USING ENGLISH SONGS IN IMPROVING LISTENING SKILL AT EIGHTH GRADE STUDENTS IN MTS NEGERI 1 MANADO

THESIS

Submitted as Partial of Requirements for the Degree of Education
(S.Pd) In Teaching English

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2020**

APPROVAL SHEET

This thesis entitled *"Using English Songs in Improving Listening Skill at Eight Grade Students in MTs Negeri 1 Manado"* by Regita Cahyani Ginoga No. Reg 15.2.6.12, a student of English Education Study Program, Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado, has been examined and defended in the munaqasyah session on July 20th 2020 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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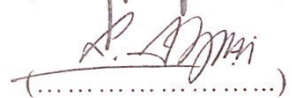
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ABSTRACT

Regita Cahyani Ginoga. (2020). *Using English Songs in Improving Students' Listening Skills of the Eighth Grade Students in MTs Negeri 1 Manado*. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Manado.

The purpose of this study was to determine the improvement in listening skills of students by using English songs in class VIII students at MTs Negeri 1 Manado. This research used the Classroom Action Research method (CAR). The subjects of this study were 29 students consisting of 16 female students and 13 male students and the data were collected by using tests and observation.

The data obtained in the first cycle indicated an average score of 68.62, with the percentage of students who passed the test was 24,13%. While in the second cycle, the average score was 80.84, with the percentage of students who passed the test was 93,10%. Meanwhile, based on the observation in the first cycle, the students listening skills were considered as deficient, and some students could not listen properly to the songs that were played to them. On the other hand, in the second cycle, students showed that they had been able to improve their listening skills through the use of English songs.

The results showed that there was an improvement in listening skills of the eighth-grade students in MTs Negeri 1 Manado through the use of English songs.

Key Words: Listening Skill, Songs.

ABSTRAK

Regita Cahyani Ginoga (2020). *Menggunakan Lagu Bahasa Inggris dalam Meningkatkan Keterampilan Mendengarkan Siswa pada Kelas VIII di MTs Negeri 1 Manado.* Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keterampilan mendengarkan siswa dengan menggunakan lagu bahasa Inggris pada kelas VIII di MTs Negeri 1 Manado. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Subjek penelitian ini sebanyak 29 siswa yang terdiri dari 16 siswa perempuan dan 13 siswa laki-laki. Pengumpulan data dilakukan dengan menggunakan observasi kegiatan dan tes.

Data pada siklus pertama menunjukan rata-rata skor sebesar 68,62 dengan persentase siswa yang lulus standar skor sebanyak 24,13%. Sedangkan pada siklus kedua diperoleh jumlah rata-rata skor sebanyak 80,48 dengan persentase siswa yang lulus standar skor sebanyak 93,10%. Selain itu, berdasarkan observasi menunjukkan bahwa keterampilan mendengarkan siswa masih kurang dan beberapa siswa masih belum terlalu jelas mendengarkan lagu yang diputar dengan baik. Namun, pada siklus kedua siswa menunjukkan bahwa mereka telah bisa meningkatkan keterampilan mendengarkan dengan menggunakan lagu Bahasa Inggris.

Hasil dari penelitian ini menunjukkan bahwa telah adanya peningkatan keterampilan mendengarkan siswa pada kelas VIII Taksifi a di MTs Negeri 1 Manado melalui penggunaan lagu Bahasa Inggris.

Kata Kunci: Keterampilan Mendengarkan, Lagu.

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Praise and gratitude to the presence of Allah SWT, God who is everything, because of His permission and power, a paper entitled "Using English Songs in Improving Listening Skills at Eight Grade Students in MTs Negeri 1 Manado" can be completed well. Hopefully with this permission also this paper can be useful for educational institutions. Likewise as the people of the Prophet Muhammad SAW, should offer shalawat and greetings to him, his family and friends, hopefully the blessings that Allah has bestowed upon him will reach all his people.

In writing this thesis, not a few challenges and obstacles experienced, but thanks to the help of Allah SWT., and the motivation and support of various parties finally this thesis can be resolved despite honestly that this paper is still lacking. Therefore, researchers really expect constructive criticism from all parties for the sake of the perfection of this thesis. For that reason, on this occasion the researcher expressed his profound gratitude to all those who had helped researchers in the preparation of this thesis. Therefore, let the researcher give thanks to:

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Hopefully the results of this study can be useful for readers and also hope that participation will receive multiple rewards from Allah SWT. *Ameen Ya Rabbal Alamin,*

Manado, March 2020

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah Hasil karya sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperolah karenanya batal demi hukum.

Manado, 20 Juli 2020

Penulis,

Regita Cahyani Ginoga

NIM. 15.2.6.012

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CHAPTER I

INTRODUCTION

A. Research Background

As a foreign language, English has four skills (Reading, Listening, Writing, and Speaking) to be mastered by the students. Among these skills, listening is a skill that consider difficult to master, because it requires more attention and concentration to understand the sound (listening to the material). It can be said that listening is not a passive skill, the process of listening is a complex process in which many things occur simultaneously in the mind. Besides being complex, listening is far move difficult than many people imagine. It is important if students learn to their own desires, the possibility of their memories to store them in their long-term memories is very large. In this case, Peterson stated learning material must be interesting and something unusual or different.[1]

There are several reasons why listening is difficult for students to master. The students begin to learn English by reading, instead of listening. In fact, reading is different from listening, like writing is different from speaking. Listeners must know the sound system, otherwise, they cannot understand

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[1] Celce Muria (ed.), *Teaching English as a Second Language or Foreign Language 3rd edition*, (Boston: Thomson Learning, Inc., 2001), page.92

speech. Moreover, writing uses different language. Written English consists of neat, correct sentences, while speech does not.

Listening to English songs will make learning process fun. By using songs as media, the four aspects can be learn at the same time. This is kind one of approach to improve our listening skills in English, to motivate and to improve their English listening skills.

Music is powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effect if we so wish.[2] Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language. A piece of song can change and prepare students for a new activity, it can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning.[3]

In Islam, humans has been given the ability to hear and see so they are guided to be grateful, Allah said in Qur'an:

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[2] Jeremy Harmer, *The Practice of English Language Teaching 3 ed* (United Kingdom: Longman Publishing, 2002) page 241.

[3] Jeremy Harmer, *The Practice of English Language Teaching 3 ed* (United Kingdom: Longman Publishing, 2002) page 241.

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Translate:

"Allah brought you out of your mothers' wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks."[4]

This verse according to Tafsir Al Maraghi contains an explanation that after Allah gave birth to you from your mother, then He made you able to know everything that you did not know before. He has given you the following types of gifts:

1. Intellect; as a tool to understand something, especially with that mind you can distinguish between good and bad, between right and wrong.

2. Hearing; as a tool for listening to sound, especially with hearing that you can understand the conversation between you.

3. Vision; as a tool to see everything, especially with that vision you can get to know one another among you.

4. Other living devices; so you can find a way to find your fortune and other materials you need, even you can also choose what is best for you and leave what is worse.[5]

The Purpose of this verse is, Allah teach you what you never know before, when you were born without knowing anything. Allah gives you heart and

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[4] Mahmud Zayid, *The Quran,* (Lebanon: Dar Al-Choura, 1980) page 196.
[5] Departemen Agama RI, *Syaamil Al-Qur'an The Miracle 15 in 1*, (Bandung: Sygma), 2009, page

intelligence to help you to differentiate the good and the bad thing. Allah opened your eyes to see what you never sees before, Allah gives you ears to hear voices so you understand the conversation.

To overcome these problems the teacher or researcher should choose a method of teaching good listening in order to improve students' listening skills. Examples such as watching movies, listening to English songs, and also listening to news reports. In watching a film the teacher can cover the subtitles and try to guess what will happen. In listening to English songs students can listen to the mention of words and sing together. In listening to news reports, the teacher can choose topics that interest students such as about education. Listening to English songs is very fun and can also help improve students' vocabulary. Using songs in class is a great way to liven up listening.

Based on a small observation of researchers in MTs Negeri 1 Unggulan Manado, researchers also found that it is very difficult for students to understand English through listening. They still rely on the eyes rather than the ears to learn English. Usually, in the laboratory, students feel confused when they listen to some new text. Most students cannot understand the meaning of the material after playing the first song. Wish they understood the material, teachers often give instructions and play songs or recordings at least 3 times.

The learners can learn with pleasure because they learn in different way[6]. They should not always listen to their teacher sound that has a limitation or even make them bored. Therefore, the researcher tries to reduce the problem of students' listening skills and intends to find out what can be done to help them improve their listening skills. So, in this study the researchers wanted to use English songs to improve the listening skills of eight grade students at MTs Negeri 1 Manado in the academic year 2019/2020.

B. Research Question

The researcher formulated the research question based on the tittle "Can English songs improve students listening skills at MTs Negeri 1 Manado"?

C. Objective of the Research

The purpose of this study is to find out whether using English songs can improve listening skills to eighth grade students in MTs Negeri 1 Manado in the 2019/2020 academic year.

D. Significance of the Study

1. Theoretically

    As one of the lessons that can improve students' listening by using English songs.

2. Practically

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[6] Chi-Kim Cheung, *The Use of Popular Culture as a Stimulus to Motivate Secondary Students" English Learning in Hong Kong, ELT Journal*, *55*, 2001, page 58.

    a. For students

        1) Is a way to increase student learning desires

        2) Increase student motivation

        3) As material for consideration and evaluation for students

        4) see improvement in students' listening skill by using English songs

    b. For Teacher

To improve teacher professionalism by innovating through learning to use songs to achieve the expected learning goals, and thesis research results can increase teacher knowledge about using English songs in improving student's listening skills.

E. Scope and Limits of the Study

There are several activities that can improve student's listening skills, such as listening to English songs, watching movies, and listening to news reports. The researcher used English songs by fill in the gap lyrics to improve students' listening skills by 29 students of eighth grade in MTs Negeri 1 Manado in the 2019/2020 academic year.

F. Definition of Key Term

1. Listening

Listening is the activity of paying attention and trying to get the meaning of something heard.[7] Listening is a complex, problem solving skill and it is "more than just perception of sounds. Listening includes comprehension of meaning bearing words, phrases, clauses, sentences and connected discourse.[8] And for this research, the researcher used Vidya Mandani's definition.

2. Song

Song is a piece of music sung or composed for singing.[9] According to Dale t Griffe songs is a part of music which have words, and it has some elements that make songs differ from the poetry or speech although they are have many similarity.[10] And for this research, the researcher used Dale T Grifee's definition.

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[7] Vidya Mandarani, *"Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down dan Bottom-Up"* Jurnal Pedagogi A I SSN 2089-3833, Vol.5, No.5, Agustus 2016, 190.

[8] Mehdi Nowruzi, *"The Instruction of Meta-Cognitive ListeningStrategies and Its Impact on ListeningPerformance of High and Low-Test-AnxiousIntermediate Learner"* Journal of Studies in Learning and Teaching English, Vol.1, No.3, 2013, page 16

[9] Michael Agnes, *Webster's New Words College Dictionary, (Wiley publishing Inc,2000*) 4th Ed, page 1367

[10] Dale T. Griffee, *Songs in Action*, (New York: Prentice Hall, 1992), page 3

CHAPTER II

THEORETICAL DESCRIPTION

A. Listening Skill

English has four skills that students must master. These skills are reading, listening, writing and speaking. From this skill, listening is a skill that feels difficult to master, because it requires more attention and concentration to understand the sound or listening to the material. From the above sentence, it can be concluded that listening carefully is a process to start the mind. In other words, by listening we can learn and understand many lessons.

1. Definition of Listening Skill

Listening is a complex, problem solving skill and it is more than just perception of sounds. Listening includes comprehension of meaning bearing words, phrases, clauses, sentences and connected discourse.[1] Furthermore, Listening is the activity of paying attention and trying to get the meaning of something heard.[2] This is a medium where children, young people and adults get most of their information, their understanding of the world and human affairs, their ideals, sense of value and appreciation.

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[1] Mehdi Nowruzi, *"The Instruction of Meta-Cognitive Listening Strategies and Its Impact on Listening Performance of High and Low-Test-Anxious Intermediate Learner"* Journal of Studies in Learning and Teaching English, Vol.1, No.3, 2013, page 16

[2] Vidya Mandarani, *"Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down dan Bottom-Up"* Jurnal Pedagogi A I SSN 2089-3833, Vol.5, No.5, Agustus 2016, 190

Listening skill can be meant as ability to pay attention or to hear something. In addition, Michael Rost said listening in language teaching refers to a unique complex process that allows the listeners to understand spoken language by pacing, units of encoding, and paucing factually.[3] The definitions above are about listening in general. While listening skill is a core component of second-language proficiency.[4] So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. After that, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

2. Techniques of Teaching Listening

According to Brown, said that teachers should be familiar with some practical principles for designing listening comprehension teaching techniques. Brown summarize some principles for designing listening teaching techniques as the followings:[5]

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[3] Michael Rost, "Listening", Ronald carter and David Nunan (eds.), *The Cambridge Guide to Teaching English to Speakers to Other Language,* (Cambridge: Cambridge University press, 2001), page 7

[4] Jack C. Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), page 1

[5] H. D. Brown, *teaching by Principles: An Interactive Approach to Language Pedagogy (second edition).* White Plains, (New York: Longman/Pearson Education, 2001), page 258

a. In an interactive, four skills curriculum, do not overlook the importance of techniques that specifically develop listening comprehension competence.

b. Use intrinsic motivation techniques.

c. Utilize authentic language and contexts to make students realize the relevance of classroom activity to their long-term communicative goals.

d. Carefully consider the form of listeners' responses to see whether or not their comprehension has been correct.

e. Encourage the development of listening strategies, because most foreign language students are simply not aware of how to listen.

f. Include both bottom-up and top-down listening techniques, because both of them can offer keys determine the meaning of spoken discourse.

3. Difficulties in Listening Skill

Many of differences between listening and reading illustrate just why listening is considered a difficult skill. The difficulties can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment.[6]

Listening is usually a difficult skill for students to master. The first reason is that students do not have text in front of them to be seen if they do not understand information. Second is the accent and intonation of native English

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[6] J.J. Wilson, *How to Teach Listening*, (New Mexico: USA, 2008), page 12

speakers. In addition, every country has regional dialects and accents that can confuse listeners. All this makes learning to listen to be a major challenge and it is not surprising that students can experience difficulties.

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control. In relation to those problems, we cannot deny that students' motivation plays important role in learning listening. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. We can create the interest activity in learning listening such as by listening to English songs. By creating of high students' motivation, it hoped can reduce the listening difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening.

As mention in background, the students of MTs Negeri 1 Manado are very difficult understand English through listening. The students could not understand the meaning of the material after playing the audio for the three times in class. Furthermore, the students might gradually lose their self-confidence. They are afraid to go to the laboratory to listen to English again. When they are face to face with listening material, they have little confidence in their listening comprehension abilities. Therefore, they may not understand

them because they have to battle the psychological suggestion that they could not understand spoken English.

4. Principles of Teaching Listening

Helgesen and Brown mention some principles for teaching listening to beginning learners. They are as follows:[7]

   a. Be aware of the goal of the task.

   If tasks require a clear outcome, then it follows that learners need to be aware of what the goal is before they begin the activity.

   b. Use a variety of tasks.

   Leaners need to become comfortable with a variety of tasks. This is because learners listen to different things in different ways.

   c. Be aware of the difference between spoken and written language.

   One of the biggest differences between spoken and written language is that in informal conversation people usually do not speak in sentences. They speak in short phrases called idea units.

   d. Build on success.

   To help the students become successful listeners, the teacher needs to give them successful experiences.

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[7] M. Helgesen and Brown S. *Practical English Language Teaching, Listening.* (New York: McGraw-Hill ESL/ELT, 2007). Page 32

5. Listening Material

The material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which suitable with the students have to interesting, in the right level of students' difficulty, and presented in various. The interesting materials that are familiar meaningful and various should be provided for the students. It can help them to understand more easily.

Beside of that, the material should be as natural as possible in order that students can practice and imitate the original voice from the speakers listening materials should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations.

In concluding, the teachers are better to know the students' interest in learning listening with kind activities. If not, students will get bored and do not want to learn anymore. The use of songs also can motivate the students to attend lesson and pay attention in class, because songs can be used for a wide variety of learning and teaching activities.

6. Strategies good listeners use

Based on JJ Wilson strategies can be divided into three groups: cognitive strategies, metacognitive strategies, and socio-affective strategies.[8]

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[8] J.J. Wilson, *How to Teach Listening*, (New Mexico: USA, 2008), page 34

a. Cognitive strategies are those that we use in order to complete an immediate task. For example, a student may find out about the topic before listening, in order to predict content.

b. Metacognitive strategies are related to learning in general and often have long-term benefits. For example, students might choose to tune in to BBC recording once a week as a strategy for improving their listening.

c. Socio-affective strategies are concerned with the learners' interaction with other speakers and their attitude towards listening. For example, they may choose to rehearse a telephone conversation with another student in order to develop confidence, or reward themselves with a doughnut when they successfully complete some task in the target language.

Good listeners use many strategies simultaneously and in accordance with the task at hand. They may listen regularly to radio broadcast (metacognitive), take notes on the key points (cognitive) and then fellow students in the café (for their doughnut) and tell them all about what they just listened to (socio-affective).[9]

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[9] J.J. Wilson, *How to Teach Listening*, (New Mexico: USA, 2008), page 34

7. Types of Listening

Listening skill, however, is not easy to master. There are many types of listening to know before somebody wants to learn the skill. Those are: [10]

a. Intensive; focus on phonology, syntax, and lexis. Learner pays close attention to what is actually said.

b. Selective; focus on main ideas, pre-set task. Learner attempts to extract key information and utilize information in a meaningful way.

c. Interactive; focus on becoming active as a learner. Learner interacts verbally with others to discover information or negotiate solutions.

d. Extensive; focus on listening continuously, managing large amounts of listening input. Learner listens to longer extracts and performs meaning content tasks.

e. Responsive, focus on learner response to input. Learner seeks opportunities to respond and convey her/his own opinions and ideas.

f. Autonomous listening; focus on learner management of progress, navigation of "help" options. Learners selects own extracts and tasks, monitors own progress, decides on own patterns of interaction with others.

From the types of listening above, researchers use the selective type because they focus more on the songs given so students try to

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[10] Michael Rost, *Teaching and Researching Listening*, (Edinburg Gate: Pearson Education Limited, 2011), 2nd ed., page 182-183

improve their listening skills. It is considered that song activities can be used in the process of learning to listen, and are expected to motivate students to improve their listening skills.

B. Song

1. Definition of Song

Song, based on the oxford dictionary, is a little part of music. In addition Griffee states that song is a part of music which have words, and it has some elements that make song differ from the poetry or speech although they are have many similarity.[11] Songs are a natural way to get children to pay attention to rhymes and a fun way to learn.[12] Schoepp added the song will be valuable if it can be integrated with the language lesson.[13] Music brings other dimensions art and emotion to the classroom. Songs can be enjoyable, memorable and stimulating for the students.[14]

However, the teacher cannot use many kinds of song that spread out everywhere. They have to be selective to use the song in the classroom. They have to consider the kinds of song, the genre, and the level of difficulties. Choosing the right song will help the teachers to achieve their teaching goal.

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[11] Dale T. Griffee, *Songs in Action*, (New York: Prentice Hall, 1992), page 3

[12] Becky Iwasaki. et al*., Let's Bring Back the Magic of Song for Teaching Reading,* The Reading Teacher, 67, 2013, page 138

[13] Kevin Schoepp, *Reason for Using Songs in the ESL/EFL Classroom*, The Internet TESL Journal, Vol.2, 2001, page 1

[14] J.J. Wilson, *How to Teach Listening*, (New Mexico: USA, 2008) page 49

2. Kinds of song

Dale T. Griffee clasified songs into five types based on their lenght and tempo:[15]

a. All songs. It is called so because any activity can be used with this kind of song.

b. Short or slow song. It means that the activity which is in line with this kind of song is the activity thsat does not need lots of energy; such as sleeping

c. Song that tells stories. It is a song that has a chronological order stories. It has a beginning, a middle, and an end.

d. Long song. This kind of song is a song which is four minutes long or longer, and it is usually difficult to sing because it is fast.

e. Short song or fast song. This song typically has no repeating phrases or refrains. It is also has a quick tempo and a short time.

The type of song used is all songs related to life also using short and slow songs so that it can be understood by students.

Songs as media of education needs serious attention because it has not been running well and not enough opportunity to develop. Song can support the increase of the student motivations and activities. Songs especially current

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[15] Dale T. Griffee, *Songs in Action*, (New York: Prentice Hall,1992), page 11

pop song, exert a great influence over the younger generation from which our students come.[16]

Furthermore, Purcell classified songs for the classroom activity into two; folk songs and popular songs.[17] He stated that Folk songs are traditional songs that emerged from deep culture and often to mark a special events. The popular songs are songs that publicized widely, either through live performance or recording formation.[18]

3. Gap Fill

The idea of gap-fill exercises is that students read transcripts with blanked out words or phrases. Their task is to fill the gaps. Some may see this as a grammar or vocabulary exercises rather than pre-listening, but if we wish our students to listen for detail or to listen intensively, it is an effective exercise.[19]

C. Previous Studies

Relating to this study, there are some previous study that used songs in general or popular songs for specific on listening skill. First, the research by Mutia Mutmainah entitled "*The Correlation between Students' Habit in*

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[16] Andi Mukarramah Nagauleng, *The Ability to Comprehend English Songs of the First Semester Students of English Education Department at IAIN Manado*, International Journal of Linguistics and Humanities, Vol.1, No.1, 2018, p.58-78

[17] John M. Purcell, *Using Songs to Enrich the Secondary Class, American Association of Teachers of Spain and Portuguesee: Hispania*, vol.75, 1992, p.194-195

[18] John M. Purcell, *Using Songs to Enrich the Secondary Class, American Association of Teachers of Spain and Portuguesee: Hispania*, vol.75, 1992, p.194-195

[19] J.J. Wilson, *How to Teach Listening*, (New Mexico: USA, 2008) page 70

Listening Songs and their Listening Ability".[20] Although the form of the research does not similar, the use of song and the basic skill she used is similar. She has an aim for her study that she wanted to find is there any correlation between two variables. Her study that she conducted was giving a result that there is a correlation between her studies' variable. Whereas in the research I did it only improved students' listening skills by using English songs

The second research by Fismar entitled *"The Correlation between Delighting in Listening to English Songs and Students' Achievement in Listening Comprehension of First Semester of English Study Program at Universitas Bengkulu Academic Year 2001-2002"[21]*, where the result is the English songs are helpful in stimulating the development of students' listening comprehension. The difference is that he uses the correlation between the delighting and achievement gained by using an English song, while in the research I did not focus on it. The equation of this research is that both use English songs.

Other previous studies came from Bangladesh conducted by Shaheen Ara in 2009 with title *"Use of Songs, Rhymes and Games in Teaching English*

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[20] Mutia Mutmainah, "*The Correlation between Students' Habit in Listening Songs and Their Listening Ability*", Skripsi, pada UIN Syarif Hidayatullah Jakarta, Jakarta, 2014

[21] Fismar, *"The Correlation between Delighting in Listening to English Songs and Students' Achievement in Listening Comprehension of First Semester of English Study Program at Universitas Bengkulu Academic Year 2001-2002"*, Skripsi, Universita Bengkulu, Bengkulu, 2003

to Young Learners in Bangladesh".[22] This is a study wanting to provide facts on how fun activities can improve the learning process especially for young students. This study found that students' learning motivation increased through the use of songs, rhymes, games, and other activities in the learning process. In this study the similarities are both using English songs but the research used by Shaheen not only uses songs, he also uses rymes and games in teaching English.

The research study by Kustiana Dewi with title, *"Improving Students Vocabulary Mastery through Listening English Song of the Eight Years Students of SMPN 25 Semarang."*[23] In this study she uses the control class and the experimental class. For the experimental class she uses songs while in the control class she only uses games. The result is an experimental class that uses English songs in learning has achieved vocabulary test scores. In the research that I did, I used classroom action research (CAR), which used 2 cycles.

The research study by Adelia Yusmita and Nike Angraine entitle, *"The Effects of English Songs on the Seventh Grade Students Pronunciation Achievement in SMP Srijaya Palembang"*.[24] This study was conducted in order to know the effectiveness of pronunciation achievement based on English songs strategy.

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[22] Shaheen Ara, *"Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh"*, The Dhaka University Journal of Linguistic, 2, 2009, p. 161-17

[23] Kustiana Dewi, *"Improving Students' Vocabulary Mastery Through Listening English Song"*, Semarang: IKIP PGRI, 2009

[24] Adelia Yusmita, Nike Angraini, *"The Effects of English Songson the Seventh Grade Stdents Pronunciation Achievement in SMP Srijaya Palembang,* Global Expert Jurnal Bahasa dan Sastra, Vol.6, No.1, Juli 2017

The next previous research was titled *"Improving Students' Vocabulary Mastery Using Song Lyric (A Classroom Action Research of the Seventh Grade Student' of MTs Muhammadiyah 2 Karanganyar in the 2016/2017 Academic Year)"* by Muh Fadrulrohman Al Ihsani. He used English songs to improve students' vocabulary mastery. There are some improvements achieved by students, not only in their academic grades, but also in their behavior towards learning. The difference is that this study wants to improve the vocabulary of students using English songs while in the research I do want to improve listening skills using English songs.[25]

A research from Stefani Jessica entitled "*Improving The Pronunciation Through Listening to English Songs*". The results of this study indicate that the use of effective English songs is used to improve students' pronunciation skills. The difference with my research is that I want to improve students' listening skills by using English songs and I use class action research to get research results while he uses quantitative data to get his research results.[26]

From those previous study, this research is different in five cases. First, the study does not make the correlation of using songs with listening achievement. Second, the study does not using songs only to motivate the

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[25] Muh Fadrulrohman Al Ihsani, "*Improving Students' Vocabulary Mastery Using Song Lyric (A Classroom Action Research of the Seventh Grade Student' of MTs Muhammadiyah 2 Karanganyar in the 2016/2017 Academic Year)*", Skirpsi, IAIN Surakarta, 2017

[26] Stefani Jessica, "*Improving The Pronunciation Through Listening To English Songs*", The Tadulako University e-journal of ELTS vol 3, No 2, 2015

students to attend lessons and pay attention in class. Furthermore, the study of this research is using songs to improve students' listening skill.

CHAPTER III

METHODOLOGY

A. Research Design

The research design is Classroom Action Research (CAR). It meant that action research was conducted in a classroom to increase the quality of learning teaching practices. On the other hand, it could be defined that it is an action that is done to solve a problem in the classroom. Therefore, this research purposed to solve the problem of improving listening skills.

Classroom Action Research is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator typically collected both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results. Contradictions or incongruent findings were explained or further probed in this design.[1] Sudaryono in his book said that Classroom Action research firstly introduced by Kurt Lewin in 1946 and developed by Stephen Kemmis, Robin Mc Taggart, Jhon Elliot, Dave Ebbutt and others. Sudaryono state that classroom action research is a qualitative research conducted by the

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[1] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th Edition),* Sage Publication, Inc. California, 2014, p.43

teacher to solve teaching-learning problem with the aim to improve the learning quality.[2]
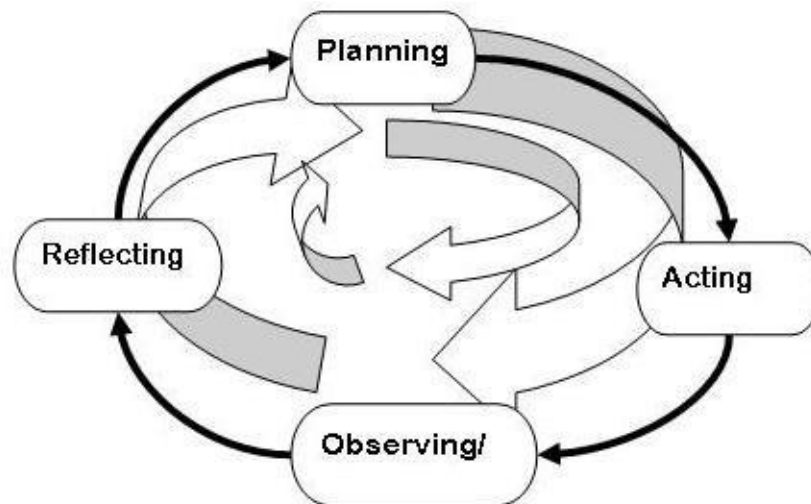
Illustration 1. Concept of Kurt Lewin Action Model

Based on figure above, the first thing to do is a planning something before carrying out the learning process, carry out acting in the learning process, make observing on actions that have been taken in the learning process, and reflecting on the results learning so that they can do more mature planning. These four stages are repeated every cycle.

1. Planning

In planning this research, the researcher is going to prepared the lesson (RPP), media, and research instrument. There are 2 cycles in this study, and each cycle has 3 meetings. And 1 RPP in 3 meetings.

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[2] Sudaryono, *Classroom Action Research,* Jakarta: Lentera Ilmu Cendekia, 2014, Page 65-702

2. Action

        This research will be implement in English subject in class VIII Taksifi 1 at MTs Negeri 1 Unggulan Manado by using English songs in improving listening skill. In this study, researchers used 2 songs in 2 cycles and also used songs with the theme of life with slow song types.

3. Observation

        The observation will be done at the same time as the learning process by using the observation sheet which was provided by the researcher.

4. Reflection

        Reflecting is going to be done by reviewing and summarizing the result of observation, analyzing the action and notes taken by the researcher during the research process.

B. Research Subject

        The subjects in this study were students of class VIII Taksifi A at MTs Negeri 1 Manado, totaling 29 students consisting of 13 males and 16 females. The reason the researcher chose this class was because it was recommended by the teacher and students in class VIII Taksifi A had never learned to use English songs to improve students' listening skills.

C. Research Location

The location of this research in MTs Negeri 1 Ma6nado, Jl. Bailang, Kec. Bunaken Manado, Sulawesi Utara.[3]

D. Data and the Source of Data

The data in this research are quantitative and qualitative data forms. Quantitative data were collected from pre-test and post-test. Qualitative data was be obtained from the observation guidelines of teacher activities and student activities. In this case, the researcher is involved in the learning process as a teacher while the English teacher is the observer. In addition, data is also obtained from field notes to collect information to complete the data.

E. Research Instruments

1. Observation

Observation is used to collect data by observing events that occur in the research process. In carrying out observations, researchers will follow the learning process and determine that the learning process uses English songs in accordance with the stages.

2. Test

Test is the instrument to measure the students' progress in every step during the research. As stated by Brown, a test is a   method   of   measuring

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[3] MTs Negeri 1 Manado. (mtsnunggulanmanado@gmail.com)

a person ability, knowledge, or performance in a given domain.[4] The test instruments used in this study were pre-test and post-test. Pre-tests will be given at the beginning of the study to determine student responses about the learning process before getting treatment. The purpose of this test is to measure students' listening skill about the use of English songs in class. While the post test will be given at the end of the study to see whether students' listening ability have improved significantly or need treatment. This test will assist researchers in measuring student improvement. The test used is fill in the gaps lyrics. Where researchers provide songs and song lyrics that have been emptied some of the lyrics then students listen to the song and complete the lyrics are emptied.

3. Documentation

Documentation is used to obtain an overview of the activities of students in class during the learning process. Documentation in the form of tools or media, student grades before and after research, photographs and so on that are considered important.

F. Data Analysis Technique

Data analysis is the process of systematically knowing and organizing research results. In this study, researchers used descriptive qualitative analysis to analyze data. Qualitative descriptive analysis is a method of research analysis

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[4] Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy.2ndEd.*(A Person Education Company: Longman,2001),p. 384.

that describes factual data as real as the data that researchers obtain. The data analysis techniques in this study are as follow:

1. Test

    The result of the test was be calculated by finding the average value. The formula is as follow:

$$x = \frac{\sum x}{\sum N}$$

Notes:

X : Mean/Average

$\sum x$: The sum of student's score

$\sum N$: Total students

The criteria of observation were as follow:

a. Poor = 20%

b. Fair = 21%-40%

c. Average = 41%-60%

d. Good = 61%-80%

e. Excellent = 81%-100%

Table 3.1

Assessment Rubric

	Poor (20)	Fair (21-40)	Average (41-60)	Good (61-80)	Excellent (81-100)
Comprehension					
Ability to focus					
General understanding					
Listening for details					
Accuracy of answer					

EFL : Listening Assessment and Ita Adrayani Syam in Tes dan Penilaian dalam Listening

2. Analyzing student's improvement

Based on the learning process, researcher believe that the use of English songs can improve students' listening skills well if students are able to meet the achievement indicators of learning success at least 75%. The formula for calculating the percentage of successful learning is:

$$P = \frac{\sum x}{\sum N} \times 100\%$$

Notes:

P   : Percentage

$\sum x$: The sum of student's that succeed

$\sum N$: Total students

G. Research Stages

The research stages that the researcher going to conduct as:

1. Pre-Cycle at this stage, the researcher will take an initial test to measure students' listening skills before treatment. Based on these observations researchers can find out the difficulty of students in listening skills.

2. Treatment, an effort to increase student motivation in listening skills. There will be two cycles in this step:

   a. Cycle 1

      1) Planning, make a plan what is need and what will be done in action, and make a lesson plan (RPP).

      2) Actions, applying of songs activity in improving listening based on the lesson plan.

      3) Observation, observing the situation and condition during the action by using the observation sheet.

      4) Reflection, analyzing to know the effect of action and fixing the planning for the next cycle.

   b. Cycle 2

      1) Planning, identifying the problem from action 1 and deciding the problem solving

      2) Actions, doing the program of action 2

      3) Observation, collecting data in action 2

      4) Reflection, evaluation of action 2

3. Post-test, to know the score of students' listening skill after giving the treatments.

CHAPTER IV

Findings and Discussions

A. General Descriptions of the School

MTs Negeri 1 Manado is a public school characterized by Islam which is managed by the Ministry of Religion and the only Tsanawiyah Public Madrasah in Manado. The founding process was the result of the Manado 6-year PGAN fusion, where classes I, II, and III became Tsanawiyah Madrasas while class IV, V, and VI became the Manado State PGA. This change was in accordance with the decision of the Minister of Religion of the Republic of Indonesia No. 16 of 1979. This school is located in Jl Bailang, bailang village, sub-district of Bunaken, Manado City, North Sulawesi. MTs Negeri 1 Manado building consists of 2 floors with 57 rooms with 24 class classes.[1]

B. Findings

This research was conducted at MTs Negeri 1 Manado on Jl. bailang, Bailang sub-district, Bunaken sub-district, Manado City class VIII Taksifi A and consists of 29 students, divided into 13 males and 16 females. Before the 1st cycle was carried out, the researcher conducted the initial observations namely: on November 25, 2019. There were several problems of students' lack of hearing in listening skills. Only a few students had adequate listening levels

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[1] MTs Negeri Manado. (mtsnunggulanmanado@gmail.com)

but most of them were still lacking. Lack of giving material about listening also affects the level of hearing of students so that data obtained that does not meet the completeness of learning at the time of pre-cycle.

1. Pre Cycle

      Pre-Cycle Learning begun with the administration of the first test by the researcher. The implementation of the learning process in the pre-cycle is still going on conventionally, which is still using easy songs.

      The researcher began the learning process by praying and then continues with the presence of students. After that the researcher explains the purpose of the research to be given. After explaining the purpose of the research to be carried out, the researcher gave the first test using the song of Anna Marrie, which was labeled Perfect. The researcher omit some words from the lyrics. The test given is listening to songs and filling in the blank lyrics to students. When checking the questions on the first test (cycle 1), the results are obtained as in the form of the table below.

Table 4.1

Pre Cycle Table

No	Students Name	Score	Explanation	Categories
1.	DLS	60	Not Complete	Average
2.	SIK	60	Not Complete	Average
3.	MRDA	50	Not Complete	Average
4.	PHS	30	Not Complete	Fair
5.	SSH	65	Not Complete	Good
6.	CSM	60	Not Complete	Average
7.	MNWA	70	Not Complete	Good
8.	SIO	65	Not Complete	Good
9.	MSRM	55	Not Complete	Average
10.	PA	65	Not Complete	Good
11.	TRB	80	Complete	Good
12.	SWT	75	Not Complete	Good
13.	RAS	65	Not Complete	Good
14.	SY	90	Complete	Excellent
15.	RAI	90	Complete	Excellent
16.	FP	60	Not Complete	Average
17.	AMN	70	Not Complete	Good
18.	BP	70	Not Complete	Good
19.	ARS	70	Not Complete	Good
20.	D	90	Complete	Excellent
21.	SAN	40	Not Complete	Fair
22.	NIS	55	Not Complete	Average
23.	NFJ	65	Not Complete	Good
24.	RYL	50	Not Complete	Average
25.	SS	55	Not Complete	Average
26.	TRPM	40	Not Complete	Fair
27.	MAD	60	Not Complete	Average
Total		1.765		
High Score		90		
Lowest Score		30		

Average Score	60,86		

Formulation:

$$x = \frac{\sum x}{\sum N}$$

Notes:

X : Mean/Average

$\sum$x : The sum of student's score

$\sum$N: Total students

$$P = \frac{\sum sum\ of\ student'score}{Total\ students} \; x\ 100\% = \frac{1.765}{29} = 60,86\ \%$$

To find out the classical values of students are used :

$$P = \frac{\sum Students\ who\ have\ finished\ learning}{\sum Students} x100\% = \frac{4}{29}\ x\ 100\% = 13,79\%$$

Based on the data above, it can be concluded that of the 29 students, who reached completeness as many as 4 students. So as to achieve mastery learning in English subjects with the use of English songs to improve listening skills in MTs Negeri 1 Manado in the pre cycle only with an average value.

2. Cycle I

The implementation of the cycle I was carried out on November 26, 2019 at 10.20-11.40 WITA with the material My Uncle is Zookeeper using planning,

implementation, observation and reflection. The implementation of the cycle I is the researcher acting as a teacher in class 8 Taksifi A.

    a. The Planning

In the planning stage, the researcher prepares various things that are used in the framework of implementing the learning process in the cycle I, that is :

      1) Creating a Learning Implementation Plan for My Uncle is Zookeeper material with a time allocation of 2 lesson hours.

      2) Create a student attendance list format and Grades list.

      3) Make student observation sheets.

    b. Acting

For the implementation of this stage, the first thing to do is make the lesson begin with prayer, then continue with the presence of students. After that the researcher explained the material about My Uncle Zookeeper for 15 minutes. After the students understood the material the researcher gave questions to students about animal habits for 20 minutes. After that the researcher checks the question by pointing students and writing their answers on the board.

Next, the researcher gave a problem using an English song with the title Baby Animal that was related to the material by filling in the blank lyrics, but before that the researcher explains about filling in the blank lyrics again. After

the song ends, all students fill in the blank lyrics. Then the researcher gathers the results of the questions given. This activity lasts for 15 minutes.

Allocation of time remaining for 30 minutes is used to evaluate cycle I to students. The evaluation is in the form of writing. The researcher plays back the song given and the students write the words or sentences they hear without looking at the lyrics. Evaluation is carried out to determine the level of student listening.

c. Observation

This observation stage is the observation stage where the researcher makes the observation phase at the time of learning. At this stage the researcher supervises the activities of students who are focused on filling in the blank lyrics. Then the researcher also supervises students who actively ask or answer questions given by researchers. In the learning process takes place researchers look at developments in student activities that have occurred in students. This observation aims to be able to determine the level of listening of students when using English songs in the eyes of English language lessons.

In classroom learning activities using English songs to improve students' listening skills in English subjects run smoothly and well. Because this activity has never been given by the subject teacher in class, so that it is able to draw attention to students to follow the learning process.

The researcher gave the students test and the result can be seen in this following table:

TABLE 4.2

Post-test Cycle I

No	Name	Score	Explanation	Categories
1.	DLN	60	Not Complete	Average
2.	SIK	80	Complete	Good
3.	HNS	60	Not Complete	Average
4.	RL	80	Complete	Good
5.	MRDA	65	Not Complete	Good
6.	PHS	60	Not Complete	Average
7.	SSH	70	Not Complete	Good
8.	CSM	70	Not Complete	Good
9.	MNWA	80	Complete	Good
10.	SIO	65	Not Complete	Good
11.	MSRM	65	Not Complete	Good
12.	PA	70	Not Complete	Good
13.	TRB	65	Not Complete	Good
14.	SWT	70	Not Complete	Good
15.	RAS	70	Not Complete	Good
16.	SY	70	Not Complete	Good
17.	RAI	95	Complete	Excellent
18.	FP	60	Not Complete	Average
19.	AMN	65	Not Complete	Good
20.	BP	65	Not Complete	Good
21.	ARS	80	Complete	Good
22.	D	95	Complete	Excellent
23.	SAN	80	Complete	Good
24.	NIS	60	Not Complete	Average
25.	NFJ	50	Not Complete	Average
26.	RYL	65	Not Complete	Good

27.	SS	65	Not Complete	Good
28.	TRPM	60	Not Complete	Average
29.	MAD	65	Not Complete	Good
Total		1.990		
High Score		95		
Lowest Score		50		
Average Score		68,62		

Average value inside using the formula :

$$x \frac{\sum x}{\sum N} = \frac{1.990}{29} = 68,62$$

Notes :

X : Average value

$\sum$x : The sum of all student grades

$\sum$N : Total students

To find out the classical values of students the following formula is used.

$$P = \frac{\sum Students \ who \ have \ finished \ learning}{\sum Students} x100\% = \frac{7}{29} \ x \ 100\% = 24,13\%$$

Notes :

Information P   : Classical completeness

$\sum$ Complete students : A large number of students who complete

∑ Students   : Total students

Data Analysis :

∑ Percentage of student activity   = 24,13%

∑ Student Activity   = 68,62

∑ Students   = 29

    d. Reflection

Based on observation instruments during the learning process using English songs to improve Listening skill cycle I that the average activity of students is 68,62 and student presentations reach 24,13%. This is categorized as bad if viewed from the presentation scale, therefore the researcher next to cycle II to see the improving whether there is an increase or not.

3. Cycle II

The cycle II was carried out on January 6, 2020 in MTs Negeri 1 Manado still with the same material My Uncle is Zookeeper used planning, implementation, observation, and reflection.

    a. Planning

In the planning stage, the researcher prepares various things that are used in the framework of implementing the learning process in the cycle II, that is:

1) Creating a learning Implementation Plan for my Unvle is Zookeeper material with a time allocation of 2 lesson hours.

2) Create a student attendance list format and grades list.

3) Make student observation list.

b. Acting

For the acting of this stage, the first thing to do is make the lesson begin with prayer, then continue with the presence of students. After that the researcher explained the material for 15 minutes. After the students understood the material the researcher gave questions to students about animal habits for 20 minutes. After that the researcher checks the question by pointing students and writing their answers on the board.

Next, the researcher gave a problem using an English song with the title Fix You by Coldplay that was related to the material by filling in the blank lyrics, but before that the researcher explains again about filling in the blank lyrics. After the song ends, all the students fill in the blank lyrics. Then the researcher gathers the results of the test given. This activity lasts for 15 minutes.

Allocation time of time remaining for 30 minutes is used to evaluate cycle II to students. The evaluation is in the form writing. The researcher plays back the song given and the students write the words or sentences they hear without looking at the lyrics. Evaluation is carried out to determine the level of student listening.

c. Observation

This observation stage is the observation stage where the researcher makes the observation phase at the time of learning. At this stage the researcher supervises the activities of students who are focused on filling in the blank lyrics. Then the researcher also supervises students who actively ask or answer questions given by researcher. In the learning process takes place researchers look at developments in student activities that have occurred in student. This observation aims to be able to determine the level of listening of students when using English songs in the English subjects.

The researcher gave the students exercise and the result can be seen in the following table:

TABLE 4.3

Post-test Cycle II

No	Name	Score	Explanation	Categories
1.	DLN	80	Complete	Good
2.	SIK	80	Complete	Good
3.	HNS	80	Complete	Good
4.	RL	80	Complete	Good
5.	MRDA	75	Not Complete	Good
6.	PHS	78	Complete	Good
7.	SSH	80	Complete	Good
8.	CSM	78	Complete	Good
9.	MNWA	85	Complete	Excellent
10.	SIO	80	Complete	Good
11.	MSRM	78	Complete	Good
12.	PA	78	Complete	Good
13.	TRB	80	Complete	Good
14.	SWT	80	Complete	Good
15.	RAS	80	Complete	Good
16.	SY	90	Complete	Excellent
17.	RAI	95	Complete	Excellent
18.	FP	78	Complete	Good
19.	AMN	78	Complete	Good
20.	BP	80	Complete	Good
21.	ARS	80	Complete	Good
22.	D	95	Complete	Excellent
23.	SAN	80	Complete	Good
24.	NIS	78	Complete	Good
25.	NFJ	78	Complete	Good
26.	RYL	80	Complete	Good
27.	SS	78	Complete	Good
28.	TRPM	75	Not Complete	Good
29.	MAD	78	Complete	Good
Total		2.334		
High Score		95		
Lowest Score		75		
Average Score		80,48		

The average value inside using the formula:

$$X : \frac{\sum x}{\sum N} = \frac{2.334}{29} = 80,48$$

Notes :

X : Average value

$\sum$x : The sum of all student grades

$\sum$N : Total students

To find out the classical values of students are used :

$$P = \frac{\sum Students\ who\ have\ finished\ learning}{\sum Students} x100\% = \frac{27}{29}\ x\ 100\% = 93,10\%$$

Notes :

P : Classical completeness

$\sum$ Complete students : A large amount is complete

$\sum$ Students : Total of Students

Data Analysis :

$\sum$ Percentage of student activity = 93,10%

$\sum$ Student Activity = 80,48

∑ Students   = 29

    d. Reflection

       Based on observation instruments during the learning process using English songs to improve listening skill cycle II that the average activity of students is 80,48 and students presentation 93,10%. This is categorized as good if viewed from the presentation scale.

   Students who completed the cycle II reached 93,10%, namely 27 people with an average value of 80.48. This certainly increased when compared to cycle I. While the average in cycle I, only increased by 24.13%. If described in the form of a comparison table between pre-cycle, cycle I, and cycle II completeness of student learning in English using English songs to improve listening skills in class 8 Taksifi A in MTs Negeri 1 Manado, the following data are obtained:

TABLE 4.4

Table comparison of cycle I and cycle II

No	The observed aspect	Completeness %		
		Pre Cycle	Cycle I	Cycle II
1.	Average value	60,86	68,62	80,48
2.	Students complete	13,7%	24,13%	93,10%

3.	Students have not yet finished	86,20%	75,86%	6,89%

C. Discussion

In this study, researcher obtained data from students' listening skills tests in filling in gaps lyrics. This research was to find out students' listening skills in filling in blank song lyrics.

From the results of the analysis of listening skills to fill in the incomplete song lyrics of the two songs given in the VIII Taksifi A class at MTs Negeri 1 Manado. Researcher analyzed it and found the results for firts with titled Baby Animals, the average value of students is 68.62 and can be classified into a good level. Meanwhile, for second song with titled Fix You the researcher found that their average score was 80.48 and could be classified as good. For the song titled Baby Animals, researcher found that the classification of student levels can be explained that there are 2 students can be classified as excellent levels, there are 20 students can be classified as good levels, there are 7 Students can be classified as average level, and for fair and poor levels there are no students included in that level. For the song with titled Fix You, the researcher found that the classification of student levels could be explained there were 4 students who could be classified as excellent, there were 25 students who can be classified as good level, and for the second song, average, fair, and poor level there are no students included in this level.

D. Research result

The results obtained at the pre-test stage are an average value of 60.86 by the total 1.765 while 13.7 learning completeness from these results is known to be low scores obtained in pre-action, this is because the subject teachers are less using English songs in improvement listening skill.

The use of English songs to improve students 'listening skills in English lessons can attract students' attention. Therefore, this learning model is sometimes applied by subject teachers. Students are very fond of new things, therefore researchers saw many students who are happy and enthusiastic in teaching and learning activities then after researcher use English songs to improve students' listening skills in English lessons. The average value in the cycle I students get an increase in the average value of 68.62 with an overall value of 1.990 while the value of students' mastery learning is 24.13 in the cycle I has been categorized low. Due to the lack of use of English songs to improve listening skills of students, therefore in the cycle I has not been said to succeed. Therefore researchers and subject teachers proceed to the cycle II which aims to improve student learning outcomes.

In the cycle II, the overall average value is 80.48, the total value of 2334 increased more than the cycle I. While in students' learning completeness reached 93,10. In the cycle II, this can be categorized as high. Thus the cycle II

of action has been able to improve student learning outcomes in English lessons by using English songs to improve students' listening skills.

With the use of English songs to improve listening skills of students in English language lessons to improve student learning outcomes, has succeeded in improving student learning outcomes in class VIII Taksifi A at MTs Negeri 1 Manado.

CHAPTER V

Conclusion and Suggestion

A. Conclusion

The conclusion of this research that was conducted at class VIII Taksifi A in MTs Negeri 1 Manado, and from data obtained after researcher used English songs in improve student listening skill in class VIII Taksifi A. The researcher concluded that cycle 1 up to cycle 2, the student's listening skill is improved. It showed from the percentage of students' improvement when the pre-test was 13,7% that referred by 4 students who finished. Then in cycle 1, the percentage of students improvement was 24,13% who stated by 7 of 29 students who finished. The percentage of student's improvement in cycle 2 has raised bye 93,10% with 27 students of 29 students who finished the score, it indicates that the using English songs was effective was improve students listening skill. That means in cycle 2 has increased better than in cycle 1.

B. Suggestions

Based on the result of this research, the researcher determined some suggestions as follow:

1. For the teachers

   The researcher recommended that teachers provide them with audio, video or any technique related to the lesson of each meeting, in order to practice listening skills of students.

2. For the students

       For students, it is recommended to understand how to listen to something well, especially in the use of English songs. Also hope that students will always improve their listening skills by listening to the radio, or news that uses English.

3. The other researchers

       Because of using English song can improve students listening skill, the researchers suggest that can try to use movies or news report to improve students' listening skills.

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APPENDICES

Satuan Pendidikan   : MTs Negeri 1 Manado

Kelas/Semester   : VIII (Delapan)/Genap

Mata Pelajaran   : Bahasa Inggris

Alokasi Waktu   : 3x40 menit

A. Tujuan Pembelajaran :

Setelah pembelajaran peserta didik dapat :

❖ Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.
❖ Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
❖ Peserta didik dapat menunjukkan kesungguhan dalam belajar bahasa Inggris melalui kegiatan memahami lagu dan dapat mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lagu, serta dapat menangkap makna lagu.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi :

1.1   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.1   Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

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*)

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.

5.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagu dan pesan lagu

Indikator :

Mengidentifikasi unsur kebahasaan dan pesan dalam lagu

6.19 Menangkap makna lagu.

Indikator :

Merespon makna yang terdapat dalam lagu

C. Materi Pembelajaran
   Pertemuan 1-3
- Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum berdasarkan teks bergambar yang terdapat pada buku *when english rings a bell*

Fungsi sosial
- Menyatakan tindakan/kejadian yang merupakan rutinitas dan kebenaran umum dalam menjaga hubungan interpersonal dengan guru dan teman
- Menghibur, mengungkapkan perasaan, mengajarkan pesan moral

Struktur teks

a. Tindakan/kejadian yang dilakukan/ terjadi secara rutin

   • *I wake up at five every morning. Do you?*
   No, I don't.
   I wake up at four
   • *Do you have breakfast before school?*
   Yes, I do.
   Mom doesn't prepare breakfast for us.
   We prepare it ourselves.

- *How often do you have English at school?*

  We have it twice a week.

- *Who teaches you English?*

  Mrs Anna does.

b. Tindakan/kejadian yang merupakan kebenaran umum

- *Where does the sun rise?*

  It rises in the east

- *How does salt taste?*

  It tastes salty

- *Dogs bark, cats meaow.*

Unsur kebahasaan

Ucapan, tekanan kata, intonasi, kosakata (*action verbs: go, do, teach, prepare*, adverb of time: every day, every morning, in the morning, at night, adverb of frequency: always, usually, sometimes dsb) dan tata bahasa (*Simple Present tense)*

Topik

-   Berbagai hal terkait dengan kegiatan/ kejadian sehari-hari dan yang merupakan kebenaran umum, di rumah, sekolah, lingkungan sekitar

-   Lagu- lagu tentang hewan

D. Metode Pembelajran
   Model Pembelajran Saintifik (berbasis keilmuan)
E. Media, Alat, dan Sumber Pelajaran
   1. Media   : Laptop, LCD, Loudspeaker, white board, marker
   2. Sumber Belajar   : buku *when English rings a bell*, lirik lagu
F. Langkah – langkah Pembelajran
   1. Kegiatan pendahuluan
-   Memberi salam, mendahului pembelajran dengan berdo'a, kemudian mengecek kehadiran.
-   Meninjau kembali pembelajran sebelumnya.
-   Menjelaskan tujuan pembelajran, dan materi pokok pembelajaran.
   2. Kegiatan Inti
   a. Mengamati
-   Siswa mengamati gambar yang terdapat pada buku halaman 88-92, siswa mengamati struktur kalimat, unsur kebahasaan yang terdapat pada setiap teks bergambar.
-   Siswa mendengarkan/membaca berbagai contoh kalimat yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum sesuai dengan konteksnya serta responnya.

- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat/ungkapan yang menyatakan dan menanyakan tindakan/kejadian yag dilakukan/terjadi secara rutin atau merupakan kebenaran umum. (fungsi sosial, struktur teks, dan unsur Bahasa)
- Siswa mendengarkan lagu yang diperdengarkan lewat video/music
- Siswa menyayikan lagu bersama untuk memahami dan menghayati makna lagu tersebut
- Guru menanyakan serta menjelaskan pesan moral yang terdapat dalam lagu tersebut
  b. Mempertanyakan
- Dengan bimbingan dan arahan guru, siswa bertanya tentang perbedaan antar berbagai kalimat/ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan /terjadi secara rutin atau kebenaran umumnya dalam berbagai konteks
- Siswa menanyakan perbedaan lagu dalam berbagai konteks
  c. Mengeksplorasi
- Siswa membaca kalimat-kalimat yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan secara rutin atau merupakan kebenaran umum dari berbagai sumber.
- Siswa membuat kalimat yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan secara rutin atau merupakan kebenaran umum.

- Siswa menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur

- Siswa mendengarkan lagu lagu lainnya denagn memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas
- Guru membimbing siswa
  d. Mengasosiasikan
- Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi dari simple present tense
- Siswa menanyakan kembali (feedback)
- Siswa menarik kesimpulan tentang fungsi sosial, struktur teks dan unsur kebahasan.
- Siswa menganalisis beberapa lagu yang didengarnya dengan focus pada fungsi sosial, ungkapan dan unsur kebahasaan serta genre yang digunaka dalam lagu tersebut.
  e. Mengkomunikasikan
- Siswa menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum dengan bahasa Inggris, di dalam dan di luar kelas, di rumah dan di lingkungan sekitar

- Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya

- Siswa menjawab lirik yang telah dikosongkan
  3. Penutup

- Guru dan siswa membuat kesimpulan tentang materi yang telah dipelajari
- Guru dapat meminta siswa untuk meningkatkan pemahamannya melalui sumber belajar lain yang relevan.
- Guru memberikan tugas terhadap siswa.
- Guru menyampaikan rencana pembelajaran opada pertemuan berikutnya

G. Penilaian

Rubrik Penilaian 1

Koompetensi	Teknik penilaian	Instrument Penilaian
Sikap spiritual dan sosial	Observasi	Jurnal catatan sikap peserta didik
Pengetahuan	-Penugasan -Tes tertulis	-Tugas terstruktur dan tugas mandiri -uraian
Keterampilan	Praktik	Writing, speaking

Rubrik penilaian 2

	Poor (20)	Fair (21-40)	Average (41-60)	Good (61-80)	Excellent (81-100)
Comprehension					
Ability to focus					
General understanding					
Listening for details					
Accuracy of answer					

H. Instrument/soal

Look my friend

____(1) my friend

There's a baby ____(2)

Let's ____(3) out what they're call

Baby ____(4) we call ____(5)

Let's find out what they're ___(6)

Baby ____(7) we call ____(8)

Look my friend

____(9) my friend

There's a baby ____(10)

Lets ___(11) out what they're call

Baby ____(12) we call ____(13)

Lets ___(14) out what they're call

Baby ___(15) we call a ____(16)

It's so ___(17) it's so ____(18)

It's a baby animal

I love it you love it

We love baby animal

Jawaban:

1. See
2. Animal
3. Find
4. Cat
5. Kitten
6. Call
7. Chicken
8. Chick
9. See
10. Animal
11. Find
12. Frog
13. Tadpole
14. Find
15. Horse

16. Foal
17. Cute

Manado, 06 januari 2020

Mengetahui,

Guru Bahasa inggris MTs N 1 Manado   Peneliti

Yunita Abdul Razak, M.Pd   Regita Cahyani Ginoga

NIP : 198006032005012009   NIM : 15.2.6.012

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : MTs Negeri 1 Manado

Kelas/Semester   : VIII (Delapan)/Genap

Mata Pelajaran   : Bahasa Inggris

Alokasi Waktu   : 3x40 menit

I. Tujuan Pembelajaran :

Setelah pembelajaran peserta didik dapat :

❖ Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

❖ Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

❖ Peserta didik dapat menunjukkan kesungguhan dalam belajar bahasa Inggris melalui kegiatan memahami lagu dan dapat mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lagu, serta dapat menangkap makna lagu.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi :

1.1   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.1   Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

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*)

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.

5.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagu dan pesan lagu

Indikator :

Mengidentifikasi unsur kebahasaan dan pesan dalam lagu

6.19 Menangkap makna lagu.

Indikator :

Merespon makna yang terdapat dalam lagu

K. Materi Pembelajaran
Pertemuan 1-3
- Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum berdasarkan teks bergambar yang terdapat pada buku *when english rings a bell*

Fungsi sosial

- Menyatakan tindakan/kejadian yang merupakan rutinitas dan kebenaran umum dalam menjaga hubungan interpersonal dengan guru dan teman
- Menghibur, mengungkapkan perasaan, mengajarkan pesan moral

Struktur teks

c. Tindakan/kejadian yang dilakukan/ terjadi secara rutin

- *I wake up at five every morning. Do you?*
  No, I don't.
  I wake up at four
- *Do you have breakfast before school?*
  Yes, I do.

Mom doesn't prepare breakfast for us.

We prepare it ourselves.

- *How often do you have English at school?*

We have it twice a week.

- *Who teaches you English?*

Mrs Anna does.

d. Tindakan/kejadian yang merupakan kebenaran umum

- *Where does the sun rise?*

It rises in the east

- *How does salt taste?*

It tastes salty

- *Dogs bark, cats meaow.*

Unsur kebahasaan

Ucapan, tekanan kata, intonasi, kosakata (*action verbs: go, do, teach, prepare*, adverb of time: every day, every morning, in the morning, at night, adverb of frequency: always, usually, sometimes dsb) dan tata bahasa (*Simple Present tense)*

Topik

- Berbagai hal terkait dengan kegiatan/ kejadian sehari-hari dan yang merupakan kebenaran umum, di rumah, sekolah, lingkungan sekitar

- Lagu- lagu tentang hewan

L. Metode Pembelajran
   Model Pembelajran Saintifik (berbasis keilmuan)

M. Media, Alat, dan Sumber Pelajaran
   3. Media   : Laptop, LCD, Loudspeaker, white board, marker
   4. Sumber Belajar   : buku *when English rings a bell*, lirik lagu

N. Langkah – langkah Pembelajaran
   4. Kegiatan pendahuluan
   - Memberi salam, mendahului pembelajran dengan berdo'a, kemudian mengecek kehadiran.
   - Meninjau kembali pembelajaran sebelumnya.
   - Menjelaskan tujuan pembelajran, dan materi pokok pembelajaran.
   5. Kegiatan Inti
      f. Mengamati
   - Siswa mengamati gambar yang terdapat pada buku halaman 88-92, siswa mengamati struktur kalimat, unsur kebahasaan yang terdapat pada setiap teks bergambar.

- Siswa mendengarkan/membaca berbagai contoh kalimat yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum sesuai dengan konteksnya serta responnya.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat/ungkapan yang menyatakan dan menanyakan tindakan/kejadian yag dilakukan/terjadi secara rutin atau merupakan kebenaran umum. (fungsi sosial, struktur teks, dan unsur Bahasa)
- Siswa mendengarkan lagu yang diperdengarkan lewat video/music
- Siswa menyayikan lagu bersama untuk memahami dan menghayati makna lagu tersebut
- Guru menanyakan serta menjelaskan pesan moral yang terdapat dalam lagu tersebut
  g. Mempertanyakan
- Dengan bimbingan dan arahan guru, siswa bertanya tentang perbedaan antar berbagai kalimat/ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan /terjadi secara rutin atau kebenaran umumnya dalam berbagai konteks
- Siswa menanyakan perbedaan lagu dalam berbagai konteks
  h. Mengeksplorasi
- Siswa membaca kalimat-kalimat yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan secara rutin atau merupakan kebenaran umum dari berbagai sumber.
- Siswa membuat kalimat yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan secara rutin atau merupakan kebenaran umum.

- Siswa menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur

- Siswa mendengarkan lagu lagu lainnya denagn memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas
- Guru membimbing siswa
  i. Mengasosiasikan
- Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi dari simple present tense
- Siswa menanyakan kembali (feedback)
- Siswa menarik kesimpulan tentang fungsi sosial, struktur teks dan unsur kebahasan.
- Siswa menganalisis beberapa lagu yang didengarnya dengan focus pada fungsi sosial, ungkapan dan unsur kebahasaan serta genre yang digunaka dalam lagu tersebut.
  j. Mengkomunikasikan
- Siswa menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum dengan bahasa Inggris, di dalam dan di luar kelas, di rumah dan di lingkungan sekitar

- Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya
- Siswa menjawab lirik yang telah dikosongkan
  6. Penutup
- Guru dan siswa membuat kesimpulan tentang materi yang telah dipelajari
- Guru dapat meminta siswa untuk meningkatkan pemahamannya melalui sumber belajar lain yang relevan.
- Guru memberikan tugas terhadap siswa.
- Guru menyampaikan rencana pembelajaran opada pertemuan berikutnya

O. Penilaian

Rubrik Penilaian 1

Koompetensi	Teknik penilaian	Instrument Penilaian
Sikap spiritual dan sosial	Observasi	Jurnal catatan sikap peserta didik
Pengetahuan	-Penugasan -Tes tertulis	-Tugas terstruktur dan tugas mandiri -uraian
Keterampilan	Praktik	Writing, speaking

Rubrik penilaian 2

	Poor (20)	Fair (21-40)	Average (41-60)	Good (61-80)	Excellent (81-100)
Comprehension					
Ability to focus					
General understanding					
Listening for details					

Accuracy of answer					

P. Instrument/soal

Coldplay – Fix You

When you try your 1._____, but you don't succeed

When you get what you want, but not what you 2.____

When you feel so tired, but you can't 3._____

Stuck in 4._____

And the tears come 5._____ down your face

When you lose something you can't replace

When you love 6._____, but it goes to waste

Could it be worse?

Lights will 7._____ you home

And ignite your bones

And I will try to fix you

And high up 8._____ or down below

When you're too in love to let it go

But if you never try you'll never 9._____

Just what you're 10._____

Lights will 11._____ you hom

And ignite your bones

And I will try to fix you

12._____ stream down your face

When you lose something you 13._____ replace

Tears stream down your face

And I...

Tears stream down your face

I 14._____ you I will learn from my

Tears stream down your face

And I...

Lights will guide you home

And ignite your 15._____ And I will try to fix you

Jawaban:

1. Best
2. Need
3. Sleep
4. Reverse
5. Streaming
6. Someone
7. Guide
8. Above
9. Know
10. Worth
11. Guide
12. Tears
13. Cannot
14. Promise
15. Bones

Manado, 06 januari 2020

Mengetahui,

Guru Bahasa inggris MTs N 1 Manado   Peneliti

Yunita Abdul Razak, M.Pd   Regita Cahyani Ginoga

NIP : 198006032005012009   NIM : 15.2.6.012

Appendix 1: List of Attendance

No	Name	Cycle 1			Cycle 2		
		1	2	3	1	2	3
1.	Aghnia Rahma Shafadina	H	H	H	H	H	H
2.	Aisyah Muthia Nugroho	H	H	H	H	H	H
3.	Bunga N. Alsha Paputungan	H	H	H	H	H	H
4.	Cahya Madani Suryanto	H	H	H	H	H	H
5.	Dea Listi Nurjanah	H	H	H	H	H	H
6.	Dezthayrah	H	H	H	H	H	H
	Hadid Nurizal Sopian	H	H	H	H	H	H
7.	M. Asyam Djalaluddin	H	H	H	H	H	H
8.	Muh. Nurlail Wira Adiyatma	H	H	H	H	H	H
9.	Muh. Syahril R. Mustopa	H	H	H	H	H	H
10.	Muh. Fadel Peapa	H	H	H	H	H	H
11.	Muhammad Dimas Abi Sarwan	H	H	H	H	H	H
12.	Nabil Isnan Sutarno	H	H	H	H	H	H
13.	Nurul Falah Jusuf	H	H	H	H	H	H
14.	Putri Aprilyana	H	H	H	H	H	H
15.	Putri Haerunisa Surahman	H	H	H	H	H	H
16.	Rafi Aditya Samadi	H	H	H	H	H	H
17.	Rangga Adityatma Ifran	H	H	H	H	H	H
18.	Rifaldy Yulianto Lengkong	H	H	H	H	H	H
19.	Salwa Salsabillah Hasan	H	H	H	H	H	H
20.	Seyra Yunus	H	H	H	H	H	H
21.	Siti Amaliah . IQ Nalda	H	H	H	H	H	H

22.	Siti Insyirah Olii	H	H	H	H	H	H
23.	Sri Wahyuni Taha	H	H	H	H	H	H
24.	Sumayya Syawie	H	H	H	H	H	H
25.	Syalshabillah I. Kasim	H	H	H	H	H	H
26.	Tengku Rasya Putera Monto	H	H	H	H	H	H
27.	Tiara Rugaya Bobihu	H	H	H	H	H	H
28.	Rizky Laluyan	H	H	H	H	H	H

Appendix 2: Assessment Rubric

	Poor (20)	Fair (21-40)	Average (41-60)	Good (61-80)	Excellent (81-100)
Comprehension					
Ability to focus					
General understanding					
Listening for details					
Accuracy of answer					

Listen to the song and fill in the blanks in the lyrics below :

Anna Marie – Perfect to me

Don't feel like 1.____ make-up on my cheeks

Do what I wanna

Love every 2._____ part of my body

Top to the bottom

I'm not a supermodel from a 3._____

I'm okay with not being perfect

'Cause that's perfect to me

'Cause that's perfect to me

'Cause that's perfect to me

No matter where I go, 4.____ stares at me

Not into fancy clothes, I'm rocking baggy jeans

Getting too close for 5._____

But comfort is what I need

So I eat my body weight in chocolate and ice cream, ah

Maybe I 6.____ my nails and don't think before I speak

Don't fit in any crowd, don't ever get much sleep

I wish my legs were bigger, bigger than New York city

And I'll love who I want to love

'Cause this love is 7.____ free

Don't feel like putting make-up on my cheeks

Do what I wanna

Love every single part of my body

Top to the bottom

I'm not a supermodel from a magazine

I'm okay with not 8._____ perfect

'Cause that's perfect to me

(La, la, la la, la, la, la la, la, la, la la)

'Cause that's perfect to me

(La, la, la la, la, la, la la, la, la, la la)

'Cause that's perfect to me

Sometimes I wake up late

And don't even 9._____ my teeth

Just wanna stuff my face with leftover mac and cheese

You know I get depressed

Are you impressed with my 10._____?

But I'll wear what I wanna wear

'Cause I'm cool with what's underneath, mmm

I wanna kiss someone that I'll 11.___ see again

I wanna go somewhere and go there with all my friends

I wanna take my family to go and see Eminem

'Cause my 12._____ been in love with him

Since like we were ten

Don't feel like putting make-up on my cheeks

Do what I wanna

Love every single part of my body

Top to the bottom

I'm not a supermodel from a magazine

I'm okay with not being perfect

'Cause that's perfect to me

(La, la, la la, la, la, la la, la, la, la la)

'Cause that's perfect to me

(La, la, la la, la, la, la la, la, la, la la)

'Cause that's perfect to me

If you don't wanna 13.____ make-up, don't wear make-up

If you don't wanna break-up, then kiss and make up

14._____ if you wanna you can go home

You can say that enough is enough, ah

15._____, this is your time

Time for your life to be yours

Don't feel like putting makeup on my cheeks (oh, oh)

Do what I wanna (no, no, no)

Love every single part of my body

(I love every single part of my body)

Top to the bottom

I'm not a supermodel from a magazine (yeah)

I'm okay with not being perfect

'Cause that's perfect to me

Appendix 4: Students score in Pre-Test

Pre Cycle Table

No	Students Name	Score	Explanation	Categories
1.	Dea Listi Nurjanah	60	Not Complete	Average
2.	Syalshabillah I. Kasim	60	Not Complete	Average
3.	Hadid Nurizal Sopian	50	Not Complete	Average
4.	Rizky Laluyan	70	Not Complete	Good
5.	Muhammad Rifqy D. Abisarwah	50	Not Complete	Average
6.	Putri Haerunisa Surahman	30	Not Complete	Fair
7.	Salwa Salsabillah Hasan	65	Not Complete	Good
8.	Cahya M. Suyanto	60	Not Complete	Average
9.	Muh. Nurlail Wira Adiyatma	70	Not Complete	Good
10	Siti Insyirah Olii	65	Not Complete	Good

11	Muh. Syahrlil Ramadhan Mustopa	55	Not Complete	Average
12	Putri Aprilyana	65	Not Complete	Good
13	Tiara Rugaya Bobihu	80	Complete	Good
14	Sri Wahyuni Taha	75	Not Complete	Good
15	Raji Aditya Samadi	65	Not Complete	Good
16	Seyra Yunus	90	Complete	Excellent
17	Rangga Adityatma Ifran	90	Complete	Excellent
18	Fadel Paepa	60	Not Complete	Average
19	Aisyah Muthia Nugroho	70	Not Complete	Good
20	Bunga Paputungan	70	Not Complete	Good
21	Aghnia Rahma Shafadina	70	Not Complete	Good
22	Dezthayrah	90	Complete	Excellent
23	Siti Amaliah Nalda	40	Not Complete	Fair
24	Nabil Isnan Sutarno	55	Not Complete	Average
25	Nurul Falah Jusuf	65	Not Complete	Good
26	Rifaldy Yulianto Lengkong	50	Not Complete	Average

27	Sumayya Syawie	55	Not Complete	Average
28	Tengku Rasya Putra Monto	40	Not Complete	Fair
29	M. Asyam Djaliludin	60	Not Complete	Average
Total		1.765		
High Score		90		
Lowest Score		30		
Average Score		60,86		

Appendix 5: Test Instrument Cycle 1

Listen to the song and fill in the blanks in the lyrics below:

Baby Animals

Look my friend

____(1) my friend

There's a baby ____(2)

Let's ____(3) out what they're call

Baby ____(4) we call ____(5)

Let's find out what they're ___(6)

Baby ____(7) we call ____(8)

Look my friend

____(9) my friend

There's a baby ____(10)

Lets ___(11) out what they're call

Baby ____(12) we call ____(13)

Lets ___(14) out what they're call

Baby ___(15) we call a ____(16)

It's so ___(17) it's so ____(18)

It's a baby animal

I love it you love it

We love baby animal

Appendix 6: Students Score in Cycle 1

Post-test Cycle I table

No	Name	Score	Explanation	Categories
1.	Dea Listi Nurjanah	60	Not Comlpete	Average
2.	Syalshabillah I. Kasim	80	Complete	Good
3.	Hadid Nurizal Sopian	60	Not Complete	Average
4.	Rizky Laluyan	80	Complete	Good
5.	Muhammad Rifqy D. Abisarwah	65	Not Complete	Good
6.	Putri Haerunisa Surahman	60	Not Complete	Average
7.	Salwa Salsabillah Hasan	70	Not Complete	Good
8.	Cahya M. Suyanto	70	Not Complete	Good
9.	Muh. Nurlail Wira Adiyatma	80	Complete	Good
10.	Siti Insyirah Olii	65	Not Complete	Good
11.	Muh. Syahrlil Ramadhan Mustopa	65	Not Complete	Good

12.	Putri Aprilyana	70	Not Complete	Good
13.	Tiara Rugaya Bobihu	65	Not Complete	Good
14.	Sri Wahyuni Taha	70	Not Complete	Good
15.	Raji Aditya Samadi	70	Not Complete	Good
16.	Seyra Yunus	70	Not Complete	Good
17.	Rangga Adityatma Ifran	95	Complete	Excellent
18.	Fadel Paepa	60	Not Complete	Average
19.	Aisyah Muthia Nugroho	65	Not Complete	Good
20.	Bunga Paputungan	65	Not Complete	Good
21.	Aghnia Rahma Shafadina	80	Complete	Good
22.	Dezthayrah	95	Complete	Excellent
23.	Siti Amaliah Nalda	80	Complete	Good
24.	Nabil Isnan Sutarno	60	Not Complete	Average
25.	Nurul Falah Jusuf	50	Not Complete	Average
26.	Rifaldy Yulianto Lengkong	65	Not Complete	Good
27.	Sumayya Syawie	65	Not Complete	Good

28.	Tengku Rasya Putra Monto	60	Not Complete	Average
29.	M. Asyam Djaliludin	65	Not Complete	Good
Total		1.990		
High Score		95		
Lowest Score		50		
Average Score		68,62		

Appendix 7: Test Instrument Cycle 2

Listen to the song and fill in the blanks in the lyrics below:

Coldplay – Fix You

When you try your 1._____, but you don't succeed

When you get what you want, but not what you 2.____

When you feel so tired, but you can't 3._____

Stuck in 4._____

And the tears come 5._____ down your face

When you lose something you can't replace

When you love 6._____, but it goes to waste

Could it be worse?

Lights will 7._____ you home

And ignite your bones

And I will try to fix you

And high up 8._____ or down below

When you're too in love to let it go

But if you never try you'll never 9._____

Just what you're 10._____

Lights will 11._____ you home

And ignite your bones

And I will try to fix you

12._____ stream down your face

When you lose something you 13._____ replace

Tears stream down your face

And I...

Tears stream down your face

I 14._____ you I will learn from my

Tears stream down your face

And I...

Lights will guide you home

And ignite your 15._____ And I will try to fix you

Appendix 8: Students score in Cycle 2

Post-test Cycle II

No	Name	Score	Explanation	Categories
1.	Dea Listi Nurjanah	80	Complete	Good
2.	Syalshabillah I. Kasim	80	Complete	Good
3.	Hadid Nurizal Sopian	80	Complete	Good
4.	Rizky Laluyan	80	Complete	Good
5.	Muhammad Rifqy D. Abisarwah	75	Not Complete	Good
6.	Putri Haerunisa Surahman	78	Complete	Good
7.	Salwa Salsabillah Hasan	80	Complete	Good
8.	Cahya M. Suyanto	78	Complete	Good
9.	Muh. Nurlail Wira Adiyatma	85	Complete	Excellent
10.	Siti Insyirah Olii	80	Complete	Good
11.	Muh. Syahrlil Ramadhan Mustopa	78	Complete	Good

12.	Putri Aprilyana	78	Complete	Good
13.	Tiara Rugaya Bobihu	80	Complete	Good
14.	Sri Wahyuni Taha	80	Complete	Good
15.	Raji Aditya Samadi	80	Complete	Good
16.	Seyra Yunus	90	Complete	Excellent
17.	Rangga Adityatma Ifran	95	Complete	Excellent
18.	Fadel Paepa	78	Complete	Good
19.	Aisyah Muthia Nugroho	78	Complete	Good
20.	Bunga Paputungan	80	Complete	Good
21.	Aghnia Rahma Shafadina	80	Complete	Good
22.	Dezthayrah	95	Complete	Excellent
23.	Siti Amaliah Nalda	80	Complete	Good
24.	Nabil Isnan Sutarno	78	Complete	Good
25.	Nurul Falah Jusuf	78	Complete	good
26.	Rifaldy Yulianto Lengkong	80	Complete	Good
27.	Sumayya Syawie	78	Complete	Good

28.	Tengku Rasya Putra Monto	75	Not Complete	Good
29.	M. Asyam Djaliludin	78	Complete	Good
Total		2.334		
High Score		95		
Lowest Score		75		
Average Score		80,48		

Appendix 9: Observations Checklist

| No	Statement	Score	
		Yes	**No**
1	Teacher prepares the material	√	
2	Teacher can manage classroom condition well	√	
3	Teacher uses time effectively	√	
4	The method that used by the teacher is interesting	√	
5	Teacher being friendly to the student	√	
6	Teacher provides teaching aids	√	
7	Teacher asks the students' difficulties	√	
8	Students pay attention to the teacher when explaining	√	
9	Students ask the teacher about the explanation given	√	
10	Students understand the explanation given by the teacher	√	
11	Students active in the class	√	
12	Students dare asks and answer in the class	√	
13	Students feel glad during the lesson	√	
14	Students feel bored during the learning process	√	

Appendix 10: Documentation

Material explanation process

The process of providing material
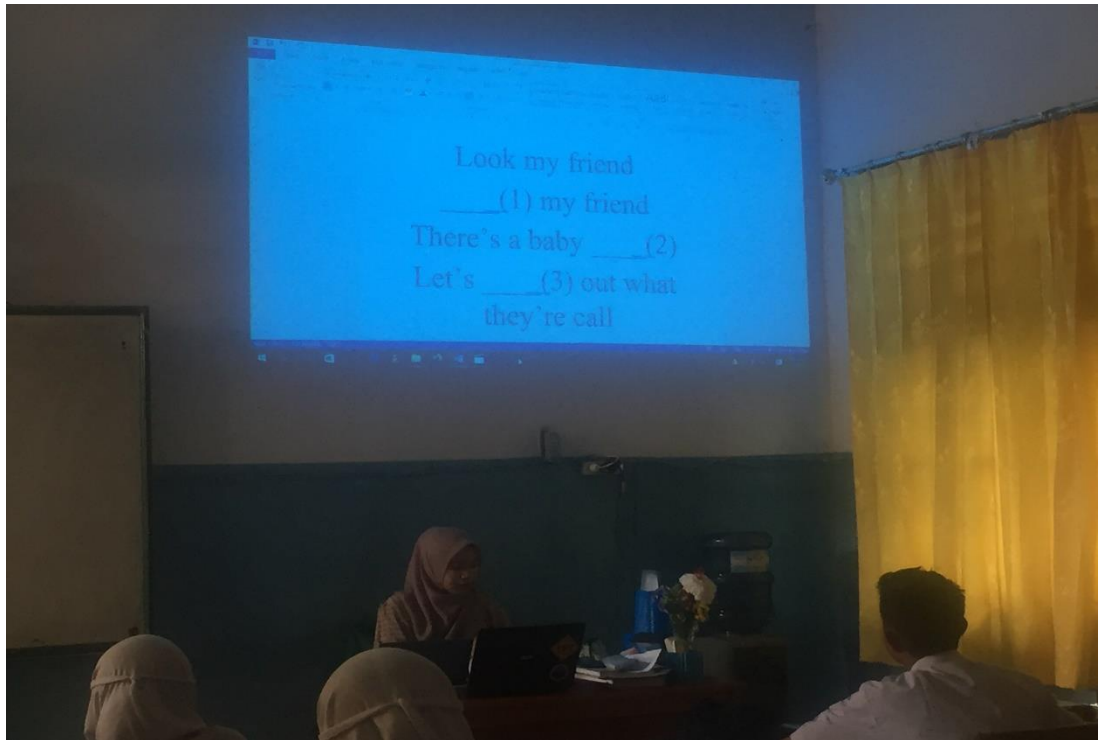
Researcher give the assignment to students

Students answer the assignment

Researcher collect the task

RESEARCHER BIOGRAPHY

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Mother   : Meni Mamonto (Almh)

Educational Background

Kindergarten   : TK Beringin Moyongkota (2002-2003)

Elementary School   : SDN 3 Moyongkota (2003-2009

Junior High School   : SMP Negeri 6 Kotamobagu (2009-2012)

Senior High School   : SMA Negeri 3 Kotamobagu (2012-2015)

Organizational Experience   : Member of HMPS TBI IAIN Manado 2018

Manado, 28 February 2020

The Researcher,

Regita Cahyani Ginoga