contextual meaning, and linguistic factors in the song's lyrics. Students use six methods of translation: reduction, modulation, amplification, literal translation, linguistic compression and transposition. Students can benefit from the following methods in translating the meaning variants of passages: paraphrasing,

transliteration, adaptation, contextualization and taped correspondence Learning about translation techniques and their strategies is necessary to improve language. Students also have a good understanding of the content of the passage, which helps them translate the source into the target language.

Nowadays, English songs are popular all over the world. As a hobby or daily entertainment, many people enjoy learning, listening and singing English songs. According to Griffiee (2001:10), songs are the part of music that you sing with your words. The lyrics of the songs convey the thoughts, feelings and experiences of the author. Most people, especially students, prefer listening to music instead of reading books. Students took longer to listen to songs in English than to watch movies or news in English. In order for students to understand the meaning of the song they are listening to today, they need to improve their translation skills. Students must translate the song into their native language to understand its meaning. Students can enjoy listening to the song. Students can be motivated to learn English if they are happy. Students can learn a lot from the song, because English songs effectively improve students' English language skills, such as vocabulary, because they can learn how to translate words and learn new things. However, many students are not aware of this. Kevin Schoepp (2001) states in his TESL journal that when used in language learning, songs have become an integral part of one's everyday

language experience. Songs can be a useful tool for learning English. because some students know English songs. Studying on the course is fun and convenient. (Agustina, 2016) It does not take a lot of time or meetings. Teachers must be creative in the classroom if they want to arouse children's interest in English. Therefore, interest in the English language is an important basis for improving English language skills. Using English songs in the classroom can make learning more enjoyable, reduce students' anxiety, stimulate their interest in learning and increase their enthusiasm for learning a new language. Popular songs are greatly encouraged by the wide popularity of the students. Songs can be a useful tool for learning English. This is because some students already know enough songs in English. Learning can be enjoyable and fun even in the classroom. To increase students' interest in English, teachers must be innovative in the classroom. As a result, their enthusiasm for English is an important basis for language learning (Limbong, 2012). So that students are more interested in learning English through songs that they find funny and attractive. Some of the vocabulary, especially the words of the lyrics, must be memorized by the students. Students can review and memorize the vocabulary of English passages. In addition, although most students consider learning English songs as entertainment, they learn spontaneously and subconsciously, which is much more fun and effective than boring grammar and vocabulary mechanically (Shen,

2003). Therefore, learning English songs can be considered as an easy way to learn vocabulary.

In conclusion, Based on the background above, the researcher is interested in knowing how students' vocabulary mastery by translating English songs.

B. Problem Statement

Based on the background above, the researchers formulated the following problem statement:

Does the translating English songs improve the students' vocabulary mastery?

C. Objective of the Study

Here are some of the following objective studies:

To find out the translating English songs improve the students' vocabulary mastery.

D. Significance of the Research

The researcher expects the significance of the research in which the benefit is intended to:

1. Lecturers, it could be used as reference or additional approach in learning process.
2. Students, It is expected to be beneficial for them during learning process to get a better learning method.
3. Readers, It could be used as reference for research in the future.

E. Scope of the Research

Researcher conducted the research at SMP Negeri 9 Lambu, especially for students at the eight grade. In this study, researcher focus on knowing students' translating (lexical translation) vocabulary (noun and verb) in the English songs "Count on Me" and "A Million Dreams".



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Finding

In the data exist below, it displays some of related researches which is discussing about English students' vocabulary mastery by translating English songs . Here are some related research found by researcher :

Metaxa (2013), focused on English students' vocabulary acquisition by translating English songs. The purpose of this study is to find out whether students' bilingual vocabulary learning through native songs and new vocabulary helps . they learn and remember it. This is achieved by comparing the song method, which introduces new lexical items through the text, and the song method, which introduces the same lexical items through the song itself.

Kusnierek (2016), invigated to find out whether using songs to teach English vocabulary helps students retain it well. It can be hard to imagine what the world would be like if you cannot listen to your favorite songs at work or at home, or if the TV or radio was turned off. Singing is not only fun, but it helps people practice their language skills and improves their vocabulary and memory. Because listening to music in English greatly inspires students and makes the song

accessible to all students, the author chose the song as the learning objective.

Hewitt (2000), the subject of this article is the use of popular songs in Spanish student translations. The students had to translate the songs into English. The typical elements of the poem were accurately translated, but the translated lyrics did not match the original melody. Research shows that pop songs can be used in translation classes and prepare students to translate poems and operas. The main focus of the students' translations was on vocabulary. So most of the mistakes were grammatical. Most of the errors were in the students' first language, suggesting that grammar should be emphasized when translating into another language.

Degrave (2019), teachers rarely include music in the classroom, although the use of music in foreign language education is widely supported. Research shows two main reasons for this difference: lack of a theoretical basis to support the use of music in foreign language learning and lack of familiarity with relevant materials. The purpose of this paper is to explore how and why music can be used in language learning. The first section provides links to resources that contain music-based language learning exercises and describes some of the musical approaches that have been commonly used in language learning over the years. The second section summarizes studies that

have investigated the potential benefits of music based methods in language learning and specific language skills.

Suciati & Zarkasih (2021), discussed that the ability to listen English songs. Young students listen to English songs more and more. The purpose of this study is to analyze English songs to help the students of As-Syafi'iyah 02 Islamic Institute 2020/2021. learn vocabulary during the school year. As a result, the research question is: What role do English songs play in the students of the Islamic high school As-Syafi'iyah learning new vocabulary? The survey was conducted from August to November 2020. Six students from class X students from SMA As-Syafi'iyah 02 Bekasi have been selected for 2020/2021 school year. for the academic year based on the target sample. The interview is used with a search engine. The results of the study showed that listening to English songs helps students acquire vocabulary. They can relax and have fun expanding their vocabulary and learning to pronounce English words by listening to English songs.

Based on previous research related to the findings above, this study has similarities and differences. There are similarities and contrasts between this study and earlier research that is based on the aforementioned findings. The similarity is teaching English vocabulary through songs to students and analyzing English songs to improve vocabulary learning. While there is a difference this study will

concentrate more on translating English songs improve the students' vocabulary mastery.

B. Some Pertinent Idea

1. Vocabulary

a. Definition of vocabulary

Broadly speaking, vocabulary is understanding words and their meaning. However, vocabulary is more complex than this definition suggests. First, there are two types of words: written and spoken. Spoken vocabulary consists of words that we know and use when speaking and listening. Print vocabulary consists of words that we know and use in writing and reading. Second, there are two types of vocabulary: productive and receptive. Words that we recognize when we hear or see them are part of our receptive vocabulary. The words we use in writing and speaking are part of our productive vocabulary. As suggested by Lehr (2004), the receptive vocabulary is usually larger than the productive vocabulary and may contain many words to which we attribute some meaning even though we do not know the full definition or implication (Kamil & Hiebert, in press).

b. Kinds of Vocabulary

According to Hiebert (2007), The types of vocabulary can be categorized based on spoken and written vocabulary.

1. Listening Vocabulary

The words in our listening vocabulary are what we understand when we hear them. While in the womb, the fetus can learn some words. By the time you become an adult, you will have understood and recognized almost fifty thousand words thanks to constant learning of new words. Deaf people can be taught sight listening vocabulary.

2. Speaking Vocabulary

The actual words used in a conversation make up the speaker's vocabulary. It can contain between 5,000 and 10,000 words. It is used for discussion and teaching. This category contains relatively fewer words than listening vocabulary.

3. Reading Vocabulary

Reading is an important part of vocabulary. Reading improves vocabulary and growth. Reading vocabulary is the vocabulary we acquire by reading a text. Even if we don't use them in our spoken vocabulary, we can still understand words from our reading vocabulary.

4. Writing Vocabulary

Writing vocabulary is the collection of words we use to express ourselves in writing. The words we can write usually affect our writing vocabulary. We can easily express ourselves

verbally through facial expressions or intonation, but writing vocabulary is essential.

5. Last Vocabulary

Definitive vocabulary is a term coined by Richard Rorty. Every person uses it to justify their actions, beliefs and life. It can be a collection, set or group of words. The final vocabulary consists of words that people use to praise, belittle, express their deepest feelings, hopes and doubts among other things.

c. **The Importance of Vocabulary**

Vocabulary plays an important role in learning English. According to Huyen and Nga (2003), it is a composition that combines four skills: speaking, listening, reading and writing. To acquire all these skills, students must have a good vocabulary. Students who learn enough words can easily acquire English skills. When students have a good understanding of their vocabulary, it is easy for them to express their thoughts orally or in writing and to understand what other people are saying. According to Morover, Dellar and Hocking (Thornbury, 2002: 13), english does not improve significantly if they spends most of their time studying grammar. However, if a person learns more words and phrases, the improvement is significant. You can say very little with exact grammar, but nothing without words. These statements show the importance of vocabulary in language acquisition. Vocabulary

is as important in this case as grammar. It is difficult for students to learn English if they lack vocabulary because they cannot communicate their ideas effectively. As a result, vocabulary plays an essential role in teaching English because it helps students acquire English language skills.

d. Types of Vocabulary

According to Hirsch and Kamil (2005: 3), vocabulary can be partitioned into talked and composed categories. Spoken form refers to the vocabulary used when someone speaks or reads orally. On the other hand, vocabulary appears in print when someone reads or writes. In addition, Hiebert and Kamil (2005: 3) states that vocabulary can be classified into two categories; effective and receptive vocabulary. These categories will be explained below:

1. Productive Vocabulary

When someone expresses their thoughts in writing or speaking, they usually uses productive vocabulary. When someone writes or speaks, they usually use words that are secondary to them. Such words belong to the productive vocabulary. Hiebert and Kamil (2005:3) say that a person productive vocabulary is a set of words that you can use when writing or speaking. These are commonly used, well known, and familiar terms. Hux and Brown (1995:

370) Haycraft argued that a student's productive vocabulary consists of words that the student understands, pronounces correctly, and uses in writing and speaking.

2. Receptive Vocabulary

Person receptive vocabulary is the set of words he understands when reading or listening. These are words that students use less often and with which they are less familiar (Hiebert and Kamil, 2005: 3). Words that learners recognize and understand when they appear in context, but cannot reproduce them correctly are called receptive vocabulary. (Haycraft, Hux and Brown, 1995: 370).

e. The Aspects of Vocabulary

According to Lado as cited in Mardianawati (2012: 11) there are five aspects to the vocabulary that a student must learn. They are (1) meanings. (2) Spelling. (3) Pronunciation. (4) word classes; and (5) word usage. These aspects are explained below:

1. Meaning

Meaning refers to how a word conveys its meaning to speakers of the language, it becomes one of the important aspects that students should learn. When a word is used in multiple contexts, it can often have multiple meanings. For example, the noun "present" refers to a momentary period of

time. As a noun, "gift" can also be defined as something for someone, usually for a specific occasion. Therefore, knowing the meaning of a word is critical for students because it allows learn to use and understand the meaning of words in different contexts.

2. Spelling

Students should be able to write new words when they first encounter them. The appearance of a word (how it is spelled) is called spelling. A student can write a word correctly in written form if he can write it. Therefore, knowing how to spell words is very important for students.

3. Pronunciation

When learning vocabulary, students also need to know how a word sounds (pronunciation). This helps students understand what the other means. Nobody wants to understand a word if it sounds bad. Therefore, it is very important for students to be able to pronounce words correctly in order to avoid misunderstandings in oral communication.

2. Vocabulary in Terms of Noun and Verb

a. Noun

Noun is a term that refers to a person, thing, place, or concept and idea. Nouns can be both singular and plural.

1. Kinds of nouns

a. Proper Noun

Proper noun is the name of specific people and things, i.e. names used for people, places, rivers and mountains. Etc.: Ifa, Yati, Jum, Indonesia, Everest.

b. Common Noun

Common nouns refer to people or things of the same kind or class, rather than to a specific person or thing.

chicken, cat, girl, boy, man, female.

c. Collective Noun

Collective noun is the name of a collection, a name for a group of people or things of the same type. Class, squad or team, government, union.

d. Material Noun

Material noun is the name of a material, timber, or component out of which things are made. It can be food or drink: Iron, cop, brand, money, coal, gold, rice, salt, milk, water, tea, sugar.

e. Abstract Noun

Abstract noun is the name of quality, states, or concept. Notes of beauty, sweetness, childhood, and love: A concrete noun is the name of a material thing, that is, an object that has a physical shape, form, or size.

Abstract noun is the name of property of various objects. It is intangible and cannot be seen or touched.

We can know them only through our minds.

f. Nouns Countability

In terms of countability, there are two types of nouns.

1. Countable Noun

Nouns that can be counted are called countable nouns.

- a pen one pen two pens
- an apple one apple two apples

Generally a noun used in answer to the question how many? is a countable noun:

How many films did you watch?

I watched six films.

How many flights are there from here to Jakarta?

There are only two flights.

2. Uncountable Noun

Nouns that cannot be counted are called uncountable nouns:

- milk, water, ink, sugar, butter

(not, a milk, one water, two sugar)

A noun used in answer to the question how much? is an uncountable noun.

When we want to refer to the quantity of these items we use values of measurement which are countable: How much milk do you need?

We need a litre of milk.

Uncountable

Countable

I prefer chicken to fish.

These chickens are lovely.

Petrol catches fire easily.

Shall we make a fire out her

b. Verb

1. Definition of Verb

Verb is a word used to describe an action, state or accuracy. Verbs are word that describe a subject or indicate an event or situation.

The verb is the most important part of a sentence. It is obligatory even in the shortest of sentences:

- Stop!
- They left.
- The stock markets fell.

2. Kinds of Verb

Verbs can be classified into two, based on the function:

1. Main verb (participle verb)

Everything except auxiliary verbs are called main verb: write, read, drink, eat, etc. they can be divided into two depending on how they form the simple past and the past participle.

a. Regular verb

The simple past and past participle of regular verbs are formed by adding d/ed to the bare infinitive:

Simple present	Simple past/past participle	
- Love	loved	(love.s- d)
- Live	lived	(live + d)
- Call	called	(call + ed)
- Play	play	(play + ed)

b. Irregular verb

The simple past and past participle of irregular verbs are formed in different ways:

Simple present	Simple past	Past participle
go	went	gone
give	gave	given
take	took	taken

sing

sang

sang

2. Auxiliary verbs (helping verbs)

Auxiliary is of three kinds:

a. Primary auxiliary

- Be: am, is, are, was, were, be, been, being

- Have: has, have, had

- Do: do, does, did.

b. Modal auxiliary (modal verb)

Modal auxiliary verb is a verb that is used with another verb to express an idea such as a possibility that the main verb of the sentence cannot express, they could come tomorrow. Modal auxiliaries are:

- Can-could, may-might, will-would

- Shall-should, must, ought (to)

c. Auxiliary (semi modal/marginal auxiliary)

- Need, dare, used (with to)

3. Translation

a. Definition of Translation

The Oxford Advanced Learner's Dictionary defines translation as the process of convert written or verbal material into another language. This definition serves as a cover of the translating. When we start talking about translation, this becomes our first assumption. Various authors in the field have defined translation very differently, depending on their perspectives of language and translation. Wills in Choliludin, as stated in 2007: 3), translation is a process that leads from a written source language text to an optimally corresponding target language text. The translator must understand the syntax, semantics, stylistics and pragmatics of the original text. In addition, Taber and Nida (1982: 12) state that translation involves reproducing the closest natural equivalent of the message in the source language in terms of style and meaning in the receiving language. Both definitions suggest that two languages are involved in translation: translation is the process of reconstructing the meaning of a source language (SL) text into the meaning of a target language (TL) text ,the source language (SL) and the target or recipient language (TL or RL).

Catford (1965: 20) the concept of translation is the replacement of textual material in one language (SL) by an equivalent text in another language (TL). A similar definition is also mentioned by

Larson (1984: 3). According to him, to translate the meaning of the source language is to translate into the receiving language. This is achieved by changing the semantic structure of the first language to the second. The meaning changes, but it must remain constant. Only the form changes.

b. Characteristics of Translation

A work is considered a translated work when it meets the following requirements :

1. This is a type of message that replaces or copies the SL-TL.
2. This apply to text content or written messages.
3. It conveys a message, idea or content; not in SL text format.
4. It is also a type of exercise or process.
5. The message or meaning of the second text must be the same as the first text.
6. An idiomatic expression is used in the TL in another text for the style or sound of the original text.
7. The target language is the same as the source language of the other text.

c. Function of Translation

It is the message that copies or replaces the LS-TL style. Study the vocabulary, grammatical structure, communication situation, cultural context of the LS text, analyze these factors to determine the correct definition of the text. text, then reconstruct the meaning

according to the vocabulary and grammar of the language structure in a communicative situation and cultural context that is accepted. TL are translation components. Therefore, the general purpose of translation is to translate religious, literary, scientific and philosophical texts in a new language and making them accessible to a broad audience.

d. Types of Translation

Translations are generally divided into two main parts: Free translation and literal translation. Literal and Idiomatic Translations are the two main types of translation proposed. In form-based literal translation, the translator uses source language words that have a literal meaning in the source language as the building of the source language. Translate idioms to produce natural forms of the target language amongst selected vocabulary and grammatical structures. However, translation into another language is common practice in many parts of the world. Almost all post-colonial societies in the developing world have people who regularly write and translate in one of the major European languages as a second language. Also, countries with high immigration rates have people who write and translates shorthand reporter as a second language. To accomplish this, appropriate training Strategies like curriculum vitae and testing methods based on material learning models are needed. There would be no need

for different models if learning to translate into a first language was the same as learning to translate into a second language. However, their differences require a different approach to the thinking of these students. That is why Teaching bilingual translation requires a translation competence model.

4. English Songs

a. Definition of Songs

Song is a particular and often twist piece of music conscious for the human voice, with distinct and specific timbres and patterns. According to Hutajulu and Herman (2019), song is one of the means of communication that enables people to collaborate. Singing is viewed as a system of communication with others that uses sounds and songs to express feeling, intention, ideas, emotion and thought (Thao and Herman, 2020; Herman and Silalahi, 2020). Songs are often played on instruments to create a beautiful harmony that has its own uniqueness and rhythm. The songs contain many themes or themes such as love, family, life events, etc. Songs can also entertain when bored or through songs can learn combinations of vocabulary, listening, pronunciation and grammar.

b. Lyric of Songs

Lyrics are the words form that enhance songs that consist of choruses and verses. Lyrics can make listeners understand the

meaning or message of the song. When someone hears the lyrics and sings them over and over again without realizing it, they have memorized the vocabulary. Rainey & Larsen (2002) stated that many adults who have heard a song remember the lyrics to songs they heard many times during their teenage years, even if they had never heard the lyrics. Lyrics are the words of a song, especially a pop song, or a short poem that expresses the personal thoughts and feelings of the person who wrote it. This means not only the arrangement of words in a sentence, but also the meaning and expressions of feelings that express emotions such as desires, struggles, love, ideas, and feelings of the composer. Contacts (Citrus and Harman, 2019: twenty four). Abram further (2009: 25), as quote in Pakpahan, Herman and Purba (2020: 37) considers lyric to be "a short fairy tale poem accord of a speech that expresses the speaker's state of mind, process of perceiving, thinking, and feeling". From the above definitions, Researchers can conclude that lyrics are forms of personal emotional sentences written by musicians and expressed in songs, helping listeners to easily recognize and memorize vocabulary.

c. Learning Vocabulary by English Songs

Nowadays students can be taught vocabulary through many different means; The English song is one of the most famous. During teaching and learning, using English songs in the

classroom can help improve the quality of vocabulary learned. This was a problem because students can be motivated to learn new words they have already heard by listening to music. According to Griffen (2001), singing is a type of music presented with words. According to Cebula (2008), students who participate in song-based learning are also more likely to learn many new words. The University of California conducted another study on the use of English songs to teach vocabulary (Setia, 2012). He wanted to know if using songs in the classroom is effective in teaching English to primary school students. In the course of his research, he discovered that in addition to helping students improve their language skills, the use of songs also arouses and increases students' interest in, enjoyment of, and participation in learning. Student achievement can increase directly as a result of their ability to find a healthy balance between their emotional and intellectual intelligence.

C. Conceptual Framework

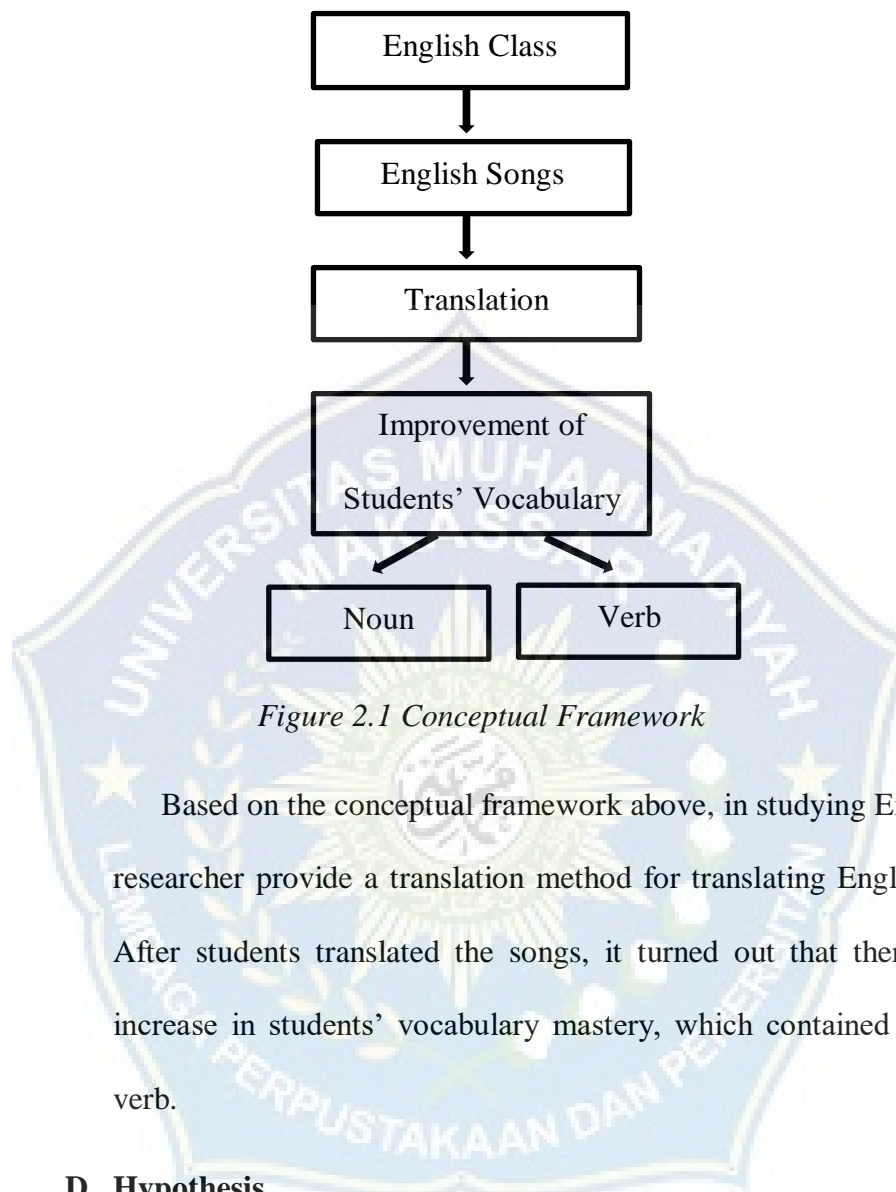


Figure 2.1 Conceptual Framework

Based on the conceptual framework above, in studying English, the researcher provide a translation method for translating English songs. After students translated the songs, it turned out that there was an increase in students' vocabulary mastery, which contained noun and verb.

D. Hypothesis

This research formulates the hypothesis as follows:

1. Null Hypothesis (H₀): After the students' translated the English songs, there was no increase in students' vocabulary mastery.
2. Alternative Hypothesis (H₁): After the students' translated the English songs, it turned out that there was an increase in students' vocabulary mastery.

CHAPTER III

RESEARCH METHOD

A. Research Method

In this study, the researcher used a pre-experimental design. The implementation process focused on one group pre test and post test design. Ary, Jacobs, Irvine and Walker (2018: 250) explained that the design of one-group pre-test and post-test design usually involves three steps: (1) a pretest is administered that measures the dependent variable; (2) applying an experimental treatment to subjects; and (3) conducting a posttest, again measuring the dependent variable.

Table 3.1. One-Group Pre-Test and Post-Test Design

Pre Test	Treatment	Post Test
Y1	X	Y2

Notes: Y1 = Pre Test

X = Treatment;

Y2 = Post Test

(Ary et al., 2018: 250)

B. Research Variable and Indicators

1. Variable

There were variables in this research such as independent variable (X) and dependent variable (Y).

a. Independent Variable (X)

Independent variables were variables that affect other variables.

In this study, the independent variable is translating English song.

b. Dependent Variable (Y)

The dependent variable was the reason that was measured. In this study, the dependent variable students' vocabulary mastery.

2. Indicators

The indicators of this research was the vocabulary influenced by the English songs.

C. Population and Sample

1. Population

According to Sugiyono (2009: 80), population is a generalized area consisting of objects or subjects that exhibit certain characteristics and traits that have been determined by researchers to study and draw conclusions about them. The population of this research was the eight grade class of SMP Negeri 9 Lambu consisted 54 students.

2. Sample

Sample is a collection of units or items selected from a certain population. Samples were taken from the population studied, according to Arikunto (2006:131). The research sample was selected by the researcher during a hands-on learning activity, where students were asked to answer a pre-designed written test. Sugiyono (2010) explains that purposive sampling is a research technique in which samples are selected through a winning decision-making process. The researcher chose SMP Negeri 9 Lambu consist of one group experimental eight classes, the researcher chose class 8A with 27 students because the English teacher of the class recommended to choosing this class because they still lacked English vocabulary.

D. Collection Data Procedure

In collecting data, the researcher used the following steps:

1. Pre Test

Before intervening with the students, the researcher was first given a pre-test. In this case, the researcher asked each student to complete a test consisting of 20 multiple choice questions (questions and answers about translating vocabulary noun and verb in the English songs lyric) which has been prepare by the researcher for approximately 30 minutes.

2. Treatment

- a. At the first meeting, the researcher introduced and learned about how to translating vocabulary noun and verb in English songs lyric “Count on Me” and the researcher was conduct a preliminary test first. In this case, the researcher ask each student to take a test in the form of 20 multiple choice questions.
- b. At the second meeting, the researcher gave a lesson about definition of noun and verb and the example of noun and verb.
- c. At the third meeting, the researcher gave a lesson about kinds of noun (proper noun, common noun, collective noun, material noun, abstract noun, countable noun, and uncountable noun), the examples, researcher gave to students exercises regarding the kinds of noun with two numbers each.
- d. At the fourth meeting, the researcher gave a lesson about kinds of verb (main verbs: regular verb and irregular verb), (auxiliary verbs (primary auxiliary, modal auxiliary, and semi modal auxiliary), the examples, and researcher gave to students exercises regarding the kinds of verbs with two numbers each.
- e. At the fifth meeting, the researcher gave learned about how to translating word to word the vocabulary noun and verb in English song lyric “A Million Dreams”.
- f. At the last meeting, the researcher gave to the students 20 multiple choice questions (question and answer about noun and

verb in English song lyric) to do. The students were answered within 30 minutes.

3. Post Test

After the last session, the researcher conducted a post-test to find out the learning outcomes. In this scenario, the researcher asked students to answer 20 multiple choice questions (questions and answers about nouns and verbs in English song lyric). Students were answer within 30 minutes.

E. Data Collection

In gathering the data, the researcher used the following procedures:

1. First, the researcher gave the students a pre-test
2. Second, the researcher was offered treatment four meetings, the researcher provided material about noun, verb and translating the English song.
3. After the treatment, the researcher gave the students a post-test.

F. Data Analysis

This research used quantitative method. In the quantitative technique, Researchers compared the mean score of pre-test and post-test scores. Test results were analyzed to learn more about how to improve students' vocabulary. The objectives of this stage were to find out the meaning of the collected information by looking for patterns, similarities and differences in order to draw conclusions as solutions to the existing problems. The data measurement table is as follows:

Table 3.2. Data Score

Classification	Score
Very Good	90-100
Good	70-89
Fair	50-69
Poor	<50

(Ufrah. 2009: 32) in Juita (2011)

The researcher outlines the data analysis procedure in the following lines. In this work, the material was studied using SPSS analysis method (statistical program For social sciences).

- a. The vocabulary mastery test scores, ranged from 0-100 when correct answers were taken into account.
- b. Categorize student pre-test and post-test results.
- c. Used SPSS, calculated the mean score, frequency and score percentage of student pre-test and post-test result.
- d. Used SPSS, calculated the standard deviation and test of the student scores.

- e. Used SPSS, Calculate the test values to determine the significant difference between pre-test and post-test means value.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The classification students pre test and post test in term of the rate frequency on students improve their vocabulary, the rate frequency and percentage of students pre test and post test, fair scores, standart deviation, the interval analysis between pre test and posttest and hypothesis testing. The findings are described as follows:

1. Students' Vocabulary Score Classification in Pre-test and Post-test

The students vocabulary score classification in pre-test and post-test based on data analysis, it was found from students' vocabulary mastery by translating English songs. This is showed by the result of the students pre-test and post-test scores which are classified as noun and verb:

a. Score Classification for Noun Mastery

Table 4.1. Score Classification of Noun Mastery

No	Classification	Range	Pre-Test	Post-test
			Noun	Noun
1	Very Good	90-100	9	15
2	Good	70-89	3	10
3	Fair	50-69	7	2
4	Poor	<50	8	0
Total			27	27

Table 4.1 shows that the mastery of nouns increased after the treatment, the table shows that out of 8 students who scored "Poor" in the pre-test, it fell to 0 students only in the post-test, and highest change was from 9 students to 15 students with a "Very Good" score in noun mastery. From the description above, It was explained that most of students more getting noun words in the English songs because in the English songs there are several noun that showed with their latter as example shoulder Letters in the lyric songs "Coun on Me" and a million in the lyric "A Million Dreams", so it can be conclude that the students noun mastery at SMP Negeri 9 Lambu was increasing.

b. Score Classification for Verb Mastery

Table 4.2. Score Classification of Verb Mastery

No	Classification	Range	Pre-Test	Post-test
			Verb	Verb
1	Very Good	90-100	10	12
2	Good	70-89	2	10
3	Fair	50-69	5	5
4	Poor	<50	10	0
Total			27	27

Data table 4.2 with pre-test and post-test verb mastery score classification that explains that, this affects students' vocabulary growth in verb mastery. The data showed that in the pre-test many students scored "Poor" there are 10 students, while in the post-test the students scored

"Poor" 0 students only because as shown in the table, after the exam. the scores of students increased, among them 10 students achieved "good" and 12 students "very good". It can be said that from English songs "Count on Me" and "A Million Dreams" students verb mastery was increasing by translating the vocabulary in the English songs. Thus, it can be said that the research question in this research has been answered, namely how students vocabulary mastery Noun and Verb by translating English songs at the students of SMP Negeri 9 Lambu.

2. The Rate Frequency and Percentage of Students' Pre-test and Post-test Scores

The rate frequency and percentage of pre-test and post-test based on data analysis from students' vocabulary mastery by translating the English songs. This is show by the students' pre-test and post-test results before and after are classified according to certain criteria, which can be shown in the table below:

Table 4.3. The Frequency and Percentage of Pre-test and Post-test

No	Classification	Range	Pretest		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	8	29,6%	17	62,9%
2	Good	70-89	4	14,8%	7	25,9%
3	Fair	50-69	7	25,9%	3	11,1%
4	Poor	<50	8	29,6%	0	0%
Total			27	100%	27	100%

Table 4.3 shows from the students' vocabulary mastery by translating the

English songs. The table clarify that the majority of students scored “poor” in the pre-test, 8 students (29.6%) and 7 (25.9%) students scored “fair”. Whike in the post-test most of the student with scored “very good” and there were 17 students (62.9%) and the “poor” score was only 0 (0%).

3. The Mean Score and Standard Deviation of Students’ Pre-test and Post-test

This research used a pre-experimental method that only required one class as the sample, therefore the data calculation used the paired sample test.

Table 4.4. The Mean Score of students Pre-test and Post-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	61,4815	27	22,13659	4,26019
Pair 1 Posttest	86,6667	27	13,30124	2,55983

From the table above, it can be seen that there was an increase 40,95% after treatment. The pre-test score was 61,48 while the student's post-test score was 86,66. It was found that students' vocabulary skills when translating English songs increased.

4. The Interval Analysis Between Pre-Test and Post-Test

Table 4.5 Paired Sample Test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Posttest	-25.185	22,93	4,41	-34,25	-16,11	-5,706	26	,000

In the table 4.5 above was analyzed using SPSS in a paired sample test. If the level of significant difference ($\alpha = 0.05$) is greater than the value (sig. 2-tailed). This means that there is no significant difference. Meanwhile, if the " α " significance level is smaller than the p-value (sig.2 tailed), it means there is a difference in significance. In the table above, we can see that the value P (sig. 2 tailed) is 0,000. it is lower than the level of significant α (0.05). It means that the translating English songs can improve the students English vocabulary mastery.

5. Hypothesis Testing

The results of statistical analysis at the significance level (α) of 0.05 with 26 degrees of freedom and a p-value (sig.2-tailed) of 0.000 indicate that there is a statistically significant difference between the students' pre-test and post-test results. In terms of results (sig.2-tailed) after the post-test the

students did not exceed the significance level ($0.000 < 0.05$). The result of data analysis is stated as follow:

- a. If the significant value $<$ significant level (0.05) indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This means that there is a significant difference between students' scores on the pre-test and post-test.
- b. If the significant value $>$ significant level (0.05) indicates that the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. This means that there is no significant difference between the students' pre-test and post-test scores.

Based on the table, the significance value of this study is 0.000 where the significance level used is 0.005. In conclusion, the alternative hypothesis (H_a) is accepted. In this case, the translation of the English songs can improve students' vocabulary mastery.

B. Discussion

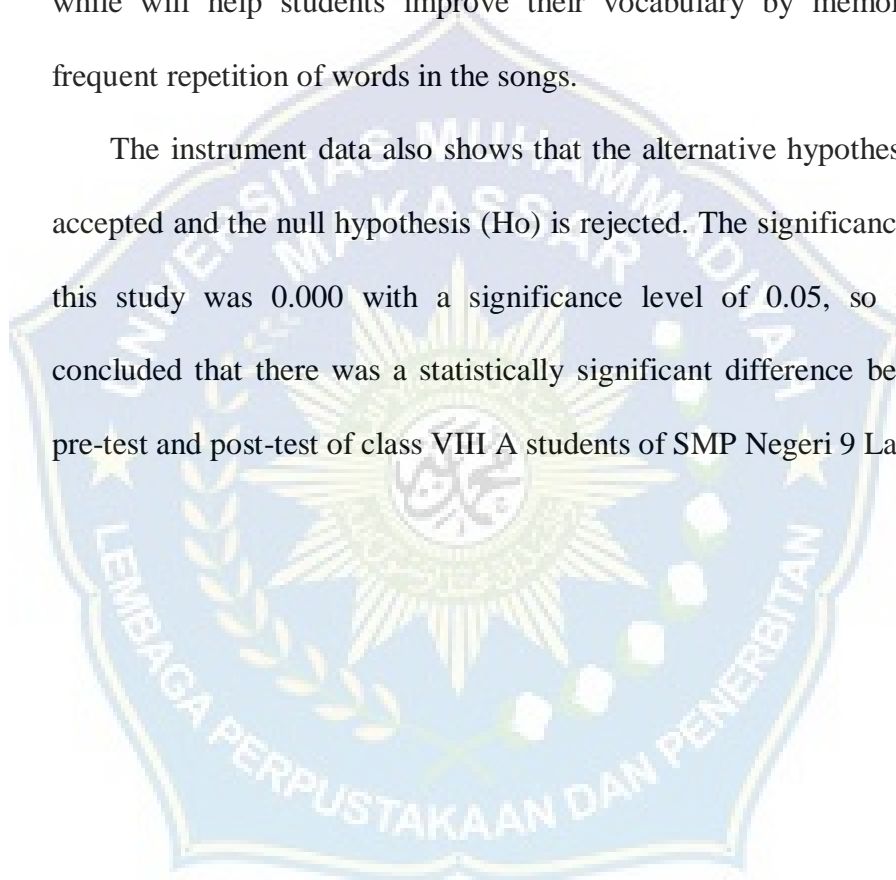
This research was conducted at SMP Negeri 9 Lambu, Bima Regency. Pre-test, treatment, and post-test were the three required activity. The data was then obtained and calculated using by the SPSSP. Based on the analysis of the research, it can be concluded that there was an increase in students' vocabulary mastery by translating English songs for students at SMP Negeri 9 Lambu. The result of the word list test became materials for pre-test and post-test. This shows that there is a significant difference between the pre-test and post-test. This is evidenced by the mean score of

the students' pre-test vocabulary level was still "fair" level. That was students got 61.48 scores. students got a fair level score in learning the vocabulary, maybe have not treatment and there were deficiencies such as a lack of learning media in the class. (Fatoro 2015) argues that "in dealing with the problem of teaching English, masters must use various methods to teach English". (p. 29) besides that, Pande (2013) also believes that the application of various methods, especially in matching methods to teaching topics will help masters to build an effective teaching process. Sudjana & Rifai (Sundaya 2014: 13) stated the use of the learning media in the students learning process, learning will be more attract the attention of students, so can foster internal motivation follow the learning and more clear meaning the learning materils. And students get more understood, and teacher will too easier in deliver content learning because helped by the learning media so students can mastery and achieving the learning goals.

In the post test scores there was increase in students' scores in learning vocabulary, that was 86.66 scores which is good level. There was increase in students' scores in learning vocabulary because students translating the English songs such as "Count on Me" and "A Million Dreams". After translating the English songs, students were more interested because there were songs they hear and students were more motivated to learn vocabulary, so students want to learn vocabulary because from translating they can understand the meaning of the songs. One of the best methods for learning vocabulary is through songs (Nguyen and Nguyen, 2020;

Setiawan, 2019). Millington as cited in Wardiansyah et.al (2019) stated that songs can be applied tool to learn vocabulary, sentence structure and sentence patterns. From songs we can learn a lot of things, such as acquiring new vocabulary and also learn the pronounce words (Rahmawati et al 2020). In addition, Maneshi (2017) stated that listening to songs for a while will help students improve their vocabulary by memorizing the frequent repetition of words in the songs.

The instrument data also shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The significance value in this study was 0.000 with a significance level of 0.05, so it can be concluded that there was a statistically significant difference between the pre-test and post-test of class VIII A students of SMP Negeri 9 Lambu.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, it can be concluded that the vocabulary of class VIII students at SMP Negeri 9 Lambu Bima Regency, especially in VIII A. that the use of English songs can increase student vocabulary is evidenced by the pre-exam score of only 61.48, meaning that students are at the level of "adequate". Then in the post-test there was an increase in student scores as seen from the post-test average score of 86.66, which means students are at the "good" level. . It is indicated that the mean score of pre-test and post-test was increase 40.95%. The data shows that the use of English songs can improve the vocabulary of students at SMP Negeri 9 Lambu.

Based on the findings and discussion described in the previous chapter, the information instrument also shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This is supported by the significant value of the study. It can be concluded that there is a significant difference between the pre-test and post-test in class VIII students of SMP Negeri 9 Lambu.

B. Suggestion

The researcher would like to make suggestions regarding this researcher, especially to English teachers, students and other researchers. The researcher hopes that thes suggestions will be useful to everyone.

1. For English Teachers

To make the learning process more interesting, teachers must use all means or strategies that can attract students' attention and interest. An English song like "Count on Me" and "A Million Dreams" are the effective English song that can be used to teach vocabulary in the classroom.

2. For Students

a. Vocabulary is an important subject, However, most of the students have difficulties with oral representation. Therefore, students need to seriously and attentively listen to the teacher during the learning process.

b. Students must practice memorizing vocabulary as much as possible at school or at home.

3. For the Next Researcher

Since this research focused on vocabulary, the researcher hopes to continue researcher the use of English songs. English songs can be conducted to develop the progress of English teaching at Junior High School, especially in Bima Regency.

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APPENDICES

Appendix A

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP NEGERI 9 LAMBU

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII A / Ganjil

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) 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 abstract (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

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.13 Menafsirkan fungsi social dan unsur kebahasan dalam lirik lagu terkait kehidupan remaja SMP/MTs	3.13.1 Mengidentifikasi dan mentranslet kosa kata benda dan kata kerja pada lirik lagu. 3.13.2 Mengidentifikasi fungsi social dan unsur kebahasan dalam lirik lagu terkait kehidupan remaja SMP/MTs
4.13 Menangkap makna secara konseptual terkait dengan fungsi social dan unsur	4.13.1 Menceritakan makna dari lagu 4.13.2 Mempelajari kosa kata benda

kebebasan lirik lagu terkait kehidupan remaja SMP/MTs	dan kata kerja beserta jenis-jenisnya.
---	--

C. Tujuan Pembelajaran

Melalui pendekatan saintifik, peserta didik dapat

1. Mengidentifikasi dan mentranslet kosa kata benda dan kata kerja
2. Mengidentifikasi fungsi social dan unsur kebebasan dalam lirik lagu terkait kehidupan remaja
3. Menganalisi makna dari kosa kata baru
4. Menceritakan makna dari lagu

D. Materi Pembelajaran

1. Fungsi social
Mengembangkan nilai-nilai kehidupan dan karakter yang positif
2. Unsur kebebasan
 - Kosa kata dan tata bahasa dalam lirik lagu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
3. Topic
Hala-hal yang dapat meberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

1. Pendekatan : Scintific Approach
2. Metode : Tanya jawab, diskusi, penugasan.
3. Model : Discovery Learning

F. Media, Alat dan Bahan Pembelajaran:

1. Media : Audiovisual
2. Alat/bahan : Laptop, LCD, papan tulis dan spidol
3. Sumber belajar ;
 - Buku : Kementrian Pendidikan dan Kebudayaan. Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VIII.
 - Internet source

G. Kegiatan Pembelajaran

✚ Pertemuan Pertama (2 x 40 menit)

Indikator :

3.13.1 Mengidentifikasi dan mentranslet kosa kata benda dan kata kerja dalam lyric lagu.

Kegiatan Pendahuluan	Nilai-nilai karakter	Alokasi waktu
a. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, LCD, laptop dan menyiapkan lembaran penilaian siswa. b. Guru mengajukan pertanyaan-pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan dipelajari ➤ Do you have a favorite song? What is the title? c. Peserta didik diharapkan merespon sehingga terjadi dialog sederhana tentang kegiatan yang telah dilakukan. d. Guru menyampaikan tujuan pembelajaran yang akan dicapai e. Guru menyampaikan penilaian yang akan digunakan.	Religiositas Komunikatif	10 menit
Kegiatan Inti	Nilai-nilai karakter	Alokasi waktu
➤ Mengamati a. Peserta didik mendengarkan lagu Count on Me b. Peserta didik mengamati lirik lagu Count on Me. c. Guru bertanya kepada siswa tentang kosa kata yang ada dalam lirik lagu. ➤ Menanya a. Dengan bimbingan dan arahan guru, peserta didik mempertanyakan cara pelafalan dari kosa kata. b. Guru mengklarifikasi pertanyaan dari peserta didik dengan menjawab pertanyaan tersebut. ➤ Mengumpulkan informasi	Rasa ingin tahu	60 menit

<p>a. Peserta didik mencari arti dari kosa kata dalam lagu Peserta didik mengulang kembali pelafalan kosa kata.</p> <p>➤ Mengasosiasi</p> <p>a. Guru menampilkan kembali lyric lagu Count on Me</p> <p>b. Guru meminta siswa mendengarkan lagu Count on Me sambil memberikan soal pre-test</p> <p>➤ Mengkomunikasikan</p> <p>a. Guru memberikan umpan balik kepada siswa tentang lirik lagu yang ditranslate.</p>	<p>Rasa ingin tahu</p> <p>Teliti</p> <p>Kreativitas</p> <p>Mandiri</p>	
Kegiatan Penutup	Nilai-Nilai Karakter	Alokasi waktu
<p>a. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru)</p> <p>b. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about yo, did you enjoy my class?</p> <p>c. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya tentang belajar kosa bahasa inggris dalam lyric lagu.</p>		10 menit

✚ Pertemuan 2

Indikator:

3.12.2 Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs

4.13.2 Mempelajari tentang kosa kata Noun dan Verb

Kegiatan pendahuluan	Nilai-Nilai Karakter	Alokasi waktu
<p>d. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi</p> <p>f. Guru menyiapkan peserta didik</p>	Religiositas	10 menit

<p>untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, Lcd,laptop, dan menyiapkan lembaran penilaian siswa.</p> <p>g. Guru mengajukan pertanyaan-pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan dipelajari.</p> <p>h. Peserta didik diharapkan merespon sehingga terjadi dialog sederhana tentang kegiatan yang telah dilakukan.</p> <p>i. Guru menyampaikan tujuan pembelajaran yang akan dicapai.</p> <p>j. Guru menyampaikan penilaian yang akan digunakan.</p>	Komunikatif	
Kegiatan Inti	Nilai-Nilai Karakter	Alokasi waktu
<p>➤ Mengamati</p> <p>a. Peserta didik mendengarkan kembali lagu Count on Me</p> <p>b. Peserta didik mengamati lirik lagu Count on Me</p> <p>c. Guru bertanya kepada siswa tentang kosa kata dalam lirik lagu</p> <p>d. Guru menjelaskan pengertian kosa kata noun dan verb beserta contohnya</p> <p>➤ Menanya</p> <p>a. Dengan bimbingan dan arahan guru, peserta didik mempertanyakan cara pelafalan dari kosa kata noun dan verb</p> <p>b. Guru mengklarifikasi pertanyaan dari peserta didik dengan menjawab pertanyaan tersebut.</p> <p>➤ Mengumpulkan informasi</p> <p>a. Peserta didik mencari arti dari kosa kata noun dan verb dalam lyric lagu</p> <p>b. Peserta didik mengulang kembali pelafalan kosa kata noun dan verb</p>	<p>Rasa ingin tahu</p> <p>Kreativitas</p> <p>Mandiri</p>	60 menit

➤ Mengkomunikasikan a. Guru memberikan umpan balik kepada siswa tentang kosa kata noun dan verb dalam lagu		
Kegiatan penutup	Nilai-Nilai Karakter	Alokasi waktu
a. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru) b. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? c. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya.	Menghargai prestasi	10 menit

✚ Pertemuan 3

Indicator:

4.13.2 Mempelajari jenis-jenis kosa kata noun beserta contoh (Proper noun, common noun, collective noun, material noun, abstract noun, countable noun and uncountable noun).

Kegiatan pendahuluan	Nilai-Nilai Karakter	Alokasi waktu
<ul style="list-style-type: none"> • Menyapa peserta didik • Menanyakan kabar peserta didik meminta salah satu peserta didik untuk memimpin do'a • Mengecek kehadiran peserta didik • Menanyakan materi yang telah dipelajari pada pertemuan sebelumnya. • Mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari 	Religiositas Komunikatif	10 menit
Kegiatan Inti	Nilai-Nilai Karakter	Alokasi waktu

<ul style="list-style-type: none"> • Guru menjelaskan jenis-jenis kosa kata noun (proper noun, common noun, collective noun, material noun, abstract noun, countable noun, and uncountable noun). • Guru menjelaskan contoh kata dari jenis-jenis noun (proper noun, common noun, collective noun, material noun, abstract noun, countable noun, and uncountable noun). • Peserta didik mencermati jawaban yang dijelaskan oleh pendidik • Peserta didik dan guru melakukan pembahasan informasi yang didapat. • Peserta didik diberikan tugas latihan soal kosa kata dari jenis-jenis noun masing-masing dua nomor. • Guru meminta peserta didik untuk mempresentasikan hasil di depan kelas. • Guru dan peserta didik lain memberikan pendapat/koreksi kepada peserta didik yang presentasi. • Guru memberikan umpan balik kepada siswa tentang jenis-jenis kosa kata noun. 	<p>Rasa ingin tahu</p>	<p>60 menit</p>
<p>Kegiatan penutup</p>	<p>Nilai-Nilai Karakter</p>	<p>Alokasi waktu</p>
<ul style="list-style-type: none"> • Guru beserta peserta didik menyimpulkan tentang apa yang telah dipelajari dalam proses pembelajaran • Guru memberikan feedback • Guru meminta salah satu peserta didik untuk memimpin do'a (situasional) • Guru mengakhiri proses kegiatan belajar mengajar 	<p>Menghargai prestasi</p>	<p>10 menit</p>

✚ Pertemuan 4

3.13.3 Mempelajari jenis-jenis kosa kata verb (main verbs : regular verb and irregular verb), (auxiliary verbs : primary auxiliary, modal auxiliary, and semi modal auxiliary) beserta contohnya.

Kegiatan pendahuluan	Nilai-Nilai Karakter	Alokasi waktu
<ul style="list-style-type: none"> • Menyapa peserta didik • Menanyakan kabar peserta didik meminta salah satu peserta didik untuk memimpin do'a • Mengecek kehadiran peserta didik • Menanyakan materi yang telah dipelajari pada pertemuan sebelumnya. • Mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari 	Religiositas Komunikatif	10 menit
Kegiatan Inti	Nilai-Nilai Karakter	Alokasi waktu
<ul style="list-style-type: none"> • Guru menjelaskan jenis-jenis kosa kata verb (main verbs: regular verb and irregular verb), (auxiliary verbs: primary auxiliary, modal auxiliary, and semi modal auxiliary). • Guru menjelaskan contoh kata dari jenis-jenis verb (main verbs : regular verb and irregular verb), (auxiliary verbs : primary auxiliary, modal auxiliary, and semi modal auxiliary). • Peserta didik mencermati jawaban yang dijelaskan oleh pendidik • Peserta didik dan guru melakukan pembahasan informasi yang didapat. • Peserta didik diberikan tugas latihan soal kosa kata dari jenis-jenis verb masing-masing dua nomor. • Guru meminta peserta didik untuk 	Rasa ingin tahu Rasa ingin tahu	60 menit

mempresentasikan hasil di depan kelas.		
Kegiatan penutup	Nilai-Nilai Karakter	Alokasi waktu
<ul style="list-style-type: none"> • Guru beserta peserta didik menyimpulkan tentang apa yang telah dipelajari dalam proses pembelajaran • Guru memberikan feedback • Guru meminta salah satu peserta didik untuk memimpin do'a (situasional) • Guru mengakhiri proses kegiatan belajar mengajar 	Menghargai prestasi	10 menit

✚ Pertemuan 5

Indikator:

3.13.1 Mengidentifikasi makna lagu dan mentranslate kosa kata noun dan verb dalam lirik lagu

Kegiatan pendahuluan	Nilai-Nilai Karakter	Alokasi waktu
<ul style="list-style-type: none"> • Menyapa peserta didik • Menanyakan kabar peserta didik meminta salah satu peserta didik untuk memimpin do'a • Mengecek kehadiran peserta didik • Menanyakan materi yang telah dipelajari pada pertemuan sebelumnya. • Mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari 	Religiositas Komunikatif	10 menit
Kegiatan Inti	Nilai-Nilai Karakter	Alokasi waktu

<ul style="list-style-type: none"> • Guru meminta peserta didik mendengarkan lagu dengan judul “A Million Dreams”. • Peserta didik diminta menyimak lirik lagu yang ditampilkan. • Dengan bimbingan dari guru, peserta didik menanyakan kosa kata noun dan verb di dalam lagu beserta artinya. • Guru menampilkan kembali lyric lagu A Million Dreams. • Guru memberikan soal post-test. • Guru memberikan umpan balik kepada siswa tentang kosa kata dalam lirik lagu yang ditranslate. 	<p>Rasa ingin tahu</p> <p>Gemar membaca</p>	60 menit
Kegiatan penutup	Nilai-Nilai Karakter	Alokasi waktu
<ul style="list-style-type: none"> • Guru beserta peserta didik menyimpulkan tentang apa yang telah dipelajari dalam proses pembelajaran • Guru memberikan feedback • Guru meminta salah satu peserta didik untuk memimpin do'a (situasional) • Guru mengakhiri proses kegiatan belajar mengajar 	Menghargai prestasi	10 menit

H. Teknik Penilaian

1. Teknik penilaian:
 - a. Penilaian sikap : observasi/pengamatan
 - b. Penilaian pengetahuan : Tes tertulis
2. Bentuk penilaian:
 - a. Observasi : Jurnal guru
 - b. Tes tertulis : Uraian dan lembar kerja
 - c. Unjuk kerja : praktik dan pedoman penskoran
3. Instrument penilaian

Lambu, July 2023
Guru Mata Pelajaran

SRI IRYANTI

Appendix B

Pre Test

Name:

Class:

Read the text carefully and answer the question correctly in your answer sheet!

Songs Lyric by Bruno Mars – Count on Me

Oh-oh

If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We'll find out what we're made of
When we are called to help our friends in need

You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh, yeah, yeah

If you tossin' and you're turnin' and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you, oh

We'll find out what we're made of
When we are called to help our friends in need

You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah

Ooh-ooh-ooh-ooh
 Ooh-ooh-ooh-ooh, ooh, yeah, yeah

You'll always have my shoulder when you cry
 I'll never let go, never say goodbye
 You know

You can count on me like one, two, three
 I'll be there
 And I know when I need it I can count on you like four, three, two
 And you'll be there
 'Cause that's what friends are supposed to do, oh, yeah
 Ooh-ooh-ooh-ooh
 Ooh-ooh-ooh-ooh, ooh

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

Choose one of the three choices that you think is the right answer than cross (X) on your chosen answer!

Pilih satu dari tiga pilihan yang menurutmu jawaban yang benar kemudian silang pada jawaban yang kamu pilih!

Translate into Indonesian language meaning of the vocabulary in the English song lyric below!

1. The sea...
 - b. Laut
 - c. Gunung
 - d. Sungai
4. Sail...
 - a. Mengemudi
 - b. Berlayar
 - c. Berjalan
5. The world
 - a. Bulan
 - b. Bumi
 - c. Dunia
6. See...
 - a. Melihat
 - b. Menemukan
 - c. Berpikir
7. The light...
 - a. Gelap
 - b. Cahaya

- c. Matahari
8. To guide....
- Menuntun
 - Melihat
 - Menemukan
9. Friends
- Orang
 - Orang tua
 - Teman
10. Need....
- Melihat
 - Mebutuhkan
 - Menemukan
11. Count
- Menulis
 - Membaca
 - Menghitung
12. Moon....
- Bulan
 - Langit
 - Bintang
13. Know....
- Tahu
 - Ingat
 - Tidak tahu
14. Flower....
- Daun
 - Bunga
 - Pohon
15. River.....
- Laut
 - Air
 - Sungai
14. Fall....
- Jatuh
 - Bangun
 - Berdiri
15. Can not....
- Bisa
 - Tidak bisa
 - Ingin
16. Sing....



- a. Menari
- b. Menulis
- c. Menyanyi

17. Song....

- a. Lagu
- b. Menyanyi
- c. Menari

18. Forget

- a. Lupa
- b. Mengingat
- c. Ingat

19. Day....

- a. Tanggal
- b. Hari
- c. Bulan

20. Shoulder.....

- a. Bahu
- b. Kepala
- c. Tangan

1. Kunci Jawaban:

- | | |
|-------|-------|
| 1. A | 11. A |
| 2. C | 12. B |
| 3. C | 13. C |
| 4. A | 14. A |
| 5. B | 15. B |
| 6. C | 16. A |
| 7. A | 17. C |
| 8. A | 18. B |
| 9. B | 19. C |
| 10. A | 20. A |

Appendix C

Post Test

Name:

Class:

Read the text carefully and answer the question correctly in your answer sheet!

Songs Lyric by Hug Jackman, Michelle Williams, Ziv Zaifman – A Million Dreams

I close my eyes and I can see
The world that's waiting up for me
That I call my own
Through the dark, through the door
Through where no one's been before
But it feels like home

They can say, they can say it all sounds crazy
They can say, they can say I've lost my mind
I don't care, I don't care, so call me crazy
We can live in a world that we design

'Cause every night I lie in bed
The brightest colours fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
Oh a million dreams for the world we're gonna make

There's a house we can build
Every room inside is filled
With things from far away
The special things I compile
Each one there to make you smile
On a rainy day

They can say, they can say it all sounds crazy
They can say, they can say we've lost our minds
I don't care, I don't care if they call us crazy
Runaway to a world that we design

Every night I lie in bed
The brightest colours fill my head
A million dreams are keeping me awake

I think of what the world could be
 A vision of the one I see
 A million dreams is all it's gonna take
 Oh a million dreams for the world we're gonna make

However big, however small
 Let me be part of it all
 Share your dreams with me
 You may be right, you may be wrong
 But say that you'll bring me along
 To the world you see
 To the world I close my eyes to see
 I close my eyes to see

Every night I lie in bed
 The brightest colours fill my head
 A million dreams are keeping me awake
 A million dreams, a million dreams
 I think of what the world could be
 A vision of the one I see
 A million dreams is all it's gonna take
 A million dreams for the world we're gonna make

For the world we're gonna make

Choose one of the three choices that you think is the right answer than cross (X) on your chosen answer!

Pilih satu dari tiga pilihan yang menurutmu jawaban yang benar kemudian silang pada jawaban yang kamu pilih!

Translate into Indonesian language meaning of the vocabulary in the English song lyric below!

1. A million...
 - b. Seribu
 - c. Seratus
 - d. Sejuta

2. Dreams....
 - a. Petualangan
 - b. Mimpi
 - c. Pengalaman

3. Eyes....
 - a. Mata
 - b. Alis
 - c. Hidung
4. Door....
 - a. Jendela
 - b. Pintu
 - c. Rumah
5. Bed....
 - a. Rumah
 - b. Jendela
 - c. Tempat tidur
6. Colors
 - a. Kuning
 - b. Hijau
 - c. Warna
7. House....
 - a. Pintu
 - b. Rumah
 - c. Halaman
8. Room....
 - a. Kamar
 - b. Halaman
 - c. Pintu
9. Sound....
 - a. Mendengar
 - b. Suara
 - c. Berpikir
10. Head....
 - a. Pundak
 - b. Lengan



c. Kepala

11. Close...

- a. Menutup
- b. Membuka
- c. Mengambil

12. Call....

- a. Memanggil
- b. Mengambil
- c. Membuka

13. Can....

- a. Tidak bisa
- b. Bisa
- c. Pergi

16. Take....

- a. Pergi
- b. Menutup
- c. Mengambil

17. Say....

- a. Mengatakan
- b. Mengambil
- c. Pergi

18. Fill...

- a. Mengambil
- b. Mengatakan
- c. Mengisi

19. Compile....

- a. Menyusun
- b. Mengisi
- c. Mengambil

20. Build....

- a. Mengambil
- b. Membangun
- c. Menyusun

21. Make....

- a. Mengambil
- b. Menyusun
- c. Membuat

22. Smile...

- a. Tersenyum



- b. Menyusun
- c. Membuat

1. Kunci Jawaban:

- | | |
|-------|-------|
| 1. C | 11. A |
| 2. B | 12. A |
| 3. A | 13. B |
| 4. B | 14. C |
| 5. C | 15. A |
| 6. C | 16. C |
| 7. B | 17. A |
| 8. A | 18. B |
| 9. B | 19. C |
| 10. C | 20. A |



Appendix D

Teaching material

Treatment 1

Songs Lyric by Bruno Mars – Count on Me

Oh-oh

If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We'll find out what we're made of
When we are called to help our friends in need

You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh, yeah, yeah

If you tossin' and you're turnin' and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you, oh

We'll find out what we're made of
When we are called to help our friends in need

You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh, yeah, yeah

You'll always have my shoulder when you cry
I'll never let go, never say goodbye
You know

You can count on me like one, two, three
I'll be there
And I know when I need it I can count on you like four, three, two

And you'll be there
 'Cause that's what friends are supposed to do, oh, yeah
 Ooh-ooh-ooh-ooh
 Ooh-ooh-ooh-ooh, ooh
 You can count on me 'cause I can count on you

Treatment 2 : Definition of Nouns and Verbs

1. Noun

a. Introduction

Nouns are naming words. Every language has its own set of nouns and the list is open ended i.e. newer nouns one added to the older ones with the changing times.

b. Definition of Nouns

A Nouns is the name of a person place or thing. A thing includes a quality (fear) a material (gold), a collection (herd, army), a state (adherence) and an action (cheat, mock, movement).

2. Verb

a. Introduction

No sentences is generally complete without the use of verb. So the study of verbs is very important

b. Definition of verbs

A verb is a word or phrase indicating an action, event or state:

She teaches us English. - action

The accident happened at night. - event

He is in poor health. - state

The verb is the most important part of a sentence. It is obligatory even in the shortest of sentences:

Stop!

They left.

The stock markets fell.

Treatment 3 : Kinds of Noun

1. Kinds of Noun

a. Proper nouns

A proper noun is the name of a particular person or thing, i.e. a name used for an individual person or place, river, or mountain etc.: Mary, Raihan, Indonesia, Everest.

b. Common nouns

A common noun refers to any and every person or thing of the same kind or class, not to a particular person or thing.

Examples: cow, dog, girl, boy, man, woman.

c. Collective nouns

A collective noun is the name of a collection, group of people, or things of the same kind.

Examples : class, team, government jury, federation.

d. Material nouns

A material noun is the name of a material, substance, or ingredient things are made of. They can be articles of food or drink as well.

Examples: iron, copper, steel, gold, coal, silver, rice, wheat, milk, water, tea, sugar.

Note: A material noun is a type of common noun but a distinction is made between the two.

A common noun is usually a countable noun but a material noun is an uncountable noun.

The cow gives us milk.

Cow is a common noun (countable), but milk is a material noun (uncountable).

Concrete nouns

sugar

book

milk

Abstract nouns

sweetness

beauty

hatred

We can see sugar but cannot see sweetness, so sugar is a concrete noun and sweetness an abstract noun. In short, concrete nouns refer to physical properties and abstract nouns to mental properties.

e. Nouns countability

Nouns are of two kinds from the viewpoint of countability:

- Countable nouns

Nouns that can be counted are called countable nouns:

a book one book two books

an egg one egg two eggs

Generally a noun used in answer to the question how many? is a countable noun:

How many films did you watch?

I watched six films.

How many flights are there from here to Jakarta?

There are only two flights.

Note: Common nouns and collective nouns are by and large countable.

- Uncountable nouns

Nouns that cannot be counted are called uncountable nouns:

milk, water, ink, sugar, butter

(not, a milk, one water, two sugar)

A noun used in answer to the question how much? is an uncountable noun.

When we want to refer to the quantity of these items we use values of measurement which are countable: How much milk do you need?

We need a litre of milk.

Note: a) Material nouns and abstract nouns are uncountable. So are proper nouns, though they can be used as countable nouns in special situations:

There are two Indias, the rural and the urban.

b) Certain nouns can be used both as countable and uncountable depending on the context.

Uncountable

Countable

I prefer chicken to fish. These chickens are lovely.

Petrol catches fire easily. Shall we make a fire out
here?

Treatment 4: Kinds of Verb

1. Kinds of verb

Verbs can be broadly categorised into two, based on their function:

a. Main verbs (principal verbs)

All verbs other than auxiliaries are called main verbs: read, write, eat, drink, etc. These can be divided into two on the basis of how they form the simple past and past participle:

- Regular Verbs

The simple past and the past participle of regular verbs are formed by adding d/ed to the bare infinitive:

simple present	simple past/past participle	
live	lived	(live + d)
love	loved	(love.s- d)
call	called	(call 1- ed)
pray	prayed	(pray + ed)

- Irregular verbs

The simple past and the past participle of irregular verbs are formed in a variety of ways:

Simple present	Simple past	Past participle
go	went	gone
give	gave	given
take	took	taken
sing	sang	sang

b. Auxiliary verbs (helping verbs)

Auxiliaries are of three kinds:

- Primary auxiliaries

be: am, is, are, was, were, be, been, being

have : has, have, had

do : do, does, did

- Modal Auxiliaries (modal verbs)

A modal auxiliary is a verb used with another verb to express an idea such as possibility which is not expressed by the main verb of the sentence viz., He could come tomorrow. Modal auxiliaries are:

can - could, may - might, will- would

shall - should, must, ought (to)

- Auxiliaries (Semi-modal/marginal auxiliaries)

need, dare, used (with to)

Treatment 5

Songs Lyric by Hug Jackman, Michelle Williams, Ziv Zaifman – A Million

Dreams

I close my eyes and I can see
The world that's waiting up for me
That I call my own
Through the dark, through the door
Through where no one's been before
But it feels like home

They can say, they can say it all sounds crazy
They can say, they can say I've lost my mind
I don't care, I don't care, so call me crazy
We can live in a world that we design

'Cause every night I lie in bed
The brightest colours fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
Oh a million dreams for the world we're gonna make

There's a house we can build
Every room inside is filled
With things from far away
The special things I compile
Each one there to make you smile
On a rainy day

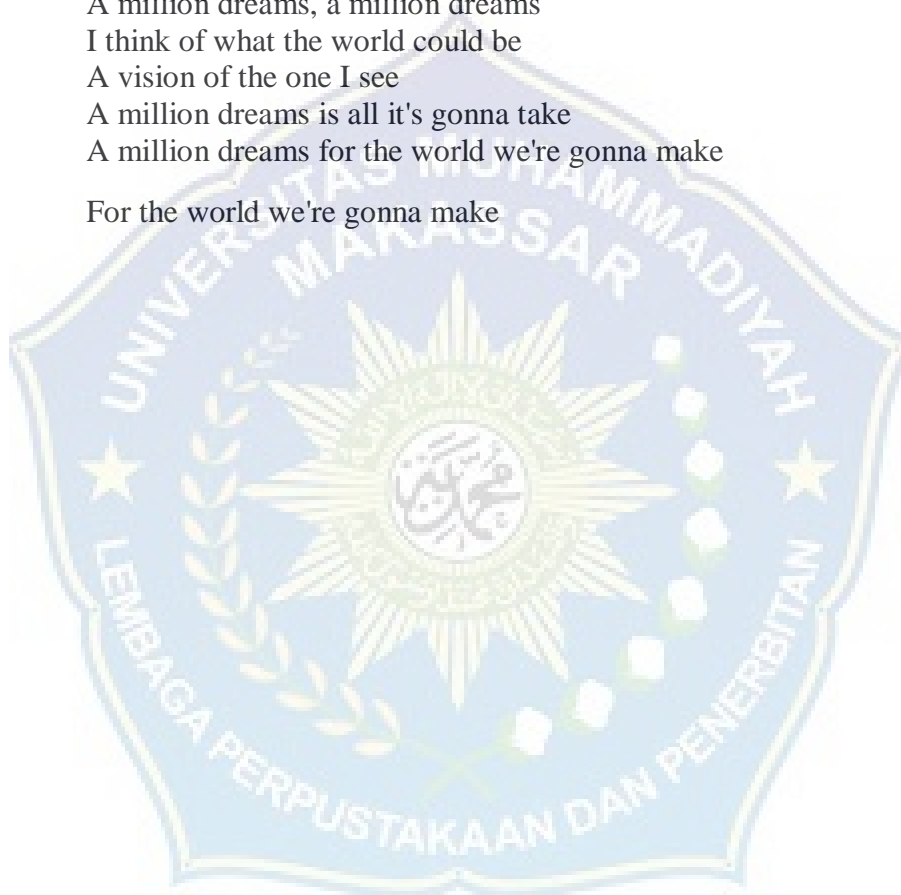
They can say, they can say it all sounds crazy
They can say, they can say we've lost our minds
I don't care, I don't care if they call us crazy
Runaway to a world that we design

Every night I lie in bed
The brightest colours fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
Oh a million dreams for the world we're gonna make

However big, however small
Let me be part of it all

Share your dreams with me
You may be right, you may be wrong
But say that you'll bring me along
To the world you see
To the world I close my eyes to see
I close my eyes to see

Every night I lie in bed
The brightest colours fill my head
A million dreams are keeping me awake
A million dreams, a million dreams
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make
For the world we're gonna make



Appendix E

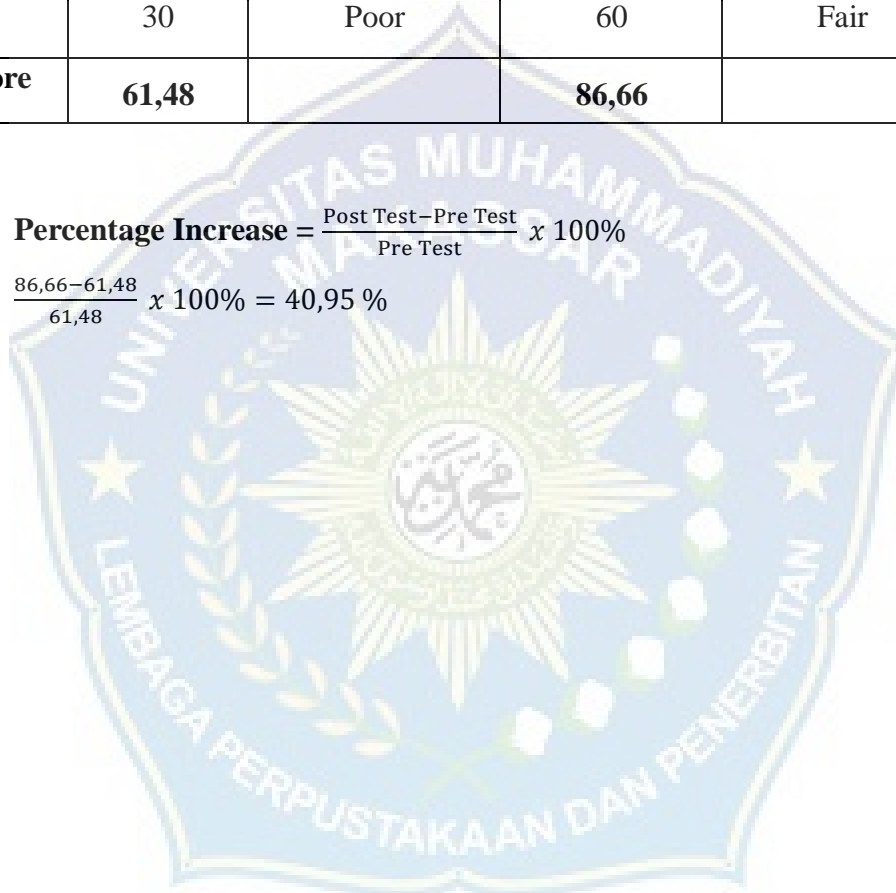
Students Score of Pre-Test and Post-Test

No	Name	Pre-test		Post-test		Percentage
		Score	Classification	Score	Classification	
1	ARM	90	Very Good	100	Very Good	11,11%
2	AK	90	Very Good	100	Very Good	11,11%
3	AM	50	Fair	80	Good	60%
4	AF	50	Fair	70	Good	40%
5	ALF	70	Good	80	Good	14,28%
6	ALM	50	Fair	70	Good	40%
7	AM	60	Fair	100	Very Good	66,66%
8	ARM	70	Good	100	Very Good	42,85%
9	CL	90	Very Good	100	Very Good	11,11%
10	DMS	50	Fair	80	Good	60%
11	FZ	50	Fair	80	Good	60%
12	FN	90	Very Good	100	Very Good	11,11%
13	IRS	40	Poor	80	Good	100%
14	JK	40	Poor	90	Very Good	125%
15	KR	30	Poor	90	Very Good	200%
16	LT	90	Very Good	90	Very Good	0%
17	MZ	60	Fair	100	Very Good	66,66%
18	MW	40	Poor	90	Very Good	125%
19	MA	40	Poor	90	Very Good	125%
20	MKAF	90	Very Good	100	Very Good	11,11%
21	MAR	90	Very Good	90	Very Good	0%

22	MF	30	Poor	60	Fair	100%
23	MN	70	Good	90	Very Good	28,57%
24	NH	70	Good	90	Very Good	28,57%
25	RS	40	Poor	60	Fair	50%
26	RM	90	Very Good	100	Very Good	11,11%
27	SAP	30	Poor	60	Fair	100%
	Score	61,48		86,66		40,95%

$$1. \text{ Percentage Increase} = \frac{\text{Post Test} - \text{Pre Test}}{\text{Pre Test}} \times 100\%$$

$$2. \frac{86,66 - 61,48}{61,48} \times 100\% = 40,95\%$$



Appendix F

Students Score Noun and Verb Mastery of Pre-Test and Post-Test

1. Students Score Noun Mastery of Pre-Test and Post-Test

No	Name	Pre-test		Post-test	
		Score	Classification	Score	Classification
1	ARM	90	Very Good	100	Very Good
2	AK	90	Very Good	100	Very Good
3	AM	50	Fair	80	Good
4	AF	50	Fair	70	Good
5	ALF	90	Very Good	80	Good
6	ALM	50	Fair	70	Good
7	AM	60	Fair	100	Very Good
8	ARM	70	Good	100	Very Good
9	CL	90	Very Good	100	Very Good
10	DMS	50	Fair	80	Good
11	FZ	50	Fair	80	Good
12	FN	90	Very Good	100	Very Good
13	IRS	40	Poor	80	Good
14	JK	40	Poor	90	Very Good
15	KR	30	Poor	90	Very Good
16	LT	90	Very Good	90	Very Good
17	MZ	60	Fair	100	Very Good
18	MW	40	Poor	70	Good
19	MA	40	Poor	80	Good
20	MKAF	90	Very Good	100	Very Good

21	MAR	90	Very Good	90	Very Good
22	MF	30	Poor	70	Good
23	MN	70	Good	90	Very Good
24	NH	70	Good	90	Very Good
25	RS	40	Poor	60	Fair
26	RM	90	Very Good	100	Very Good
27	SAP	30	Poor	60	Fair
Mean Score		62,22		85,92	

2. Students Score Verb Mastery Pre-Test and Post-test

No	Name	Pre-test		Post-test	
		Score	Classification	Score	Classification
1	ARM	90	Very Good	100	Very Good
2	AK	90	Very Good	100	Very Good
3	AM	50	Fair	80	Good
4	AF	40	Poor	70	Good
5	ALF	90	Very Good	90	Very Good
6	ALM	50	Fair	70	Good
7	AM	60	Fair	100	Very Good
8	ARM	90	Very Good	100	Very Good
9	CL	90	Very Good	100	Very Good
10	DMS	50	Fair	80	Good
11	FZ	50	Fair	80	Good
12	FN	90	Very Good	100	Very Good
13	IRS	40	Poor	60	Fair

14	JK	40	Poor	70	Good
15	KR	30	Poor	60	Fair
16	LT	90	Very Good	90	Very Good
17	MZ	30	Poor	100	Very Good
18	MW	40	Poor	70	Good
19	MA	40	Poor	80	Good
20	MKAF	90	Very Good	100	Very Good
21	MAR	90	Very Good	90	Very Good
22	MF	30	Poor	60	Fair
23	MN	70	Good	80	Good
24	NH	70	Good	80	Good
25	RS	40	Poor	60	Fair
26	RM	90	Very Good	100	Very Good
27	SAP	30	Poor	60	Fair
Mean Score		61,48		82,59	

Appendix G

Students' Frequency and Classification Scores

1. Students' Vocabulary Data Scores

Each items have 10 multiple choices they were:

- Noun 10 tasks
- Verb 10 tasks

Total = 20 tasks with randomly position.

The way to collect the data scores in terms of noun and verb were:

3. $\frac{1}{10} \times 100 = 10$ Scores
4. $\frac{8}{10} \times 100 = 80$ Scores

2. The Rate Frequency and Classification Score

		Pretest			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	30.00	3	11.1	11.1	11.1
	40.00	5	18.5	18.5	29.6
	50.00	5	18.5	18.5	48.1
	60.00	2	7.4	7.4	55.6
	70.00	4	14.8	14.8	70.4
	90.00	8	29.6	29.6	100.0
	Total	27	100.0	100.0	

Statistics

		PRETEST	POSTTES
N	Valid	27	27
	Missing	0	0

		Posttes			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	60.00	3	11.1	11.1	11.1
	70.00	2	7.4	7.4	18.5
	80.00	5	18.5	18.5	37.0
	90.00	8	29.6	29.6	66.7
	100.00	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

The way to collect the data scores in pre-test and post-test :

Exa mples:

$$1. \frac{6}{20} \times 100 = 30 \text{ and } \frac{20}{20} \times 100 = 100$$

3. The Mean Score and Standart Deviation of Students' Pre-Test and Post-Test

Case Processing Summary

	Included		Cases Excluded		Total	
	N	Percent	N	Percent	N	Percent
	PRETEST	27	100.0%	0	0.0%	27
POSTTES	27	100.0%	0	0.0%	27	100.0%

4. Interval Analysis Between Pre-Test And Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pretest	61.4815	27	22.13659	4.26019
1	Posttes	86.6667	27	13.30124	2.55983

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttes	27	.239	.229

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-25.185	22,93	4,41	-34,25	-16,11	-5,706	26	,000

Appendix H

Students Result Score of Pre-Test and Post-Test

a. Students result score of pre-test

30/11

Pre Test

Name: *Saban Adi Putra*
Class: *VIII A*

Read the text carefully and answer the question correctly in your answer sheet!

Songs Lyric by Bruno Mars – Count on Me

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

Choose one of the three choices that you think is the right answer than cross (X) on your chosen answer!

Pilih satu dari tiga pilihan yang menurutmu jawaban yang benar kemudian silang pada jawaban yang kamu pilih!

Translate into Indonesian language meaning of the vocabulary in the English song lyric below!

1. The sea...
 a. Laut
 b. Gunung
 c. Sungai

2. Sail...
 a. Mengemudi
 b. Berlayar
 c. Berjalan

3. The world...
 a. Bulan
 b. Bumi
 c. Dunia

4. See...
 a. Melihat
 b. Menemukan
 c. Berpikir

5. The light...
 a. Gelap
 b. Cahaya
 c. Matahari

6. To guide...
 a. Menuntun
 b. Melihat
 c. Menemukan

7. Friends...
 a. Orang

8. Need...
 a. Orang tua
 b. Teman
 c. Menemukan

9. Count...
 a. Menulis
 b. Membaca
 c. Menghitung

10. One, two, three...
 a. Satu, dua, tiga
 b. Empat, lima, enam
 c. Tujuh, delapan, Sembilan

11. Know...
 a. Tahu
 b. Ingat
 c. Tidak tahu

12. Four, three, two...
 a. Lima, enam, tujuh
 b. Empat, tiga, dua
 c. Tujuh, enam, lima

13. 'Cause...
 a. Ingat
 b. Tahu
 c. Sebab

14. Fall...
 a. Jatuh
 b. Bangun
 c. Berdiri

15. Can not...
 a. Bisa
 b. Tidak bisa
 c. Ingin

16. Sing...
 a. Menari
 b. Menulis
 c. Menyanyi

17. Song...
 a. Lagu
 b. Menyanyi
 c. Menari

18. Forget...
 a. Lupa
 b. Mengingat
 c. Ingat

19. Day...
 a. Tanggal
 b. Hari
 c. Bulan

20. Shoulder...
 a. Bahu
 b. Kepala
 c. Tangan

b. Students result score of post-test

100%

Post Test

Name: FANA
Class: V III A

Read the text carefully and answer the question correctly in your answer sheet!

Songs Lyric by Hog Jackman, Michelle Williams, Ziv Zaifman – A Million Dreams

I close my eyes and I can see
The world that's waiting up for me
That I call my own
Through the dark, through the door
Through where no one's been before
But it feels like home

They can say, they can say it all sounds crazy
They can say, they can say I've lost my mind
I don't care, I don't care, so call me crazy
We can live in a world that we design

'Cause every night I lie in bed
The brightest colours fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
Oh a million dreams for the world we're gonna make

There's a house we can build
Every room inside is filled
With things from far away
The special things I compile
Each one there to make you smile
On a rainy day

They can say, they can say it all sounds crazy
They can say, they can say we've lost our minds
I don't care, I don't care if they call us crazy
Runaway to a world that we design

Every night I lie in bed
The brightest colours fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see

A million dreams is all it's gonna take
Oh a million dreams for the world we're gonna make

However big, however small
Let me be part of it all
Share your dreams with me
You may be right, you may be wrong
But say that you'll bring me along
To the world you see
To the world I close my eyes to see
I close my eyes to see

Every night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
A million dreams, a million dreams
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make
For the world we're gonna make

Choose one of the three choices that you think is the right answer than cross (X) on your chosen answer!

Pilih satu dari tiga pilihan yang menurutmu jawaban yang benar kemudian silang pada jawaban yang kamu pilih!

Translate into Indonesian language meaning of the vocabulary in the English song lyric below!

1. A million ...
a. Seribu
b. Seratus
c. Sejuta

2. Dreams ...
a. Petualangan
b. Mimpi
c. Pengalaman

3. Eyes ...
a. Mata

4. Door ...
a. Jendela
b. Pintu
c. Rumah

5. Bed ...
a. Rumah
b. Jendela
c. Tempat tidur

6. Colors ...
a. Kuning
b. Hijau
c. Warna

7. House ...
a. Pintu
b. Rumah
c. Halaman

8. Room ...
a. Kamar
b. Halaman
c. Pintu

9. Sound ...
a. Mendengar
b. Suara
c. Berpikir

10. Head ...
a. Pundak
b. Lengan
c. Kepala

11. Close ...
a. Menutup
b. Membuka
c. Mengambil

12. Call ...
a. Memanggil
b. Mengambil
c. Membuka

13. Can ...
a. Tidak bisa
b. Bisa
c. Pergi

14. Take ...
a. Pergi
b. Menutup
c. Mengambil

15. Say ...
a. Mengatakan
b. Mengambil
c. Pergi

16. Fill ...
a. Mengambil
b. Mengatakan
c. Mengisi

17. Compile ...
a. Menyusun
b. Mengisi
c. Mengambil

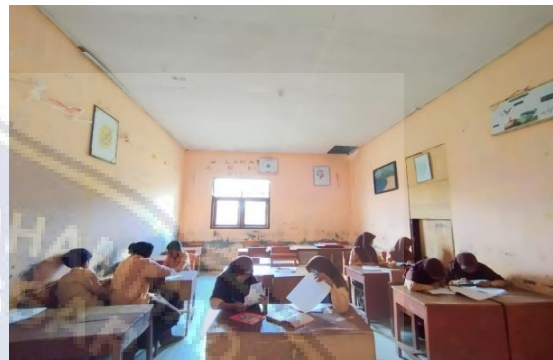
18. Build ...
a. Mengambil
b. Menyusun
c. Membuat

19. Make ...
a. Mengambil
b. Menyusun
c. Membuat

20. Smile ...
a. Tersenyum
b. Menyusun
c. Membuat

Appendix I

Documentation



Appendix J

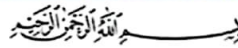
Research Permit

a. Research Permit (Pengantar Penelitian Unismuh Makassar)



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0411-860837 / 860132 (Fax)
 Email : kip@unismuh.ac.id
 Web : <https://kip.unismuh.ac.id>



Nomor : 13787/FKIP/A.4-II/VI/1444/2023
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
 Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
 Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Jumriati
 Stambuk : 105351112018
 Program Studi : Pendidikan Bahasa Inggris
 Tempat/ Tanggal Lahir : Lanta / 27-09-2000
 Alamat : Jl. Alauddin 3, lorong 4

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi
 dengan judul: STUDENTS' VOCABULARY MASTERY BY TRANSLATING ENGLISH
 SONGS AT THE STUDENTS OF SMP NEGERI 9 LAMBU

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu
 Khaeran Katsiraan.*

*Wassalamu Alaikum
 Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
 14 Juni 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934

b. Research Permit (LP3M Unismuh Makassar)

	MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 e-mail dp3m@unismuh.ac.id
---	---

Nomor : 1742/05/C.4-VIII/VI/1444/2023	<u>25 Dzulqa'dah 1444 H</u>
Lamp : 1 (satu) Rangkap Proposal	14 June 2023 M
Hal : Permohonan Izin Penelitian	

Kepada Yth,
Bapak / Ibu Bupati Bima
Cq. Ka. Badan Kesbang, Politik & Linmas
di -
Nusa Tenggara Barat

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 12787/FKIP/A.4-II/VI/1444/2023 tanggal 14 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : JUMRIATI
No. Stambuk : 10535 1112018
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa
Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"STUDENTS' VOCABULARY MASTERY BY TRANSLATING ENGLISH SONGS THE STUDENTS OF SMP NEGERI 9 LAMBU"

Yang akan dilaksanakan dari tanggal 17 Juni 2023 s/d 17 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,

Abubakar Idhan, MP.
NPM 101 7716

06-23

c. Research Permit (Badan Kesatuan Bangsa dan Politik Kota Bima)



PEMERINTAH KABUPATEN BIMA
BADAN KESATUAN BANGSA DAN POLITIK

Jln. Soekarno Hatta No. 167 Raba-Bima Tlp. (0374) 43043

Bima, 26 Juni 2023

Nomor : 070/99/07.5/ VI/2023
 Lampiran : -
 Perihal : Rekomendasi Ijin Penelitian

Kepada
 Yth. Kepala BAPPEDA
 Kabupaten Bima
 di-

R a b a

Berdasarkan Surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makasar Nomor. 12787/FKIP/A.4-II/VI/1444/2023, Tanggal 14 Juni 2023, Perihal : Permohonan Ijin Penelitian

Dengan ini disampaikan kepada saudara bahwa yang tersebut di bawah ini :

Nama : **JUMRIATI**
 No. Induk Mahasiswa : 105351112018
 Prog. Study/Jurusan : Fakultas Keguruan dan Ilmu Pendidikan / Pendidikan Bahasa Inggris
 Jenis Kelamin : Perempuan
 Pekerjaan : Mahasiswi
 Alamat : Desa Lambu Kabupaten Bima .

Bermaksud akan mengadakan penelitian dengan judul penelitian " **STUDENTS' VOCABULARY MASTERY BY TRANSLATING ENGLISH SONGS THE STUDENTS OF SMP NEGERI 9 LAMBU.** " dari tanggal 26 JUNI 2023 s/d 26 JULI 2023 yang berlokasi di **DESA LAMBU KABUPATEN BIMA.**

Sehubungan dengan hal tersebut kami dapat memberikan Rekomendasi Kegiatan tersebut dengan Ketentuan sebagai berikut :

1. Tidak dibenarkan melakukan Penelitian yang tidak sesuai / tidak ada kaitannya dengan Judul Penelitian yang dimaksud;
2. Harus Mentaati Ketentuan Perundang-undangan yang berlaku serta mengindahkan Adat Istiadat setempat;
3. Apabila masa berlakunya Surat Rekomendasi tersebut sudah berakhir sedangkan pelaksanaan Penelitian belum selesai, perpanjangan harus diajukan kepada Instansi Pemberi Rekomendasi / Ijin;
4. Rekomendasi ini dicabut bila tidak mengindahkan Ketentuan-Ketentuan diatas;
5. Setelah selesai agar menyampaikan Laporan hasil Penelitian Kepada Bupati Bima, Cq. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Bima.

Demikian untuk maklum dan mendapat perhatian.

TEMBUSAN : disampaikan kepada
 Yang bersangkutan di tempat.

a.n. KEPALA BADAN,
 Kabid. Pengembangan Nilai Nilai Kebangsaan,


ZULKIFLI, S.Sos
 Pembina Tk.I (IV/a)
 Nip.19740613200811013

d. Research Permit (Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Bima)



PEMERINTAH KABUPATEN BIMA
BADAN PERENCANAAN PEMBANGUNAN
PENELITIAN DAN PENGEMBANGAN DAERAH
(B A P P E D A)

Jl. Gatot Soebroto No. 02 Telp. (0374) 43773 Fax. 43338 Raba - Bima

Raba-Bima, 26 Juni 2023

Nomor : 050.7/254/07.1/2023
 Lamp. : -,-
 Perihal : Ijin Penelitian dan Survey

Kepada
 Yth. Kepala SMPN 9 Lambu Kab. Bima
 di-
 Tempat

Berdasarkan surat rekomendasi dari a.n Kepala Badan Kesatuan Bangsa dan Politik Sekretaris, Nomor : 070/99/07.5/VI/2023, tanggal: 26 Juni Tahun 2023 perihal tersebut diatas dengan ini dapat kami berikan izin Penelitian dan Survey kepada:

Nama : Jumriati
 NIM : 105351112018
 Fakultas/ Jurusan : Pendidikan Bahasa Inggris
 Universitas : Universitas Muhammadiyah Makassar
 Tujuan/Keperluan : Permohonan Ijin Penelitian dan Survey
 Judul Penelitian : Students' Vocabulary Mastery By Translating English Songs At The Students Of SMP Negeri 9 Lambu
 Lamanya Penelitian : 1 (satu) Bulan dari Tanggal 26 Juni s/d Tanggal 27 Juli Tahun 2023

Sehubungan dengan hal tersebut diharapkan kiranya Bapak/Ibu/Saudara dapat memberikan bantuan untuk memperoleh keterangan/data yang diperlukan bagi yang bersangkutan. Selanjutnya bagi yang bersangkutan, setelah selesai tugas pengambilan data dan observasi tersebut diatas diharuskan menyampaikan 1 (satu) eksemplar hasil penelitian kepada kami untuk menjadi bahan informasi dan menambah data/dokumen Bappeda Kabupaten Bima.

Demikian Surat Ijin Penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

An. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Kab. Bima
 Kabid Perencanaan, Pengendalian, dan Litbang



Tembusan : disampaikan kepada Yth :

1. Kepala Dinas DIKBUDPORA Kab. Bima di Tempat
2. Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar di Tempat
3. Sdri. Jumriati di Tempat.

Appendix K

Surat Keterangan Selesai Meneliti



PEMERINTAH KABUPATEN BIMA
DINAS PENDIDIKAN KEBUDAYAAN PEMUDA DAN OLAH RAGA
SMP NEGERI 9 LAMBU

Alamat: Jln. Syekh Mubarak Desa Lanta Barat Kec. Lambu Kab. Bima
email SMPN9.LAMBU@YAHOO.COM



SURAT KETERANGAN

Nomor : 004/ 031 /01.1/02-SMP Negeri 9 Lambu/2023

Yang bertanda tangan di bawah ini kepala sekolah pertama (SMP) Negei 9 Lambu kabupaten Bima, menerangkan bahwa :

Nama	: JUMRIATI
Tempat tanggal Lahir	: Lanta, 27 September 2000
Nim	: 105351112018
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan	: Pendidikan Bahasa Inggris
Lembaga	: Universitas Muhammadiyah Makassar

Yang bersangkutan telah mengadakan penelitian (research) di SMP Negeri 9 Lambu Kecamatan Lambu Kabupaten Bima, terhitung tanggal 14 juli – 14 September 2023 guna penulisan skripsi dengan judul: “STUDENTS’ VOCABULARY MASTERY BY TRANSLATING ENGLISH SONGS AT THE STUDENTS OF SMP NEGERI 9 LAMBU”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Lambu, 14 September 2023

Kepala Sekolah



FURKAN, S.E

NIP. 19800717 201406 1 004

Appendix L

Kartu Kontrol Penelitian



MAJELIS DIKTILITBANG FP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Telp: (0411) 8560121, 8560122, 8560123
Fax: (0411) 8560124
Email: prodi@umh.ac.id
Research@umh.ac.id
www.umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Jumriati
 NIM : 105351112018
 Judul Penelitian : STUDENTS' VOCABULARY MASTERY BY TRANSLATING ENGLISH SONGS AT THE STUDENTS OF SMP NEGERI 9 LAMBU

Tanggal Ujian Proposal: 28 Maret 2023
 Tempat/Lokasi Penelitian: SMP NEGERI 9 LAMBU

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Monday 27/7/2023	Izin Penelitian	FURKAN, SE	
2	Friday 19/7/2023	Pre-test	Sri Irianti, S.Pd	
3	Thursday 20/7/2023	Treatment 1	Sri Irianti, S.Pd	
4	Friday 21/7/2023	Treatment 2	Sri Irianti, S.Pd	
5	Thursday 27/7/2023	Treatment 3	Sri Irianti, S.Pd	
6	Friday 28/7/2023	Treatment 4 and post-test	Sri Irianti, S.Pd	

Lambu, 28 Juli 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar



Dr. Umami Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala Sekolah/Instansi



FURKAN, SE
NIP/ID 198007172014061004







Appendix M

Surat Keterangan Bebas Plagiat



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Jumriati.
Nim : 105351112018
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	17 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 23 Agustus 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



*Jumriati, M.I.P.
NPM.1964591*

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593, fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

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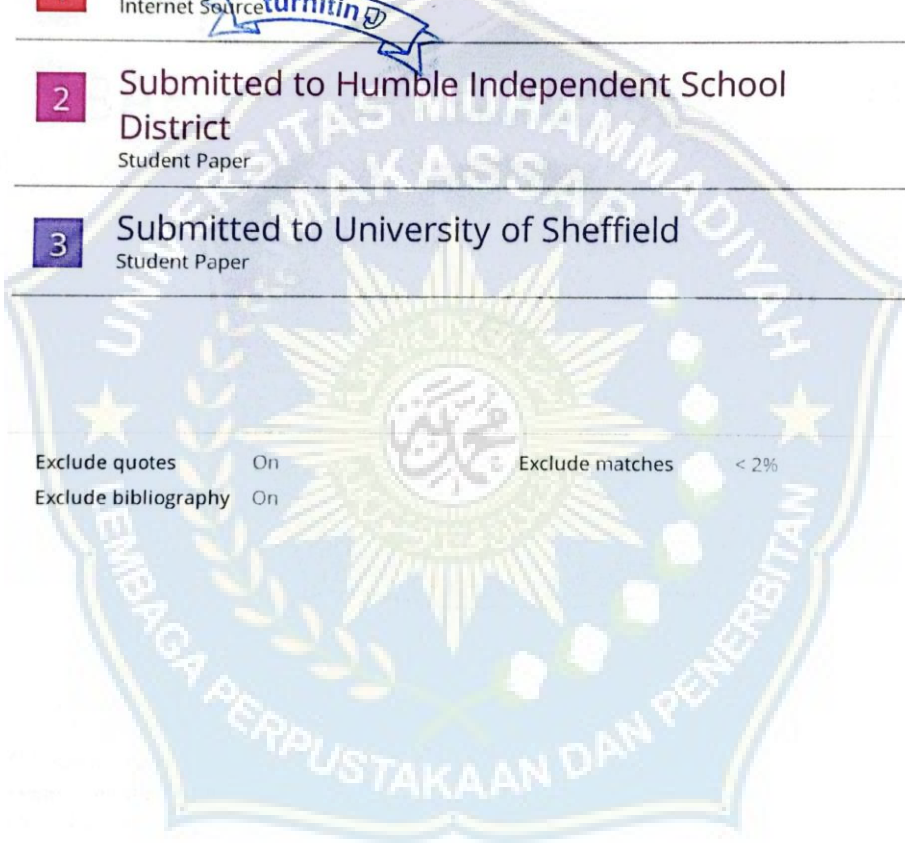
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LETTER OF ACCEPTANCE
0839/BG-FKIP/LOA/B/VIII/1445/2023

Dear JUMRIATI

It is our pleasure to inform you that, after review your paper:
STUDENTS' VOCABULARY MASTERY BY TRANSLATING ENGLISH SONGS AT THE STUDENTS OF SMP NEGERI 9 LAMBU
The manuscript ID: 1086

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing template	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Translation Studies**, ISSN (paper) 2988-1692 ISSN (online) 2988-4837. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jots@bg.unismuhmakassar.ac.id

Makassar, 28 August 2023 M
11 Shafar 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE



Jumriati was born in Lanta, Lambu District, Bima Regency on September 27th 2000. She is the first children of the marriage of Sulaiman and Nur Jaenab. She has two younger brothers namely Firliansyah and Mauluddin and one younger sister namely Selfia Aprilia. She started her education at Elementary School of SDN Lanta and graduated in 2012. Then she continued her education at SMP Negeri 9 Lambu and graduated in 2015. After that, she continued her education at SMA Negeri 1 Lambu and graduated at 2018. In the sametime, she registered as a student in Universitas Muhammadiyah Makassar and took English Education major. She could finish her study in 2023 with the thesis under the title **“Improving Students’ Vocabulary Mastery by Translating English Songs at the Students of SMP Negeri 9 Lambu”**.

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