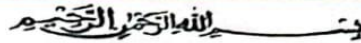


**THE EFFECTIVENESS OF LISTENING A SONGS TO IMPROVE
STUDENTS VOCABULARY SKILLS AT SMAN 2 SELAYAR**
(A Pre-Experimental Study at the Ten Grade Of SMAN 2 SELAYAR)



ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2023



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13/07/2023	IV	→ Table to appendices → Bibliography	X
15/07/2023	III	→ Add your treatment → Hasil treatment per lagu	X
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27/7/2023		→ Abstract → Revise your abstract word	Sh
09/7/2023		→ translate your appendix → Revise your conceptual framework	Sh
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MOTTO

“There's no need to rush when you want to catch up on something, it's okay when you're not as fast as others. do what you can, the most important thing is to keep trying, and the process.”

Nur Fazrawati

DEDICATION

“My beloved mother who always sends prayers, full of love and where I tell stories. And my father is my first love, he is the sincere I have ever met. My father who relentlessly worked to make sure we had enough.”



ABSTRACT

Nur Fazrawati. 2023. The Effectiveness of Listening to Songs to Increase the Vocabulary of SMAN 2 Selayar Students. Thesis. English Education Department Faculty of Teacher Training And Education Muhammadiyah University of Makassar. Consultant I Eny Syatriana, and consultant II Hijrah.

This study aims to determine whether the use of English songs is effective in learning English for X students of SMAN 2 Selayar. The type of research used is pre-experimental research using one class. The population in this study were all students of class X. The sample in this case research was class X MIPA 1 consisting of 28 students. The sampling technique in this case research using fill in the blank. This research was conducted for 4 meetings. The data is processed using the SPSS application.

Based on the results of data analysis and the discussion that has been put forward, it can be concluded that after implementing the English Song in learning English, it can increase the vocabulary of students in class X MIPA 1 at SMAN 2 Selayar. This is evidenced by the results of student scores. This is shown from the mean or average value of students who have increased by . Pre-test students get 44.6429 and post-test students get 76.0714. the post-test score shows a higher score than the pre-test. In addition, hypothesis testing is proven by the t-test value, where the t-test value (40.30318) is higher than the t-table value (7.266). Therefore, the use of English songs has a significant effect on the students' vocabulary at SMAN 2 Selayar is accepted.

Keywords: Vocabulary skills, Listening a songs.

ABSTRAK

Nur Fazrawati, 2023. The Effectiveness of Listening a Song to Improve Student's Vocabulary Skills at SMA Negeri 2 Selayar. Skripsi. Jurusan Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Makassar. Konsultan I Eny Syatriana, dan konsultan II Hijrah.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan lagu berbahasa Inggris efektif dalam pembelajaran bahasa Inggris siswa X SMAN 2 Selayar. Jenis penelitian yang digunakan adalah penelitian pra eksperimen dengan menggunakan satu kelas. Populasi dalam penelitian ini adalah seluruh siswa kelas X. Sampel dalam penelitian kasus ini adalah siswa kelas X MIPA 1 yang berjumlah 28 siswa. Teknik pengambilan sampel dalam penelitian kasus ini menggunakan fill in the blank. Penelitian ini dilaksanakan selama 4 kali pertemuan. Data diolah menggunakan aplikasi SPSS.

Berdasarkan hasil analisis data dan pembahasan yang telah dikemukakan, dapat disimpulkan bahwa setelah menerapkan Lagu Bahasa Inggris dalam pembelajaran Bahasa Inggris dapat meningkatkan kosakata siswa kelas X MIPA 1 SMAN 2 Selayar. Hal ini dibuktikan dengan hasil nilai siswa. Hal ini ditunjukkan dari mean atau nilai rata-rata siswa yang mengalami peningkatan sebesar . Siswa pre-test mendapatkan 44,6429 dan siswa post-test mendapatkan 76,0714. skor post-test menunjukkan skor yang lebih tinggi daripada pre-test. Selain itu, pengujian hipotesis dibuktikan dengan nilai uji-t, dimana nilai uji-t (40,30318) lebih tinggi dari nilai t-tabel (7,266). Oleh karena itu, penggunaan lagu berbahasa Inggris berpengaruh signifikan terhadap kosakata siswa di SMAN 2 Selayar diterima.

Kata Kunci: Prestasi Kosakata, Mendengarkan Lagu.

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Behind someone's success, there must be someone who provides great support. So, the success of this thesis has indeed been contributed by many parties in providing assistance, invaluable assistance, corrections, suggestions, guidance and support. Finally, it is undeniable that the thesis will never be perfect, because nothing is perfect except a single creator who has created everything, including the universe, the world, and all the matter contained in it. Therefore, the researcher would like to express his highest gratitude to my beloved parents, **H. Jamaruddin, S.Pd** and **Hj. Marawati, S.Pd** who have given me lots of love, motivation, prayer, morals, finances, support so far, and appreciation to these people, namely:

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Makassar, 07 Juli 2023

Penulis



Nur Fazrawati

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CHAPTER I

INTRODUCTION

A. Background

People from all around the world can communicate with one another using English. In many countries around the world, English is regarded as the primary language or mother tongue, which means that the majority of the population uses English on a daily basis. In some countries, English is taught as a second language. This shows that even if the country speaks its own local tongue, English is also frequently used. Then there are many countries in the world that speak English as a second language, including Indonesia. This is demonstrated by the fact that English is taught from elementary school through college and that one of the subjects tested to graduate from elementary school through high school is English. In some college programs, seniors are required to take the Test of English as a Foreign Language (TOEFL).

For students to learn English as a foreign language successfully, they must develop four skills. The four talents are speaking, listening, reading, and writing. One of the four skills that is most crucial is vocabulary. Before speaking, students must first prepare their thoughts, which of course involves vocabulary. Reading and writing follow the same principles. Students need to think about their word choices before they begin writing. Similar to this, when reading, students must decipher the meaning of the text in order to understand the research purpose. Following

that, hearing is done last. Students must be able to master at least some terminology in order to comprehend what the speaker or teacher is saying. Thus, the researcher deduces that the initial step in learning English as a foreign language is comprehending vocabulary.

Vocabulary is the key to learning English as a foreign language. No matter how effectively a student understands grammar or how well they communicate, the sounds of a second language just cannot happen in any meaningful sense (McCarthy in Manda 2022). Very little can be said without grammar, and nothing can be said without vocabulary, according to Schmitt (2010, p. 3). Many students and English language learners think that good grammar is what distinguishes an English speaker from others. The two perspectives presented above suggest, however, that even if students are strong in grammar, they would still be unable to create entire sentences if their vocabulary is restricted. It is possible to compose sentences using vocabulary. Vocabulary in a foreign language is made up of words that are taught (Penny in Manda 2022). However, this does not diminish the value of grammatical teaching. Many words in the English language have many meanings. Some of those factors are influenced by the sentence's context.

When teaching and acquiring vocabulary in the classroom, there are difficulties for both teachers and students. The teacher must adapt the method that language is taught in order to satisfy the needs of the students. Vocabulary is typically taught by the instructor providing the class with a

list of words, which the students must subsequently learn. Without recognizing it, teachers may use a strategy that discourages students from studying. However, it cannot be denied that teaching a foreign language to students is not an easy task. The classroom will always present difficulties. Making vocabulary study for students engaging and useful has never been easy (Allen in Manda 2022).

English as a foreign language is considered difficult to pronounce because there are differences in its writing and sound. In some cases students can understand the meaning of the word but have difficulty in expressing the word orally.

In this case, students and previous researchers said that students found it difficult to memorize vocabulary. Based on the observation, only 30% of the students can pronounce the vocabulary correctly. Even though the teacher has taught how to produce the correct sound of the word, students was forget it because they do not practice it often and also rarely practice it in their daily life. Therefore, the researcher decides to examine English songs as a media for learning English pronunciation.

English songs stick and are close to students. English songs are interactive materials for students. Based on these indications, it can be concluded that using English songs is able to meet the criteria of a good learning media, which is interesting and close to students, especially in learning English.

English songs can be used as an effective learning medium. First, English songs meet students' learning needs. Both English songs attract students' interest, and have many features that can be implemented into learning. And finally, English songs are equivalent to the development of maturity and experience as well as the characteristics of students who are the millennial generation, who are attached and close to the digital world.

Basically, in teaching students how to pronounce an understandable foreign language, the teacher is creative in making the class fun and interesting. In this study, researchers used English songs as a medium to improve students' pronunciation, with the hope that students could be more interested and easily understand pronunciation. The purpose of this study was to determine whether the use of English songs could improve students' pronunciation.

From the above overview, it is clear that we need an innovative way to learn vocabulary. These results have extreme consequences for college students in learning English, especially in vocabulary acquisition and academic success in English.

The use of songs in student vocabulary acquisition aims to make vocabulary learning more pleasurable and stress-free for students. This songs is considered one of the best ways to learn English, especially vocabulary. The songs has also been broadcast on television. As a result, it's entertaining and comfortable for students to hear. Cassettes, radios, and MP3 players are readily available. Additionally, YouTube songs allow

students to listen to music while reading lyrics projected on the screen, allowing them to acquire the language quickly.

As the majority of students at SMAN 2 Selayar Senior High School still refuse to learn their language, this research is required. The research argued that using songs as a supplement to help students learn new words could impact their willingness to do so. This research aims to provide teachers and students with useful information on songs. The research believes that they will be able to benefit from the facts about songs and assess whether or not this method is better suited for usage in the classroom.

B. Problem Statement

What is the effect of listening English songs to improve students' vocabulary skills at SMAN 2 Selayar?

C. The Objective of the Research

To find out the effect of listening a songs to improve students' vocabulary skills at SMAN 2 Selayar.

D. Significant of the Study Research

This research was benefit teachers, students, and other researchers. The instructor can students' knowledge of the songs technique to help students learn vocabulary, and students' can opt to use it in the classroom. It is intended that the student's language skills would improve. This study is likely to serve as a model for other academics who want to do similar research.

E. Scope of the Research

The purpose of this research is to identify the students' limited English vocabulary problems. The use of "English pop songs" in the vocabulary learning process is the main emphasis of this study. This research was focus on verbs.



CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Related Research

This section contains information on some relevant literature, theories, and research knowledge that relate to the study's problem

According to Andreanto, M.A (2021) in research. This study demonstrates that eighth-grade students at MTs Fathul Hidayah Lamongan can improve their listening comprehension by listening to English pop music.

Ginoga, R.G (2020), on her research this study to ascertain whether students in class VIII at MTs Negeri 1 Manado had improved listening abilities. According to the study's findings, using English songs helped students in class VIII Taksifi an at MTs Negeri 1 Manado improve their listening abilities.

Prasetia A (2017). The goal of this study is to ascertain how successfully songs is included into lessons at MTs Hidayatul Anam Pasar Minggu Jakarta Selatan in order to improve student listening skills. This analysis used an experimental study as its method. The results of this study indicate that the use of media songs is effective to improve students' listening skills. This can be seen from the results calculation that the score of students in the experimental class is higher than the control class.

Rusydah, N.I. (2015). The goal of this study is to determine how well song media can help students at SMP 17 Muhammadiyah Ciputat increase their vocabulary when writing descriptive texts. The findings of this study suggest that using songs to teach vocabulary is successful.

After all the actions taken are collected. From some of the information above, it is evident that these actions have succeeded in improving listening skills. In this case, the researcher aims to carry out theme-based teaching strategies in improving students' listening skills and students' vocabulary.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

A vocabulary is a collection of meaningful words that are used to build sentences. Trying to master as much vocabulary as you can is the first step in learning a language. It was be easier to construct the sentence you want to say as a result. Vocabulary is the key component of language proficiency because it establishes the foundation for how well pupils talk, listen, read, and write (Richard in Manda, 2022).

One of the language abilities that should be acquired when studying a language is vocabulary development. Vocabulary development is seen as the primary objective of language learning because it is thought that learning a foreign language is equivalent to acquiring its vocabulary.

Another crucial component of learning and teaching English is vocabulary. According to Ghazal, words are the fundamental building blocks that can be used to successfully learn a second language (Novitas in Rahmah, 2015). It suggests that it was be challenging for children to comprehend what they see, read, and study if they are unfamiliar with word meanings. If they lack the vocabulary, they cannot practice or acquire the language.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3), 21-34. This definition shows that learning a language, especially English, should begin with vocabulary mastery before going on to other language-related topics.

According John in Manda (2022) asserts that "Vocabulary is knowledge of knowing the meanings of words; hence, the purpose of a vocabulary test is to check whether the learners can match each word with a synonym, an explanation from a dictionary recording, or a comparable word in their language," As stated in the description above, learning a word's definition and usage at the same time is considered to be vocabulary acquisition.

According to the aforementioned definitions, vocabulary is a group of words that must be learned along with their definitions to be utilized as a means of expression or communication.

b. Types of Vocabulary

Numerous experts claim that there are numerous different kinds of vocabulary in the world of language. First, based on the attributes of the words, vocabulary is divided into two categories.

- a. Active vocabulary refers to language components that students can utilize in speech and writing to good effect. Active vocabulary and productive vocabulary are two further names.
- b. Language components that can be recognized and comprehended when read and heard are referred to as passive vocabulary. Because of the language, readers could know the overall meaning of a word but not all of its nuances or variants. It is sometimes referred to as receptive language (Aebersold in Rahmah 2015).

Second, vocabulary that deals with frequency and range and is commonly used in the language can be divided into the following four levels:

- a. Frequently occurring words

The 2000–3000 most frequent word families are found in high frequency word families. Because they make up at least 80% of the running words in any written or spoken content, learning new words should be a top focus.

b. Low-frequency words

The following word families all contain terms, but which ones are well-known or important to learn was depend on the learner's own interests, educational background or current studies, field of employment, social, cultural, and environmental influences, among other factors. Simply put, the terms are not widely used.

c. Academic words

In a wide range of disciplines, academic writing uses word families far more frequently than non-academic writing (textbooks, lectures, handouts, journal articles, reference manuals, and seminar presentations).

d. Technical words

Word families with a low frequency that are employed in a particular industry, profession, sport, culture, or other specialized field. They are typically only known to those with an interest or level of knowledge in the pertinent issue (Nation in Rahmah 2015).

c. Various of Vocabulary

The vocabulary is divided into three sections, namely:

Verbs

According Marsudi in Fajriani (2020). That subjects can employ verbs as the building blocks of statements conveying action.

o **Ordinary Verb:** In particular, the main verb or root verb. This verb must come immediately after the auxiliary verb or just before the verbs themselves in a sentence. Example: make, bring, write, etc.

o **Auxiliary Verb:** It is an auxiliary verb. It is not necessary to employ this verb in a phrase because it comes before the ordinary verb.

- Ordinary auxiliary, the dictionary does not define the original auxiliary verb, which is what we are using here. Am, are, is, was, were, and been are a few examples.
- Emphasize auxiliary, this verb serves as an auxiliary and has an affirmative sense. This verb has the same meaning as the word really. Example: Do, does.

o **Lingking Verb:** It is a verb connects the subject with its complement.

- To be: is, am, are, was, were, be, been.
- Ordinary linking verb: (become, turn, get, grow) means to be, (remain, stay, keep) means constant (look, seems, appear) means visible, etc.

o **Action Verb** are verbs used to indicate that a subject is performing an to do something or to say that something is happening.

o **Stative Verb** is used to describe circumstances that do not change or have a tendency to change rather than to describe an action.

o **Regular Verb** is regular verbs, the past tense and past participle irregular verbs are more varied. Example: arrive, live, help.

o **Irregular Verb** is Regular verbs are those for which most of the past tense forms (verb-2) and past participle forms (verb-3) are formed by finishing the base form with the -ed or -d suffix (the root form of the verb). Example: come, meet, and run.

o **Transitive Verb** is verbs with object requirements. Sentences will not be complete without objects.

o **Intransitive Verb** is verb that do not need objects. Example: come, go, sleep, etc.

d. Difficulties in Learning Vocabulary

There are several reasons why children could find it difficult to learn the language, per Roger (1995, p. 43). These components are listed below:

1. Similarity to L1
2. Similarity to a previously known English word
3. Connotation
4. Vocabulary
5. Multi-word item
6. Collocation

e. Instruction in Vocabulary.

In the classroom, the teacher's role is to instruct. Teaching a language in a classroom is not an easy task for the educator. Teachers need to assist students in developing their vocabulary. To meet the demands of the students, the instructor must choose the best technique or method. According to Southerland, "teaching vocabulary demands a commitment that the leader should be disposed to make" (2011, p. 27).

The best vocabulary-teaching approach must be determined by the age of the students. Junior high school and senior high school naturally approach learning differently from students in elementary school. An instructional strategy that places more emphasis on game mechanics is needed for primary school students. Ratliff (2015, p. 05) has made similar claims, stating that "wordplay is a technique to make kids focus on gaining vocabulary and they would immerse themselves in evaluating and learning new vocabulary by using games. The youngsters was gain new language skills and increase their vocabulary.

Wallace in Manda (2022) recommended that teachers consider the following considerations when teaching vocabulary:

1) Aim

For vocabulary training to be directed and methodical, the teacher must establish clear learning objectives that must be achieved at the end of the lesson.

2) Quantity

Any teaching resources, like words, that are given to the students must be chosen by the teacher.

3) Need.

When choosing vocabulary terms, the teacher should consider utilizing terminology that children of that age can grasp.

4) Consistent exposure and exercise.

The teacher gives the students tasks that are as difficult as their capacities will allow aiding in their retention of the words they have studied.

5) A purposeful presentation

After finishing the task, the instructor makes sure to clearly explain to the students what each term means.

6) Context and communication

The instructor makes an effort to provide a welcoming environment for vocabulary learning without putting any strain on the children.

f. Learning Vocabulary

The cornerstone of learning any language, but particularly English, is vocabulary. The complete lexicon must be mastered by students from kindergarten to university. Students who have mastered their vocabulary are fully aware of it, including its meaning, form, and usage in many contexts. The ability to use new words is directly related to when they learn a new vocabulary. The total amount of words that students had to learn,

according to McCarten (2007), "ranged from 12,000 to 20.000 depending on their level of study." It indicates that students' vocabulary should be gradually expanded.

Knowing, recollecting, and understanding steps in the process of learning vocabulary, and each of these steps takes time. There are several approaches students can use to study languages, according to Hatch & Brown, including:

a) Having Sources for Encountering New Words

Access to Resources for Learning New Words Books, magazines, television, radio and other sources are just a few examples of where students can find new words. "The students' strategy here includes learning new words by reading books, reading the newspaper, and magazine," says the author (Hatch & Brown).

b. Getting the Word

A form is an option "Getting a clear image of the vocabulary item in either visual, auditory, or both forms seems to be the second step in learning vocabulary. When we consider what transpires when we attempt to retrieve a word, the importance of having a clear image of a word's form becomes apparent (Hatch & Brown).

c. Getting the Word Meaning

Once the students recognize the word form from the text or from watching videos, the meaning becomes clear. It can be discovered in a dictionary or taught by a teacher. "Learners guess the meaning of words by

the event, discourse, and/or context in which they are employed, as well as by the form of the words themselves," claim Hatch & Brown page 374.

d) Establishing a Profound Memory Connection Between Word Meaning and Word Form

The previous word form's meaning is memorized by the students in this step. By using an engaging teaching approach when teaching vocabulary, teachers can help students improve their recall.

The Show and Tell (S&T) method is being used in this study to teach vocabulary. Students report that it is entertaining and relaxing.

e) Making Use of Word.

Utilizing the vocabulary to express one's thoughts or feelings in English is the last step of vocabulary development for children. According to Hatch & Brown, the student's use of the terms "seems to possess a tiny guarantee that words and meaning was not vanish from the mind after they are learned".

Learning new vocabulary is the key to improving all of your English-language abilities. It follows that the more vocabulary students master, the simpler it was be for them to converse in English. All of that depends on the teacher's contribution.

2. Song

a. Definition of Song

According to Simms in Praselia (2017), a song that possesses words, rhythm, melody, harmony, and expressiveness is a part of a brief

musical movement. Song are musical works that are performed with a variety of lyrics, numerous voices, and brief poetry. In other words, it shows how a song is made up of wonderful words with a message to spread and lovely music to go along with it. Songs can set issues like instruction, study, religion, the environment, the cosmos, love, joy, and grief in context.

The song is a brief piece of music with spoken lyrics, according to Utami in Prasetia (2017). Most people like to listen to music. It's been said that music has magical powers. Only music can make people smile, sob, feel sad, or become angry. Songs may teach them a lot, including vocabulary and historical details. Based on the aforementioned considerations, we think songs can be used as an alternative to conventional language learning techniques. A song is more than just a collection of useless words or syllables; it has its message.

What makes songs are rhythmic sounds or beautiful words that are structured into a sentence and convey a message provided by the songwriter. This is accomplished through the art of tone or sound in a sequence, a combination in a temporal sequence, and frequently accompanied by a musical instrument. According to the Oxford Dictionary, songs are a small part of the music. Music greatly improves and influences our habits and way of life. This suggests that songs and music have a big influence on our moods and energy levels.

b. The Basic Elementary of Song

The key components of a song that we need to comprehend are:

1. Melody

A melody is a harmonious arrangement of words that expresses harmonious ideas in a succession of tones (regular vibrations) that are heard one after the other. The main elements of a melody are its duration, pitch, and quality (timbre, texture, and loudness). One or more musical phrases make up a tune, which is typically repeated in various ways throughout the song or composition.

2. Tempo

Symmetrical motion is characterized as a controlled succession of strong and weak components, or of opposing or independent situations. Rhythm is the pattern of musical noises and silences. The most prevalent forms of rhythm are found in spoken language and music, but the visual depiction can also be described as "timed movement through space."

3. Lyrics

A song's lyrics function as the song's text, an addition to the song, and a component of the musical elements. They explain the song's topic, purpose, and role. According to Vosahlik (2016), lyrics are "a short poem that transmits the personal ideas and sentiments of the individual who wrote it" in addition to the song's words. As a result, song lyrics are the written expression of a person's feelings or thoughts.

c. Pop Song

According to Joseph in Prasetya (2017), a vocalist usually composes and performs a captivating and energetic pop song. Thus, pop music encourages listeners to take pleasure in the song. According to Richard in Prasetya (2017), listeners generally demonstrate their attractive behaviors by delightfully moving their bodies. We can now enjoy the music you are listening to because of this.

Songs are made to entertain while you're feeling lonely as well as to be consumed and listened to by a broader audience. The majority of performers at events or competitions sing pop songs that are becoming more popular, usually among young adults who have reached adulthood and are ardent record consumers, concert attendees, and pop song aficionados. People utilize pop music in particular to advertise all of their activities, including events, gatherings, restaurants, shops, malls, public transportation, and even education. They are frequently used as supplemental media to enhance the atmosphere.

d. English song as a teaching tool

Songs are an excellent teaching tool for English language learners; more specifically, it is believed that songs help motivate students while they study the language. Additionally, it may be argued that songs are important for English language learning since they raise students awareness to sound. exploring many types of important noises Songs can help animate and enliven a school setting. Kids who like the song the

teacher has taught them will be happy and willing to take part in the tasks the teacher has assigned. Songs automatically direct students' learning, which is advantageous for teachers who may utilize them to make courses more entertaining, boost students' interest in learning English, and foster an environment that is more favorable to focus on.

Songs have the potential to be used in the classroom as a teaching tool that presents new ideas and cutting-edge methods of instruction while also assisting teachers in motivating students to study.

According to Dale, there are various advantages to employing popular songs as student learning materials. These advantages include:

- a) Song may assist students to relax before or throughout the learning process.
- b) The tempo of a songs can improve students' attitudes and levels of comfort with the learning process.
- c) Students can quickly improve their listening skills while also picking up new grammar and vocabulary.
- d) A pop song's associated music and culture can be discussed.
- e) Pop song aids in the student's ability to focus on the lessons being taught.
- f) Sometimes students have trouble understanding the song's message. However, when the song is constantly played, they have a strong feeling of familiarity and can still accept the tune.

Pop songs can be used to train teachers in active listening.

C. Conceptual Framework

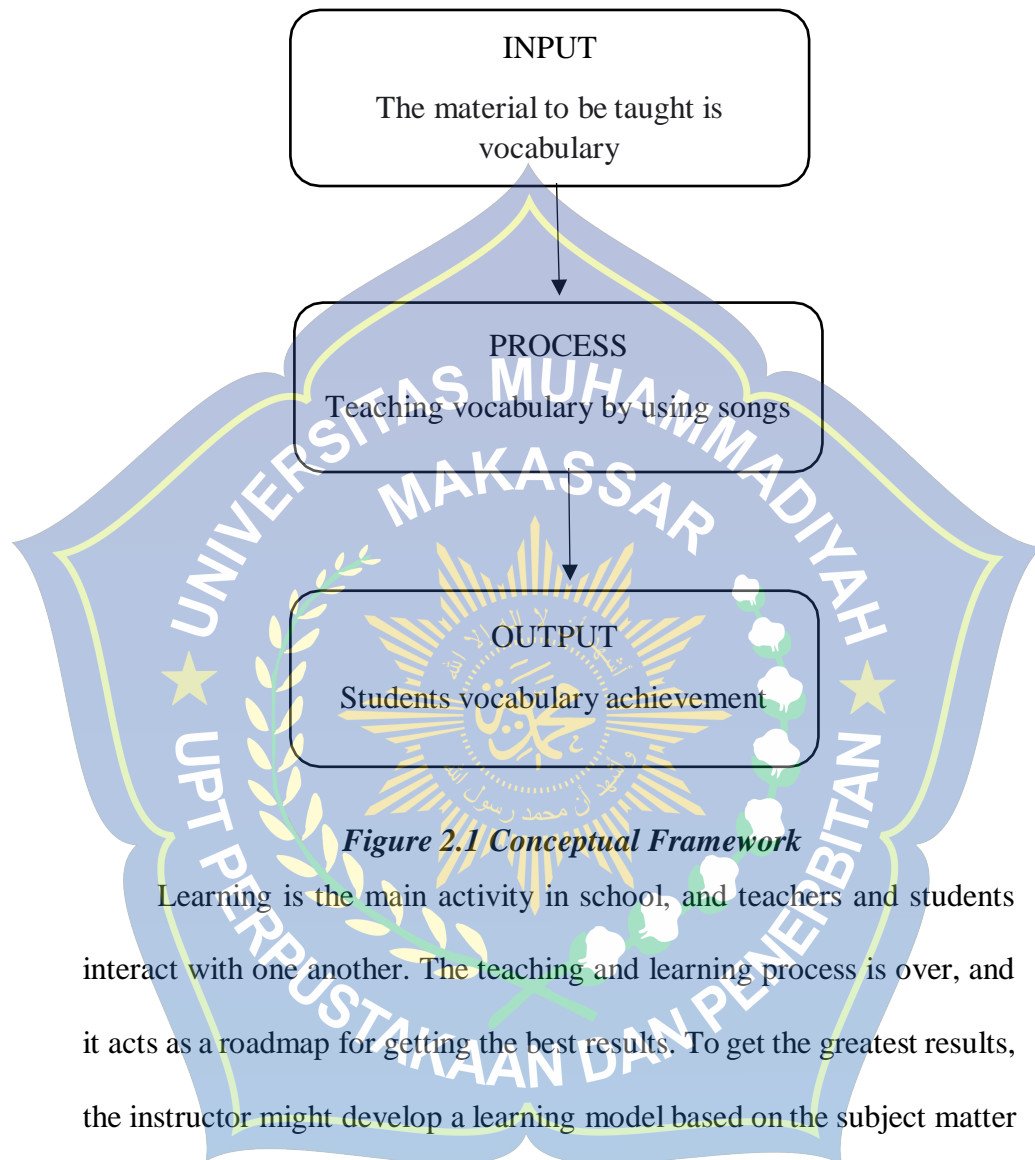


Figure 2.1 Conceptual Framework

Learning is the main activity in school, and teachers and students interact with one another. The teaching and learning process is over, and it acts as a roadmap for getting the best results. To get the greatest results, the instructor might develop a learning model based on the subject matter and promote critical thinking in the students.

There are many features that can affect students' vocabulary skills, one of which is by using songs. songs can improve students' vocabulary skills and ability to memorize.

D. Hypothesis

H₀ (Null Hypothesis): there is no noticeable difference in the listening comprehension test result between students who are taught using the song listening strategy and those who are not.

H_a (Alternative Hypothesis): results of listening comprehension tests show a substantial difference between students who are taught using the English pop song listening strategy and those who are not.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research is pre-experimental design, namely improving “English songs” in teaching vocabulary, this study used a pre-test and post-test design. The pre-test design was to give four songs, then the researcher give the songs lyrics sheet to the students and instructed the students to fill in the blanks on the songs lyrics sheet. The post-test design is to provide two different English songs. The post-test method is almost the same as the pre-test design by fill in the blanks in the song lyrics. The aim is to find out the use of teaching vocabulary using “English songs”.

According to Sugiyono (2016), the pattern of one group's pre-test and post-test will be represented as follows:

$O_1 X O_2$

Note:

O_1 : Pre-test value

X : Treatment

O_2 : Post-test value

(Sugiyono, 2016 p.74)

B. Research Variables and Indicators

There are two variables in this research. Those variable and indicator of this research are defied below:

1. The first variables in this research are teaching strategy (x) as an independent variable.
2. The second variable is students' vocabulary skills (y) as a dependent variable.
3. Moreover, the indicator of this research is to explore the effectiveness of improving the students' vocabulary skills by using songs in SMAN2 Selayar.

C. Population and Sample

a. Population

The population in this research is the tenth grade in SMAN 2 Selayar which consisted of our class, namely X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4. The total number of the populatin is around 120 students.

b. Sample

The sample for this study was chosen via purposive sampling; samples were obtained based on the research, judgment of their typical or exhibit particular traits. The sample in this research is students in X MIPA 1 class consisted of 28 students.

D. Research Instrument

The test was be given through pre-test and post-test. The form of the vocabulary test is Fill The Blanks for pre-test and post-test. The pre-test was conducted to find out the students' initial English achievement words before using the song because this study was be conducted to determine the increase in students' vocabulary after being given treatment.

E. Process of Collecting Data

a) Pre-test

The students take a pre-test to measure their previous vocabulary skills before starting the program. Pre-treatment evaluation of trial participants is made possible by pre-tests, which offer measures of various attributes. Students was fill in the blanks. If students successfully answer each question, they will receive 100 points.

b) Treatments

1) The first meeting, the research explains what was be done and what was be done the writer was show the students that what they was master is vocabulary use the English songs for the next three meetings. The research give a pre-test to students with give a song called "Story Of My Life" and "One Big Family". The research replays the third song time. Then the research give the sheet of the songs lyrics to the students and asked the students to fill in the blanks to find out the students' ability in speaking understand vocabulary based on the results of the pre-test.

2) The second meeting, the research hold a test called post-test. The research provides a fun activity by asking them to guess the title of the songs being played. Then the writer gave printouts of the lyrics of the song “I Promise” and also “Slipping Through My Fingers” which was be removed some words and ask the students to fill in the blanks based on the songs they were playing. This post-test was designed to find out how far the students' vocabulary was given and to find out whether the use of English songs as a medium in vocabulary was effective or not.

c) Post-test

After treatment, students took a post-test to evaluate some of the qualities that were evaluated for the trial participants. There are fill in the blanks, just like the pre-test. The format and features of the test remain the same even though the song is different from the previous test. The level of students' vocabulary improvement after the intervention was evaluated using a post-test.

F. Data Analysis

The data from the pre-test and post-tests was examined using the techniques described below:

1. Scoring the students' answer:

$$\text{Score} = \frac{\text{the correct answer}}{\text{total number of item}} \times 100$$

Score	Classification	Criteria
-------	----------------	----------

96-100	Excellent	<ul style="list-style-type: none"> • Students can recognize vocabulary for verbs. • Students can learn the definitions of vocabulary terms like verbs. • Students can write vocabulary verb.. • Students can learn vocabulary words like verbs. • Students can enunciate verbs • Students can correctly employ verbs in their vocabulary.
86-95	Very Good	<ul style="list-style-type: none"> • Students can recognize vocabulary for verbs. • Students can learn the definitions of vocabulary terms like verbs. • Students can write vocabulary verbs. • Students can learn vocabulary words like verbs. • Students can pronounce vocabulary verbs. • Students cannot use vocabulary verbs.
76-85	Good	<ul style="list-style-type: none"> • Students can recognize vocabulary for verbs. • Students can find out the meaning of vocabulary verbs. • Students can write vocabulary verbs. • Students can memorize vocabulary verbs. • Students cannot pronounce vocabulary verbs. • Students cannot use vocabulary verbs
66-75	Fairy Good	<ul style="list-style-type: none"> • Students can recognize vocabulary for verbs. • Students can learn the definitions of vocabulary terms like verbs. • Students can write vocabulary verbs

		<ul style="list-style-type: none"> • Students can learn vocabulary words like verb and noun. • Students can pronounce vocabulary verbs. • Students cannot use vocabulary verbs.
56-65	Fair	<ul style="list-style-type: none"> • Students can recognize vocabulary for verbs. • Students can learn the definitions of vocabulary terms like verbs. • Students can write vocabulary verbs. • Students can learn vocabulary words like verbs. • Students can pronounce vocabulary verbs. • Students can not use vocabulary verbs.
46-55	Poor	<ul style="list-style-type: none"> • Students can recognize vocabulary for verbs. • Students can learn the definitions of vocabulary terms like verbs. • Students can write vocabulary verbs. • Students can learn vocabulary words like verbs. • Students can pronounce vocabulary verbs. • Students cannot use vocabulary verbs.
0-45	Very Poor	<ul style="list-style-type: none"> • Students can recognize vocabulary for verbs. • Students can learn the definitions of vocabulary terms like verbs. • Students can write vocabulary verbs. • Students can learn vocabulary words like verbs. • Students can pronounce vocabulary verbs.

		<ul style="list-style-type: none"> Students cannot use vocabulary verbs.
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(Depdik in Wafaa, 2017)

- The following algorithm is use to classify the students' scores and get their mean score on the vocabulary test:

$$P = \frac{F}{N} \times 100$$

P= percentage

F= number of correct

N= number of samples

(Arikunto and Cepi, 2010)



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

Using English Songs to teach vocabulary the research findings was include a description of the outcomes of the data analysis. A description of the data analysis findings about the improvement of students' vocabulary through the use of English songs, where data was gathered from 28 students utilizing fill-in-the-blanks exercises. The researchers administered a pre-test and a post-test.

a. Using English Songs to Teach Vocabulary

The research findings was include a description of the outcomes of the data analysis. a description of the data analysis findings about the improvement of students' vocabulary through the use of English songs, where data was gathered from 28 students utilizing fill-in-the-blanks exercises. The researchers administered a pre-test and a post-test.

This research was conducted during four meetings which were attended by 28 students. Pre-test and post-test materials on verb vocabulary. Based on the table the number of students is 28 students. Total number the pre-test score is 3280 and the post-test is 4590. From the table above the average the pre-test was 117.1429 and the post-test average was 163.9285.

b. The effect of the English songs method on students' vocabulary.

Table 4.1 Classification Of Vocabulary Song 1 (Pre-Test)

NO	CLASIFICATION	PRETEST		
		SCORE	FREQUENCY	PERCENTASE
1	EXCELLENT	96-100	1	4%
2	VERY GOOD	86-95	3	11%
3	GOOD	76-85	7	25%
4	FAIRLY GOOD	66-75	11	39%
5	FAIR	56-65	3	11%
6	POOR	46-55	3	11%
7	VERY POOR	0-45	0	0
TOTAL			28	100%

Table 4.1 shows the categories, frequencies, and percentage scores of the English song 1 vocabulary test where there is a difference between the pre-test and post-test. In this category, there is 1 student who gets an excellent score with a percentage (4%), where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can enunciate verbs, students can correctly employ verbs in their vocabulary.

In addition 3 students get a very good score with a percentage (11%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words

like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs.

In addition, there were 7 students who get good scores with a percentage (25%) where these students met the criteria; Students can recognize vocabulary for verbs, students can find out the meaning of vocabulary verbs, students can write vocabulary verbs, students can memorize vocabulary verbs, students cannot pronounce vocabulary verbs, students cannot use vocabulary verbs.

In addition, 11 students get fairly good scores with a percentage (39%) where these students get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs.

In addition, 3 students get fair scores with a percentage (11%) where these students get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students can not use vocabulary verbs.

Meanwhile, 3 students get poor scores with a percentage (11%) where these students got the criteria; Students can recognize vocabulary for

verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs. Meanwhile, no one of the students get a very poor score.

Tabel 4.2 Clasification Of Vocabulary song 1 (Post-Test)

NO	CLASIFICATION	POSTEST		
		SCORE	FREQUENCY	PERCENTASE
1	EXCELLENT	96-100	9	32%
2	VERY GOOD	86-95	9	32%
3	GOOD	76-85	2	7%
4	FAIRLY GOOD	66-75	4	22%
5	FAIR	56-65	2	7%
6	POOR	46-55	0	0
7	VERY POOR	0-45	2	7%
TOTAL			28	100%

Table 4.2 shows the categories, frequencies, and percentage scores of the English song 1 vocabulary test where there are differences between the pre-test and post-test. In this category there were 9 students who get excellent scores with a percentage (32%), where these students get criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can enunciate verbs, students can correctly employ verbs in their vocabulary.

In addition, 9 students get a very good score with a percentage (32%) where the student get the criteria; Students can recognize vocabulary

for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs.

In addition, 2 students get a good score with a percentage (7%) where the student get the criteria; Students can recognize vocabulary for verbs, students can find out the meaning of vocabulary verbs, students can write vocabulary verbs, students can memorize vocabulary verbs, students cannot pronounce vocabulary verbs, students cannot use vocabulary verbs.

In addition, 4 students get a fairly good score with a percentage (22%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs.

In addition, 2 students get a fair score with a percentage (7%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students can not use vocabulary verbs. No one gets a poor score.

Meanwhile, 2 students get a very poor with a percentage (7%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs.

The effect of using English songs on students' vocabulary skill.

Table 4.3 Classification of Vocabulary Song 2 (pre-test)

NO	CLASIFICATION	PRETEST		
		SCORE	FREQUENCY	PERCENTASE
1	EXCELLENT	96-100	0	0
2	VERY GOOD	86-95	0	0
3	GOOD	76-85	0	0
4	FAIRLY GOOD	66-75	4	14%
5	FAIR	56-65	0	0
6	POOR	46-55	8	28%
7	VERY POOR	0-45	16	57%
TOTAL			28	100%

Table 4.3 shows the categories, frequencies, and percentage scores of the English songs 2 vocabulary test where there are differences between the pre-test and post-test. In this category there are no students who get excellent, very good, and good scores.

In addition, 4 students get a fairly good score with a percentage (14%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like

verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs. No one got a fair score.

In addition, 8 students get a poor score with a percentage (28%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verb, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs.

Meanwhile, 16 students get a very poor score with a percentage (57%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs.

Table 4.4 Classification of Vocabulary Song 2 (Post-Test)

NO	CLASIFICATION	POSTEST		
		SCORE	FREQUENCY	PERCENTASE
1	EXCELLENT	96-100	6	21%
2	VERY GOOD	86-95	7	25%
3	GOOD	76-85	5	18%
4	FAIRLY GOOD	66-75	1	4%
5	FAIR	56-65	2	7%
6	POOR	46-55	7	25%
7	VERY POOR	0-45	0	0
TOTAL			28	100%

Table 4.4 shows the categories, frequencies, and percentage scores of the English songs 2 vocabulary test where there are differences between the pre-test and post-test. In this category there were 6 students who get excellent scores with a percentage (21%), where these students get criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can enunciate verbs, students can correctly employ verbs in their vocabulary.

In addition, 7 students get a very good score with a percentage (25%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs.

In addition, 5 students get a good score with a percentage (18%) where the student get the criteria; Students can recognize vocabulary for verbs, students can find out the meaning of vocabulary verbs, students can write vocabulary verbs, students can memorize vocabulary verbs, students cannot pronounce vocabulary verbs, students cannot use vocabulary verbs.

In addition, 1 student get a fairly good score with a percentage (4%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs,

students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs.

In addition, 2 students get a fair score with a percentage (4%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students can not use vocabulary verbs.

Meanwhile, 7 students get a poor score with a percentage (25%) where the student get the criteria; Students can recognize vocabulary for verbs, students can learn the definitions of vocabulary terms like verbs, students can write vocabulary verbs, students can learn vocabulary words like verbs, students can pronounce vocabulary verbs, students cannot use vocabulary verbs, and no one gets a very poor score.

2. Descriptive Statistic

2. Descriptive Statistic

The results obtained by the researchers reported in this chapter are based on the analysis of data collected using pre-test and post-test (before and after treatment). The findings were obtained from giving English songs for MIPA 1 class at SMAN 2 Selayar.

Table 4.6 Descriptive Statistic Pre-Test and Post-Test Song 1**Vocabulary**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X.1	28	60,00	100,00	87,1429	12,72418
X.2	28	50,00	100,00	71,0714	12,57254
Valid N (listwise)	28				

Based on table no. X1 is the average pre-test score and X2 is post-test mean scores. It was found that in the pre-test minimum score is 50 and maximum score is 100 with average total score of 71.0714 and standard deviation 12.57254. It was also found in the post test a minimum score of 60 and a maximum of 100 with a mean total score 87.1429 and standard deviation 12.72418 the means higher than the pre-test.

Table 4.8 Descriptive Statistic Pre-Test and Post-Test song 1**Vocabulary**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X.1	29	50,00	100,00	75,5172	19,74592
X.2	28	20,00	70,00	44,6429	13,18870
Valid N (listwise)	28				

Based on table no. X1 is the average pre-test score and X2 is post-test mean score. It was found that in the pre-test minimum score is 20 and maximum score is 70 with average total score of 44.6429 and standard

deviation 13.18870 Also found in the post-test a minimum score of 50 and a maximum of 100 with an 49 the mean total score is 75.5172 and the standard deviation 19.74592 the means higher than the pre-test.

4. Hypothesis Testing

The t-test was examined using the SPSS 25 program by the researcher. Static inferential is utilized while testing hypotheses. The sample was tested using the T-test, which tries to demonstrate the importance of the differences in results between the sample mean test conducted during the pre-test and post-test.

a. T-Test Vocabulary Song 1

		Paired Samples Test						Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		df	One-Sided p	Two-Sided p	
					Lower	Upper				
Pair 1	X.1 - X.2	16,07143	14,74205	2,78599	10,35506	21,78780	5,769	27	<,001	<,001

From the table above it can be seen that the students' T-test scores in the process after and before using the pre-test and post-test English song listening method were significantly different. The alternative hypothesis (H1) is accepted while the null hypothesis (H0) is rejected with a significant value of 0.000 which is less than $\alpha = 0.05$. Where the value of df (degrees of freedom) is $34 = 16.91$ and the value of the T-test = 5.769 is higher than the value.

b. T-Test Vocabulary Song 2

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	X.1 - X.2	31,42857	22,88689	4,32521	22,55396	40,30318	7,266	27	<,001	<,001

From the table above it can be seen that the students' T-test scores in the process after using the English song, pre-test and post-test were significantly different. The alternative hypothesis (H1) is accepted while the null hypothesis (H0) is rejected with a significant value of 0,000 which is less than $\alpha = 0.05$. Where the value of df (degrees of freedom) is 35 = 16.90 and the value of the T-test = 7.266 is greater than the value of df.

B. Discussion

The researcher was give the findings from the outcomes of the pre-test and post-test that were administered in class in the discussion part. Pre-test procedures were carried out at the start of meetings when conducting research. After that, the procedure was repeated twice. Students are given a post-test after the meeting. Consequently, this explanation was explain how the treatment's results improved.

a. The Students Vocabulary Song 1

Based on data analysis, it has been demonstrated above how students were able to communicate in speaking class after using the English

song in class X MIPA 1 SMAN 2 Selayar. The students vocabulary skills are lower at the beginning of the meeting. This is evident from the pre-test results, which show that students only received an average score of 66, which falls into the "pretty good" group. And towards the conclusion of the class, the students performance improved, resulting in an average score of 86, which placed them in the very good group.

b. The Students Vocabulary Song 2

The students ability to listen to English songs in Selayar class X MIPA 1 comes next. Based on the study of the aforementioned facts, the following is explained. The students English proficiency is much lower at the beginning of the conference. This is evident from the student pre-test results, which show that students received an average score of 66, which falls under the adequate range. The students were then given a post-test once more at the conclusion of the meeting, and the results revealed that following therapy, students had an increase in the range of their fluency. This is demonstrated by the fact that students receive an average score of 86, which falls into the good category.

This, it can be shown that the strategy of having students listen to English songs is successful in enhancing their fluency skills, as evidenced by the improvement average score of 32%. This is due to the fact that students are more motivated in classes when other students are engaged and used to singing in English. Listening to English songs was possible to

make students who at first stammered or didn't know, fluent and acclimated to listening to English songs.

H_0 is rejected, according to the findings of the data analysis discussed above. This is because this study shows how students' vocabulary skills can be improved by using the English song approach when learning English. The pre-test and post-test findings showed clear differences during the data analysis procedure. The results of the pre-test showed that the students' speaking ability was still lacking, especially in vocabulary.

c. Hypothesis

Then based on the paired sample test table related to vocabulary. It can be seen that the students' T-test scores were in the process after and before using English songs between pre-test and post-test are significant different. The alternative hypothesis (H_1) is accepted while it is null hypothesis (H_0) is rejected with a significance value of 0.000 which is less than $\alpha = 0.05$. Where the value of df (degrees of freedom) is 27 and T-test value = 5.769 higher than the df value.

while in the paired sample test table it is related to the student's vocabulary. It can be seen that students' t-test scores on the process of using English songs were significantly different. The alternative hypothesis (H_1) is accepted while the null hypothesis (H_0) is accepted rejected with a significance value of 0.000 which is smaller than $\alpha = 0.05$. Where the df value (degrees of freedom) is 27 and the test value is $t = 7.266$ higher than the df value.

The majority of learners choose to actively listen to English songs. The students excitement for learning to follow the learning process can be used to view everything. They enjoy it, take part in research, and actively inquire about how to pronounce it correctly.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Subsequent the research and based on the results in the previous chapter, it can be concluded that after the application of the method of listening to English songs in the learning process at SMA Negeri 2 Selayar, the following conclusions can be put forward:

1. Students' vocabulary abilities can be enhanced by using the strategy of listening to English songs. The average post-test score, which is higher and falls into the very good category (76.0714), serves as proof of this. Then, the adequate category includes the average pre-test value (44.6429). This indicates that students' English language abilities, particularly their vocabulary, are impacted by the way of listening to English songs.
2. Students' vocabulary abilities can be raised by using the method of English song listening. This is demonstrated by the average post-test (87.8571) score, which falls into the very good category.

The average pre-test score (72.5), which falls into the fairly good.

This indicates that students' employment of the method of listening to English songs has an impact on their language proficiency, particularly on their vocabulary, which is shown by an increase.

B. SUGGESTION

According to this study's use of the learning strategy (listening to English songs) to enhance students' vocabulary abilities, the researcher makes the following recommendation:

1. To English Teacher

English teachers can employ English songs as part of their students' internal media learning. Because using English songs as learning resources would help students' knowledge, according to research results. In order to increase students' enthusiasm in learning English, this can also enhance the teaching and learning process.

2. For Students

For students to take an active role in their education and to be motivated to study English, especially the language. To become acclimated to and proficient in speaking English, always put the techniques taught for learning other languages into practice, even when there is no teacher around.

3. To the Other Researcher

The main objective of this study is to explain how the use of English songs can be used to improve the vocabulary of students at SMA Negeri 2 Selayar. This study can be followed by other researchers in different settings to find more strategies to improve students' English vocabulary. Before researchers carry out action research related to expanding students' English vocabulary, this research can be used as a source.

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A P P E N D I C E S



NAME:

CLASS:

NO.

Pre-Test

Story Of My Life

(One Direction)

Written in these walls are the stories that I can't explain
 I my heart open but it stays right here empty for days
 She told me in the morning she don't feel the same about us in her bones
 It seems to me that when I die, these words will be written on my stone
 And I'll be....., gone tonight
 The ground beneath my feet is open wide
 The way that I been holdin' on too tight
 With nothin' in between
 The story of my life, I her home
 I drive all night to keep her warm
 And time is frozen (the story of, the story of)
 The story of my life, I give her hope
 I.....her love until she's broke inside
 The story of my life (the story of, the story of)

Written on these walls are the colors that I can't change
 Leave my heart open, but itright here in its cage
 I know that in the morning, I'll see us in the light up on the hill
 Although I am broken, my heart is untamed still
 And I'll be gone,..... tonight
 The fire beneath my feet is burnin' bright

The way that I've been holdin' on so tight
With nothin' in between

The story of my life, I take her home
I drive all night to keep her warm
And time is frozen (the story of, the story of)
The story of my life, I her hope
I spend her love until she's broke inside
The story of my life (the story of, the story of)

And I've waiting for this time to come around
But, baby, runnin' after you is like chasin' the clouds

The story of my life, I her home
I drive all night to keep her warm
And time is frozen

The story of my life, I give her (give her hope)
I spend her love until she's broke inside
The story of my life (the story of)

The story of my life
The story of my life (the story of, the story of)
The story of my life



NAME:

CLASS:

NO.

One Big Family

(Maher Zayn)

I.....why you and me fight each other
 Don't you see the similarities between us?
 a minute and see yourself in the mirror
 You look like me, those eyes, lips, you can't deny
 Have you thought about why we look the same?
 Why we the same?
 Don't tell me it's by chance
 Oh, you're my brother, you're my sister
 We're one big family
 Oh, you're my brother, you're my sister
 Just one big family
 It doesn't matter if you live far..... from me
 You feel I feel, you bleed I bleed, you cry and I cry
 We sleep and dream
 Sometimes we're sad sometimes we're happy
 You..... I breathe
 We love, walk, talk and we smile
 Have you thought about why we look the same?
 Why we feel the same?
 Don't.....me it's by chance
 Oh, you're my brother, you're my sister
 We're one big family

Oh, you're my brother, you're my sister
Just one big family, family

I care about you and i wish you could

There's no difference between us two

We're of one family

No matter how far you are are

And even if we don'teach other

Oh, you and me, me and you, we are one

Oh, you're my brother, my sister

We're one big family

Oh, you're my brother, you're my sister

Just one big family

Oh, you're my brother, you're my sister

We're one big family

Oh, you're my brother, you're my sister

Just one big family

Just one big family



NAME:

CLASS:

NO.

Post-test

I Promise

(Harris J)

I promise anytime you call me

It don't matter where I am

I'll always be there, like you've been there

If you me closer, I'll be right over

I swear, I swear

Every time that I need you by my side

Every time I my way in life

You're my circle of life, compass and guide

There behind me

And one day when the tables finally turn

And it's me you're on

I'll put you first, hold you close

Like you taught me

Know that I'll be there for you

For you

I anytime you call me

It don't matter where I am

I'll always be there, like you've been there

If you need me closer, I'll be right over

I swear, I swear

I promise anytime you call me
 It don't matter where I am
 I'll always care for you, go anywhere for you
 If you me closer, I'll be right over
 I swear, ooh

There are days when I just don't want to talk
 And your feelings hit a wall
 But that won't change
 Theyou've raised inside this family
 Everything that I do is to make you proud
 I just want to say it, and say it loud
 You're my heat when I'm cold
 The place I call home, and..... will be
 Know that I'll be there for you
 For you

I promise anytime you call me
 It don't matter where I am
 I'll always be there, like you've been there
 If you me closer, I'll be right over
 I swear, I swear

Having someone to go to
 Having someone to love
 Having both is a
 That was sent from above
 Oh I know that wherever I'll go
 You'll be forever in my heart

I promise anytime you call me
 It don't matter where I am
 I'll always be there, like you've been

If you need me closer, I'll be right over

I swear, I swear

I promise anytime you call me

It don't matter where I am

I'll always care for you, go anywhere for you

If you need me closer, I'll be right over

I swear, ooh



NAME:

CLASS:

NO.

Slipping Through My Fingers

(ABBA)

Schoolbag in hand, she..... home in the early morning
Waving goodbye with an absent-minded smile
I watch her go with a surge of that well-known sadness
And I have to sit down for a while

The feeling that I'm.....her forever
And without really entering her world
I'm glad whenever I can share her laughter
That funny little girl

Slipping through my fingers all the time
I try to capture every minute
Thein it

Slipping through my fingers all the time
Do I really see what's in her mind?

Each time I think I'm close to knowing
She keeps on growing

Slipping through my fingers all the time

Sleep in our eyes, her and me at the breakfast table
Barely awake, I let precious time go by
Then when she's, there's that odd melancholy feeling
And a sense of guilt I can't deny

What.....to the wonderful adventures
The places I had planned for us to go?
(Slipping through my fingers all the time)
Well, some of that we did but most we didn't
And why? I just don't know

..... through my fingers all the time
I try to capture every minute
The feeling in it
Slipping through my fingers all the time
Do I really see what's in her mind?
Each time I think I'm close to
She keeps on
Slipping through my fingers all the time
Sometimes I wish that I could the picture
And save it from the funny tricks of time
Slipping through my fingers
Slipping through my fingers all the time
Schoolbag in hand, she..... home in the early morning
Waving goodbye with an absent-minded smile



The answer of the songs:

First song

1. Leave
2. Gone
3. Take
4. Spend
5. Stays
6. Gone
7. Give
8. Been
9. Take
10. Hope

Second song

1. Wonder
2. Take
3. Feel
4. Away
5. Breathe
6. Tell
7. Realize
8. Part
9. Know
10. You're



Third song

1. Need
2. Lose
3. Depending
4. Promise
5. Need
6. Love
7. Always
8. Need
9. Blessing
10. There

Fourth song

1. Leaves
2. Losing
3. Feeling
4. Gone
5. Happened
6. Slipping
7. Knowing
8. Growing
9. Freeze
10. Leaves



STUDENTS PRE-TEST AND POST-TEST SCORE 1

VOCABULARY			
NO	RESPONDEN	PRETEST	POSTTEST
		X.1	X.2
1	RPP	80	100
2	LA	70	60
3	YNA	80	100
4	DAPA	70	70
5	FRA	90	90
6	DQZ	90	100
7	MI	70	80
8	ASN	60	100
9	IA	80	90
10	ANAP	50	100
11	IKP	80	90
12	MA	70	70
13	NAP	80	90
14	AD	70	100
15	ALA	50	80
16	MA	70	70
17	AT	100	100
18	AND	60	70
19	SS	50	90
20	AL	60	90
21	IM	80	90
22	AIDS	70	90
23	NH	80	60
24	MRM	70	90
25	DA	70	100
26	EM	70	100
27	AFA	90	100
28	AA	70	90
TOTAL		2030	2460
MEAN		72,5	87,8571

STUDENTS PRE-TEST AND POST-TEST SCORE 2

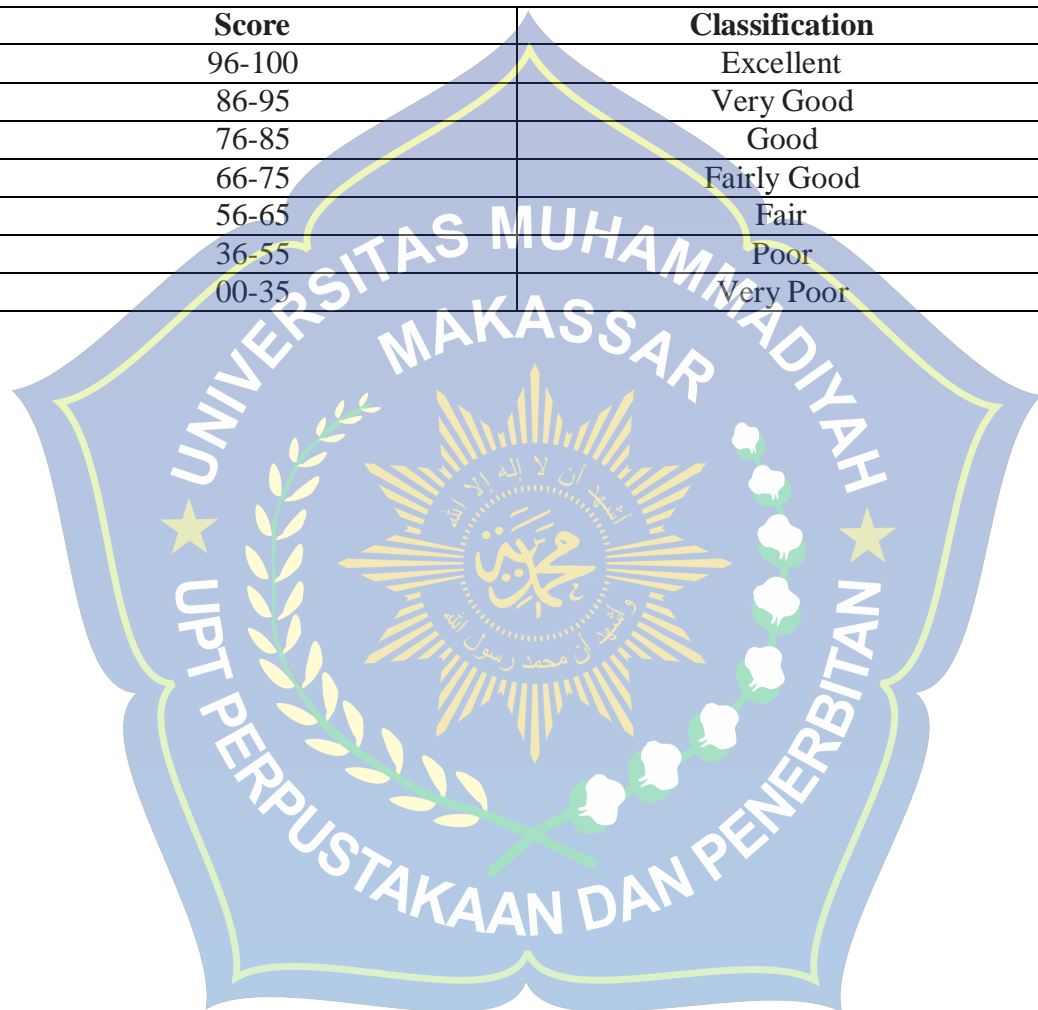
VOCABULARY			
NO	RESPONDEN	PRETEST	POSTEST
		X.1	X.2
1	RPP	20	100
2	LA	30	50
3	YNA	30	90
4	DAPA	0	60
5	FRA	50	90
6	DQZ	50	60
7	MI	30	50
8	ASN	50	50
9	IA	40	90
10	ANAP	50	50
11	IKP	40	90
12	MA	40	50
13	NAP	50	90
14	AD	40	80
15	ALA	40	70
16	MA	70	80
17	AT	30	100
18	AND	50	50
19	SS	50	100
20	AL	40	50
21	IM	50	50
22	AIDS	70	80
23	NH	40	90
24	MRM	40	100
25	DA	40	80
26	EM	30	80
27	AFA	70	100
28	AA	70	100
TOTAL		1250	2130
MEAN		44,6429	76,0714

The formulas used in the pre-test and post-test are:

$$\text{Students Score} = \frac{\text{The number of students correct questions}}{\text{Maximum Score}} \times 100$$

Classification of the students score:

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
00-35	Very Poor



STUDENTS PRE-TEST AND POST-TEST

NAME: ARWIN ARDIYANTO

CLASS: X MIPA I

NO. 005 771 796 188

Pre-Test

Story Of My Life

(One Direction)

Written in these walls are the stories that I can't explain
 I ~~leave~~ my heart open but it stays right here empty for days
 She told me in the morning she don't feel the same about us in her bones
 It seems to me that when I die, these words will be written on my stone

And I'll be ~~gone~~ gone tonight
 The ground beneath my feet is open wide
 The way that I been holdin' on too tight
 With nothin' in between

The story of my life, I ~~give~~ her home
 I drive all night to keep her warm
 And time is frozen (the story of, the story of)
 The story of my life, I give her hope
 I ~~give~~ her love until she's broke inside
 The story of my life (the story of, the story of)

Written on these walls are the colors that I can't change
 Leave my heart open, but it ~~stays~~ right here in its cage
 I know that in the morning, I'll see us in the light up on the hill
 Although I am broken, my heart is untamed still

And I'll be gone, ~~gone~~ tonight
 The fire beneath my feet is burnin' bright

The way that I've been holdin' on so tight
With nothin' in between

The story of my life, I take her home
I drive all night to keep her warm
And time is frozen (the story of, the story of)
The story of my life, I ~~give~~ her hope
I spend her love until she's broke inside
The story of my life (the story of, the story of)

And I've ~~been~~ waiting for this time to come around
But, baby, runnin' after you is like chasin' the clouds

The story of my life, I ~~give~~ her home
I drive all night to keep her warm
And time is frozen

The story of my life, I give her ~~hope~~ (give her hope)
I spend her love until she's broke inside
The story of my life (the story of)

The story of my life
The story of my life (the story of, the story of)
The story of my life

NAME: Eka musfira

CLASS: x mipa 1

NO. 085823202374

One Big Family

(Maher Zayn)

I ~~want~~ ^x why you and me fight each other
 Don't you see the similarities between us?
~~Take~~ [✓] a minute and see yourself in the mirror
 You look like me, those eyes, lips, you can't deny
 Have you thought about why we look the same?
 Why we ~~feel~~ [✓] the same?
 Don't tell me it's by chance
 Oh, you're my brother, you're my sister
 We're one big family
 Oh, you're my brother, you're my sister
 Just one big family
 It doesn't matter if you live far ~~why~~ ^x from me
 You feel I feel, you bleed I bleed, you cry and I cry
 We sleep and dream
 Sometimes we're sad sometimes we're happy
 You ~~be~~ ^x I breathe
 We love, walk, talk and we smile
 Have you thought about why we look the same?
 Why we feel the same?
 Don't ~~tell~~ [✓] me it's by chance
 Oh, you're my brother, you're my sister
 We're one big family

Oh, you're my brother, you're my sister
Just one big family, family

I care about you and i wish you could .greenlight X

There's no difference between us two

We're ~~about~~ of one family

No matter how far you are are

And even if we don't .more X each other

Oh, you and me, me and you, we are one

Oh, you're my brother, .you're my sister

We're one big family

Oh, you're my brother, you're my sister

Just one big family

Oh, you're my brother, you're my sister

We're one big family

Oh, you're my brother, you're my sister

Just one big family

Just one big family



NAME: Fitri Ramadhani Armas

CLASS: X MIPA 1

NO. 081242541669

Post-test

I Promise

(Harris J)

I promise anytime you call me
It don't matter where I am
I'll always be there, like you've been there
If you need me closer, I'll be right over
I swear, I swear

Every time that I need you by my side
Every time I lose my way in life
You're my circle of life, compass and guide
There behind me

And one day when the tables finally turn
And it's me you're looking on
I'll put you first, hold you close
Like you taught me

Know that I'll be there for you
For you

I promise anytime you call me
It don't matter where I am
I'll always be there, like you've been there
If you need me closer, I'll be right over
I swear, I swear

I promise anytime you call me
 It don't matter where I am
 I'll always care for you, go anywhere for you
 If you need me closer, I'll be right over
 I swear, ooh

There are days when I just don't want to talk
 And your feelings hit a wall
 But that won't change
 The love you've raised inside this family

Everything that I do is to make you proud
 I just want to say it, and say it loud
 You're my heat when I'm cold
 The place I call home, and always will be
 Know that I'll be there for you
 For you

I promise anytime you call me
 It don't matter where I am
 I'll always be there, like you've been there
 If you need me closer, I'll be right over
 I swear, I swear

Having someone to go to
 Having someone to love
 Having both is a blessing
 That was sent from above
 Oh I know that wherever I'll go
 You'll be forever in my heart

I promise anytime you call me
 It don't matter where I am
 I'll always be there, like you've been there

NAME: Fira Ramadhani A

CLASS: X Mipa 1

NO. :

Slipping Through My Fingers

(ABBA)

Schoolbag in hand, she ~~leaves~~ home in the early morning

Waving goodbye with an absent-minded smile

I watch her go with a surge of that well-known sadness

And I have to sit down for a while

The feeling that I'm ~~losing~~ her forever

And without really entering her world

I'm glad whenever I can share her laughter

That funny little girl

Slipping through my fingers all the time

I try to capture every minute

The ~~feeling~~ in it

Slipping through my fingers all the time

Do I really see what's in her mind?

Each time I think I'm close to knowing

She keeps on growing

Slipping through my fingers all the time

Sleep in our eyes, her and me at the breakfast table

Barely awake, I let precious time go by

Then when she's ~~gone~~, there's that odd melancholy feeling

And a sense of guilt I can't deny

What ~~happened~~^{to} to the wonderful adventures
 The places I had planned for us to go?
 (Slipping through my fingers all the time)
 Well, some of that we did but most we didn't
 And why? I just don't know

~~Slipping~~[✓] through my fingers all the time
 I try to capture every minute
 The feeling in it
 Slipping through my fingers all the time
 Do I really see what's in her mind?
 Each time I think I'm close to ~~knowing~~[✓]
 She keeps on ~~growing~~[✓]
 Slipping through my fingers all the time
 Sometimes I wish that I could ~~freeze~~[✓] the picture
 And save it from the funny tricks of time
 Slipping through my fingers
 Slipping through my fingers all the time
 Schoolbag in hand, she ~~leaves~~[✓] home in the early morning
 Waving goodbye with an absent-minded smile

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 2 Selayar

Mata Pelajaran : Bahasa Inggris

Kelas / Semester X

Alokasi Waktu : 4x Pertemuan

Kompetensi Inti

K11: Menghargai dan menghayati ajaran agama yang dianutnya

K12: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

K13: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

K14: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p>	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadi secara rutin. • Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin. • Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin.
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Menyampaikan teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin. • Menulis tentang tindakan /kejadian yang terjadi secara rutin dengan akurat.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadi secara rutin.
- Mengidentifikasi struktur teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin.
- Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tindakan/kejadian yang terjadi secara rutin.
- Menyampaikan teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin.
- Menulis tentang tindakan/kejadian yang terjadi secara rutin dengan akurat.

C. Materi Pembelajaran

• Fungsi Sosial

Menyatakan tentang tindakan/kejadian yang terjadi secara rutin.

• Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

• Unsur Kebahasaan

- Verb.

-

Adverbial: always, often, sometimes, never, usually, every

- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Kosakata : kata benda, kata kerja, dan kata sifat yang terkait dengan dengan orang, binatang, benda di sekitar.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

• Topik

Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI

D. Metode Pembelajaran

1. *Komunikatif*
2. *Audiolingual method*

E. Media Pembelajaran

- o Print out Lirik Lagu
- o Laptop
- o Speaker

F. Sumber Belajar

- o Internet

G. Langkah-langkah Pembelajaran

Pertemuan Ke-1	Alokasi Waktu
Pendahuluan : <ul style="list-style-type: none"> • Memberi salam kepada siswa • Mengajak siswa berdoa • Mengecek kehadiran siswa • Mengkondisikan kelas dan siswa untuk siap mengikuti pembelajaran 	10 Menit

<ul style="list-style-type: none"> • Membacakan Indikator Pencapaian Kompetensi • Menyebutkan kegiatan belajar yang akan dilakukan 	
Kegiatan Inti a. Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan lagu yang diberikan oleh guru • Guru menjelaskan apa yang akan dilakukan setelah siswa mendengarkan lagu • Guru memberikan lembar lirik lagu yang beberapa liriknya kosong kemudian siswa diarahkan untuk mengisi titik-titik yang kosong 	60 Menit
b. Menanya <ul style="list-style-type: none"> • Guru membimbing siswa mempertanyakan informasi yang terdapat dalam lagu yang diberikan oleh guru 	
Penutup <ul style="list-style-type: none"> • Siswa menyimpulkan pembelajaran • Guru dapat meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan • Menyampaikan rencana pembelajaran berikutnya • Guru bersama siswa berdoa untuk mengakhiri pertemuan 	10 Menit

Pertemuan ke-2	Alokasi Waktu
Pendahuluan : <ul style="list-style-type: none"> • Memberi salam kepada siswa • Mengajak siswa berdoa 	10 menit

<ul style="list-style-type: none"> • Mengecek kehadiran siswa • Menyebutkan kegiatan belajar yang akan dilakukan 	
<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ul style="list-style-type: none"> • Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. <p>b. Menanya</p> <ul style="list-style-type: none"> • Guru membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari. <p>c. Mengumpulkan Informasi/mencoba</p> <ul style="list-style-type: none"> • Menjelaskan materi. <p>c. Mengasosiasi</p> <ul style="list-style-type: none"> • Guru memberikan game bernama “short stories” • Guru meminta siswa untuk mengulang kembali materi yang telah di dapatkan <p>d. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan hasil kerja didepan guru dan teman • Siswa memperoleh feedback dari guru dan teman tentang materi yang telah disampaikan 	60 menit
<p>Penutup</p> <ul style="list-style-type: none"> • Siswa menyimpulkan pembelajaran • Guru dapat meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan • Menyampaikan rencana pembelajaran berikutnya • Guru bersama siswa berdoa untuk mengakhiri pertemuan 	10 Menit

Pertemuan ke-3	Alokasi Waktu
<p>Pendahuluan :</p> <ul style="list-style-type: none"> • Memberi salam kepada siswa • Mengajak siswa berdoa • Mengecek kehadiran siswa • Menyebutkan kegiatan belajar yang akan dilakukan 	10 Menit
<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ul style="list-style-type: none"> • Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. • Guru menjelaskan materi yang akan diberikan • Siswa mendengarkan lagu yang diberikan oleh guru • Guru memberikan lembar lirik lagu yang beberapa liriknya kosong kemudian siswa diarahkan untuk mengisi titik-titik yang kosong <p>• Menanya</p> <ul style="list-style-type: none"> • Guru membimbing siswa untuk aktif bertanya mengenai materi yang sudah dipelajari <p>b. Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menuliskan beberapa Vocabulary Verb <p>c. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan hasil kerja didepan guru dan teman 	60 Menit
<p>Penutup</p> <ul style="list-style-type: none"> • Siswa menyimpulkan pembelajaran 	10 Menit

<ul style="list-style-type: none"> • Guru dapat meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan • Menyampaikan rencana pembelajaran berikutnya • Guru bersama siswa berdoa untuk mengakhiri pertemuan 	
--	--

Pertemuan ke-4	Alokasi waktu
Pendahuluan : <ul style="list-style-type: none"> • Memberi salam kepada siswa • Mengajak siswa berdoa • Mengecek kehadiran siswa • Mengkondisikan kelas dan siswa untuk siap mengikuti pembelajaran dengan bermain games 	10 Menit
Kegiatan Inti <ol style="list-style-type: none"> Mengamati <ul style="list-style-type: none"> • Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. Menanya <ul style="list-style-type: none"> • Guru membimbing dan mengarahkan siswa untuk bertanya mengenai materi yang sudah dipelajari. 	60 Menit

<p>c. Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa berlatih membuat kalimat simple present tense dengan mencari kosakata noun & verb pada lagu yang diberikan • Siswa menganalisis teks mereka masing-masing berdasarkan pengembangan dari latihan dalam lagu Bahasa Inggris • Guru mengamati aktivitas siswa dan memberikan arahan. • Siswa memperoleh feedback dari guru dan teman tentang materi yang telah disampaikan 	
<p>Penutup</p> <ul style="list-style-type: none"> • Siswa menyimpulkan pembelajaran • Guru dapat meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang telah disampaikan • Menyampaikan rencana pembelajaran berikutnya • Guru bersama siswa berdoa untuk mengakhiri pertemuan 	<p>10 Menit</p>

No.	Sikap yang Dinilai	Rubik
1.	Kesopanan	<p>1. Tidak sopan kepada guru dan temannya dalam bertutur kata menggunakan bahasa inggris atau bahasa indonesia.</p> <p>2. Sopan kepada guru namun tidak sopan kepada temannya dalam bertutur kata menggunakan bahasa inggris atau bahasa indonesia.</p>

		3. Sopan kepada guru dan temannya dalam bertutur kata menggunakan bahasa inggris atau bahasa indonesia.
2.	Tanggung Jawab	1. Tidak menyelesaikan tugas 2. Menyelesaikan tugas tapi tidak mengumpulkannya tepat waktu 3. Menyelesaikan tugas dan mengumpulkannya tepat waktu
3.	Kedisiplinan	1. Terlambat masuk kelas dan tidak membawa alat tulis/buku bahasa inggris 2. Masuk tepat waktu tetapi tidak membawa alat tulis/buku bahasa inggris 3. Masuk tepat waktu dan membawa alat tulis/buku bahasa inggris



**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, 841593, Fax (0411) 865388

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 : Nur Fazrawati
Nim : 105351100618
Program Studi : Pendid. Bahasa Inggris
Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	7 %	10 %
2	Bab 2	11 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	3 %	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, 24 Juli 2023

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,





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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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



Nomor : 12829/FKIP/A.4-II/II/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 : Nur Fazrawati
Stambuk : 105351100618
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Bontona / 04-08-1999
Alamat : Bontona Desa Tanete

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE EFFECTIVENESS OF LISTENING A SONG TO IMPROVE STUDENT'S VOCABULARY SKILLS AT SMAN 2 SELAYAR

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

Wassalamu Alaikum Warahmatullahi Wabarakatuh

Makassar, 6 Jumadal Ula 1446 H
21 Februari 2023 M

Dekan



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



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 250 Telp. 0411 846972 Fax (0411) 845508 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 628/05/C.4-VIII/II/1444/2023

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

01 Sya'ban 1444 H

21 February 2023 M

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 12829/FKIP/A.4-II/II/1444H/2022M tanggal 21 Februari 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NUR FAZRAWATI

No. Stambuk : 10535 1100618

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effectiveness Of Listening A Song To Improve Student's Vocabulary Skills At SMAN 2 Selayar"

Yang akan dilaksanakan dari tanggal 24 Februari 2023 s/d 24 April 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 اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716

02-23



MAJELIS DIKALAMAH PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Jalan Sultan Alauddin No. 229 Makassar
Telp : (0411) 1792111 (Kantor)
Fax : (0411) 1792111 (Kantor)
Email : info@um-makassar.ac.id

Nama Mahasiswa

: Nur Fazrawati

NIM

: 105351100618

Judul Penelitian

: The Effectiveness Of Listening A Song To Improve Student's Vocabulary Skills At SMAN 2 Selayar

Tanggal Ujian Proposal

: 11 Januari 2023

Tempat/Lokasi Penelitian

: SMAN 2 Selayar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	24 Februari 2023	Membawa surat izin meneliti ke sekolah	Nur Fitriani Burhan, S.Pd	
2	27 Februari 2023	Pre-test (Treatment)	Nur Fitriani Burhan, S.Pd	
3	28 Februari 2023	Teaching (Treatment)	Nur Fitriani Burhan, S.Pd	
4	1 Maret 2023	Teaching (Treatment)	Nur Fitriani Burhan, S.Pd	
5	2 Maret 2023	Post-test (Treatment)	Nur Fitriani Burhan, S.Pd	

Terakreditasi Institusi
BINA-PT



MAHJIS DIRTIHTIRANG, FF MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

3 Maret 2023

Mengurus surat seleksi mengikuti di sekolah

4 Maret 2023

Pengambilan lunda tungan

Nur Fitriani Burhan, S.Pd

Nur Fitriani Burhan, S.Pd

6

7

8

9

10

4

5

Makassar, 19 Januari 2023

Makassar, 19 Januari 2023

Ketua Program Studi,
GEKIP-Inggris Makassar

Mengucapkan,

Dr. Umimi Khazretul Syam, S.Pd., M.Pd

NBM. 977 807



UPT PERPUSTAKAAN DAN PENERIMAAN



Terakreditasi Institut





PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH VI
KABUPATEN KEPULAUAN SELAYAR
UPT SMA NEGERI 2 SELAYAR

Alamat : Jln. Bontosinde No. 5 Batangmata Email : sman2selayar@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor : 070 / 071 / III / 2023 / UPT SMAN 2 SLY

Yang bertanda tangan dibawah ini, :

Nama : TAJUDDIN, S.Pd
Nip : 19760612 200312 1 016
Jabatan : Kepala Sekolah
Pangkat / Golongan : Pembina Tk. I / IV / b

Menerangkan Bahwa yang tersebut Namanya di bawah ini :

Nama : NUR FAZRAWATI
Jabatan : Mahasiswa
NIM : 105351100618

Adalah benar nama tersebut diatas telah melaksanakan Penelitian atau Observasi di SMAN 2 Selayar terhitung mulai tanggal 24 Februari 2023 s/d 24 April 2023 dalam rangka penyusunan skripsi dengan judul:

"THE EFFECTIVENESS OF LISTENING A SONG TO IMPROVE STUDENT'S VOCABULARY SKILLS AT SMAN 2 SELAYAR"

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Batangmata, 4 Maret 2023
Kepala UPT SMAN 2 Selayar



LOA



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LETTER OF ACCEPTANCE

0795/BG-FKIP/LOA/B/VIII/1445/2023

Dear NUR FAZRAWATI

It is our pleasure to inform you that, after reviewing your paper:

**THE EFFECTIVENESS OF LISTENING A SONG TO IMPROVE STUDENTS
VOCABULARY SKILLS AT SMAN 2 SELAYAR**

The manuscript ID: 1017

Detail check list:

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 templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must 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 eltm@bg.unismuhmakassar.ac.id

Makassar, 1 August 2023 M
14 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

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



DOCUMENTATION OF STUDENTS ACTIVITIES

Pre-test



Post-test

Group Photo of Class X MIPA 1 Students



CURRICULUM VITAE



Nur Fazrawati was born in Bontona on August 04, 1999. The youngest of three brothers from H. Jamaruddin, S.Pd and Hj. Marawati, S.Pd.

She is the students of English Department in Muhammadiyah University of Makassar. She entered school in 2005 at Kindergarten Ananda Buhung and graduated in 2006, then continued her education at SDI Buhung from 2006 to 2012, then attended SMPN 3 Parangia from 2012 to 2015, then continued to senior high school at SMAN 2 Selayar from 2015 to 2018. Further, she continued her study at Universitas Muhammadiyah Makassar, major English Education Department in 2018.

At the end of her study, she was able to finish her thesis entitled **“The Effectiveness of Listening a Songs to Improve Students Vocabulary Skills at SMA Negeri 2 Selayar”**.