

**THE INFLUENCE OF ENGLISH SONG TO IMPROVE
STUDENT'S LISTENING COMPREHENSION
OF GRADE ELEVEN AT
SMKN 1 MEPANGA**



A SKRIPSI

*Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
at the Teacher Training and Tarbiyah Faculty State
Islamic University Datokarama Palu*

By

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ABSTRACT

Reza Ardiyanto (2020), “THE INFLUENCE OF ENGLISH SONG TO IMPROVE STUDENT’S LISTENING COMPREHENSION OF GRADE ELEVEN AT SMK NEGERI 1 MEPANGA”, English Tadris Department, Teacher Training & Tarbiyah Faculty, State Institut Islamic Studies (IAIN) Palu. Under the supervision of Muhammad Ihsan and Fitriingsih.

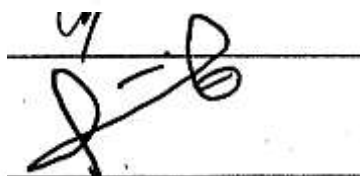
This research aims to know the sign of applying English song to improve student’s listening comprehension of grade eleven at SMK Negeri 1 Mepanga. This research employed quasi and need pre-test and post-test to both experimental class and control class. The population of this research was all students in the grade XI students of SMK Negeri 1 Mepanga. The sample was selected by using purposive sampling technique. The sample was 20 students of class XI A as the control class and XI B as an experimental class. The writer analyzed the data used statistically data. The result of the data analysis shows that the mean score of the experimental class was 90% and the mean score of control class was 60%. In analyzing the data, the writer used 0,05 level of significance. The result of t-counted (0,000) which was lower than (0,05) or $0,000 < 0,05$, it means that H_0 was rejected and H_a accepted. Therefore, the application of English song was significant to improve students’ listening comprehension.

APPROVAL SHEET

A skripsi entitled “The Influence of English Song to Improve Student’s Listening Comprehension of Grade Eleven at SMK Negeri 1 Mepanga” by Reza Ardiyanto NIM: 16.1.16.0071, student of English Department at Teacher Training and Tarbiyah Faculty State Institute of Islamic (IAIN) Palu, after observing and correcting the skripsi, each supervisor sees’ that skripsi has fulfilled scientific requirements for examination.

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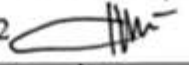





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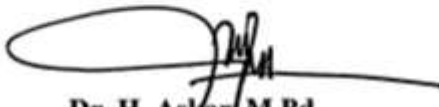
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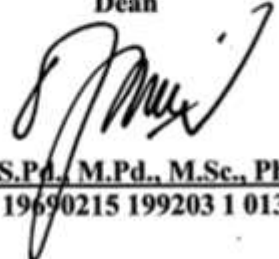
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Praise is only rendered to Allah SWT, the almighty, for the mercy and strength so that the writer can finish this Skripsi entitled: “THE INFLUENCE OF ENGLISH SONG TO IMPROVE STUDENT’S LISTENING COMPREHENSION OF GRADE ELEVEN AT SMK NEGERI 1 MEPANGA”. This Skripsi is written as partial fulfillment of the requirements for degree of sarjana of English Department at Teacher Training and Tarbiyah Faculty, State Institute for Islamic Studies (IAIN) Palu.

This Skripsi could not be completed without a great deal of help from many people who always guide and suggest the writer in constructing this Skripsi. May Allah SWT give Gracious to you all.

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CHAPTER I

INTRODUCTION

A. Background of Study

English has four skills that must be mastered. They are reading, writing, speaking, and listening. The four capabilities must be mastered in order to the English language very well. Listening is a skill that very difficult to be mastered so this skill that must be comprehended in learning English. Listening skill can be improved by song. There are many ways to improve listening skills, one of the ways is using English songs. Many people like to listen an English song. In English song, unconsciously the listener can learn new words and vocabulary. People who listen to the English song can comprehend the mean of the text in listening.

Students who learn English language can not be separated from the role of the teacher, the method used and material support based on the applicable curriculum, always expected to accommodate all the material with a very simple, communicative, enable the basic thinking of students, allows teachers to use and make students enjoy learning¹.

Listening is one of the indispensable abilities to study the language. Listening is a foundation in speaking and writing. If a student does not receive effective

¹ Kasihani, "*English for Young Learners*", (Jakarta, Bumi askara,2007), 113

listening, He or She may not perform well in writing and speaking since the two output abilities are more difficult. Listening is important because listening helps students lay the foundation for speaking and writing. Through listening, students can acquire decent pronunciation and learn many useful words, phrases, and sentences. Although there is increasing recognition of the importance of listening, there are still many problems for teaching listening to second language learners in the classroom.

Listening ability is also important to be mastered to make good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. Listening is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.

Listening activities are required in academic context, Listening activities requires a desire to understand another human being. In EFL (English Foreign Language) class the students have difficulties in communication. These problems are not only because of their ability, but also from their activity in listening class. For EFL teachers in traditional classrooms is dealing with a passive class where the students being unresponsive and avoid interaction with the teacher. To overcome these problems, developing such an interactive way to teach listening is

recommended. Considering the learning style also necessary when creating a lesson, presenting material and eliciting effective listening².

The writer will use song as a media to improve student's listening comprehension, it is also able to make students interested and motivated in the learning process. The songs can make them more interested. The writer states that one of the strategies that can be used to improve student's listening comprehension by the teacher is a song as a media in the learning process.

B. Problem Statement

Based on the background above, the research question is as follows:

“Can English song improve student's vocabulary in listening class in grade XI of SMKN 1 MEPANGA?”

C. Objective of the Research

Based on the research question above, there are two objectives of this research:

1. To describe the implementation of English songs to improve student's vocabulary in listening class in grade XI of SMKN 1 MEPANGA.
2. To find the improvement of student's vocabulary in listening class through English song in grade XI of SMKN 1 MEPANGA.

D. Significance of the Research

² Beal et al, “*State of the Context Listening in Education*” International Journal of Instruction Vol 9 (Routledge: Taylor and Francis Group, 2008), 22

The writer expects that the result of this research would be useful for English teachers, students and the writer. First, the teachers can use songs in their learning process because song will be the best method of teaching listening in the English class. Second, students can enjoy themselves in the learning process English listening class. And finally, for the writer as a coming teacher, this research will be useful to give him important experience in teaching English especially in listening.

E. Scope of the Research

The limitation is needed to make the research more specific. The writer focused on the media, is English songs can improve students' listening comprehension in listening class. In this research, the writer gives the students a test about the song and the students answer the questions.

F. Operational Definition of Key Terms

The writer uses some operational definitions of key terms to explain the meaning of them in this research. The operational definition of the key terms is as follows:

1. Influencing is the capacity to have an effect on the character, development, or behavior of someone or something.
2. English song is a group of words that consist of melody, rhythm, and lyrics.

3. Listening comprehension is an active process of constructing meaning, and that is done by applying knowledge to the incoming sound³.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Studies

The function of previous studies was to support the writer or took the differences between those previous studies. When the writer reviewed the literature, he has found one study that relate to his study. The study is entitled "*The use of songs in teaching students' listening ability*"⁴. From the research he used a quasi-experimental research design. The result of the research showed that, there are 60 students of second grade in a junior high school in Sumedang were selected as the sample of the research. The sample was divided into two classes; experimental class and control class. Each class consisted of thirty students. Both of classes were tested by pre-test and post-test. Before giving the post-test one of

³ Lisyati, "*The Effect of Student's Schemata Toward Their Listening Comprehension Achievement*", (Banda Aceh: Unpublished, 2014), 31

⁴ Apin Hidayat, "*The Use of Songs in Teaching Students' Listening Ability*", Journal of English and Education, (Depok: Departmen of English Education Indonesia University, 2013), 21

both classes was given the treatment by the writer. The results of this study was the use of the song was effective in improving students listening ability. It can be concluded that result the pre-test and post-test scores of experimental are different, there was an improvement in student's listening ability.

The study entitled by Ayatika Adawiya "*The effectiveness of popular songs in improving student's listening skill*"⁵. The method used in the study was a quantitative method with a quasi-experimental design. Totally as sample she has 400 students in 10 classes for her research. She divided into two groups, the controlled group consisted of 5 classes, and the experimental group consisted of 5 classes. Both of groups were different. In the controlled group there was no treatment, but in the experimental group had a treatment. The result of the study showed that, there are different scores between the controlled group and experimental group and she found some improvement between the controlled group and experimental group after given the pre-test and post-test. The popular song was effective to improve student's listening skill of seventh-grade junior high school of SMPN 10 Tangerang Selatan.

Another study, entitled "*improving listening comprehension through listening to songs for the students of SMKN 2 Depok Sleman Yogyakarta*"⁶. This study discussed and analyzed the use of song to help improve listening comprehension in listening class for the third grade of SMKN 2 Depok Sleman Yogyakarta. The major concern was about the description of song implementation

⁵ Ayatika Adawiya, "*The Effectiveness of Popular Songs in Improving Student's Listening Skill*", (Jakarta: Unpublish, 2017), 33

⁶ Prames Ayuningtyas, "*Improving Listening comprehension through Listening to Songs for The Students of SMKN 2 Depok Sleman Yogyakarta*", (Yogyakarta: Unpublished, 2008), 43

in the classroom and the extent to which the use of songs could help the students improve their listening comprehension in listening class. In this study, the researcher adopted descriptive qualitative research as a research method. The research findings revealed that songs improved the student's listening comprehension, particularly in terms of their memorization of the new words and their pronunciation practice during the listening process. In terms of applying the new words in a real context, several students liked using the new words spontaneously, where the others liked using them in written form. From this study, it was obvious that song implementation was appropriate for vocational high school students to help improve their listening comprehension in listening class.

Based on the previous studies above, it can be summarized that English songs can improve Students' vocabulary and listening skill in the classroom. Through English song the students can learn new vocabulary that never been heard and taught before. That is why a song can be one of the best media to improve students' listening comprehension.

B. Literature Review

1. Listening Skill

Listening is one of the skills in English that is used to identify the sounds, words of a language what another person says. Students must be knowing about listening because it is very important to improve their knowledge about English. Listening is a skill in using language, which requires a desire to understand

another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another point of view.

The experts explain the definition of listening in their own words, listening is the ability to identify and understand others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning⁷. It means listening can help the listener to easier to understand what another says.

Another suggested that, listening comprehension is a complex activity, Coordinating sounds, Vocabulary, grammatical structures, and background knowledge with a great deal of mental processed on the part to the listener.⁸

a. The Process of Listening

In the English listening process there are several processes to comprehend the meaning clearly. Actually occur in five stages there are hearing, understanding, remembering, evaluating, and responding.⁹

1. Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you need not listen

⁷ Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom" International Journal of Academy Research in Progressive Education and Development Vol. 2, (2013), 117

⁸ J. Snell, "Improving Teacher-Students Interaction in the EFL Classroom" (Learning Media, <http://iteslj.org/Articles/Snell-Interaction.html>, accessed on January 13, 2020)

⁹ Shofiyah, "The Use of Children Song to Improve Students Listening Skill", (Semarang: Unpublished, 2015), 29

to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.

2. Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like a blue uniform that has symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols.

3. Remembering

Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. Listening to our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

4. Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too

soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

5. Responding

This stage requires that the receiver complete the process through verbal and nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

b. Difficulties of Listening

Difficulty is a major problem for the students in listening class. Listening may seem a difficult subject because the students sometimes have a difficulty in paying attention to the listening material so they fail to understand what has been heard. There are some factors that influence listening difficulties¹⁰:

1. The organization of information
2. The familiarity of the topic
3. The explicitness and sufficiency of the information
4. The type of referring expression used

There are four main factors which can affect the difficulties of oral language tasks especially in listening activity. The first is the speaker, it is

¹⁰ Anderson and Lynch, "*Listening*", (Oxford: Oxford University Press, 1991), 25

related to how many the speakers are, how quickly they speak, what types of accent they have. Second is the listener, It is involves the role of the listener, the level of the response required and the listener interest in the topic. Thirdly is the content, it is related to the grammar, vocabulary, information structure, and prior knowledge of the listener expected. The last is support, it means that whether there are supporting materials in listening tasks, it can be pictures, diagrams, or other visual aid to support the text.¹¹

c. Strategies of Listening

Strategies of listening are techniques or activities that contribute directly to the comprehension. In the listening learning process we have to know the strategies to make easier the listener to understand the content of listening. There are strategies that the writer can explain. The first one, we have to focus to the main idea from the content of listening, the second one the listener can predicting what words or sound from the content, the third one the listener can write the words that listener hear, it is made easier the listener to remind the words that listener got. And the last one the listener can write the right words that listener got.

2. Listening Comprehension

Listening comprehension consist of two words: listening and comprehension. Listening is derived from “listen” which means pay attention to somebody or something that you can hear. Furthermore, listening is one of the most challenging

¹¹ Nunan, “*Research method in Language learning*”, (UK: Prentice Hall International, 1991), 23-24

skills for students to be developed and also need to be taken as one the skills, developing their ability to listen well, the teacher will develop students' ability to be more independent learners¹². Another word was comprehension, comprehension has two meaning. They are: (1) Ability to understand something. (2) Exercise that trains students to understand the language¹³. Listening comprehension in this research mean students' ability in understanding listening based the song.

Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from different sound, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual pronunciation¹⁴. Listening comprehension is a complex activity. Coordinating sounds, vocabularies, grammatical structures, and background knowledge with great deal of mental processes on the part to the listeners¹⁵

¹² Riza, "*The Effectiveness of Using Song to Increase Student's Listening Skill*", (Purworejo: Unpublished, 2012), 8

¹³ Lisyati, "*The Effect of Student's Schemata Toward Their Listening Comprehension Achievement*", (Banda Aceh: Unpublished, 2014), 8

¹⁴ Hamouda, "*An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*", (International Journal of Academic Research in Progressive Education and Development, 2013), 117

¹⁵ Shang, "*Listening Strategy Use and Linguistics Pattern in Listening Comprehension By EFL Learners*", (Taiwan: The International Journal of Listening, 2008), 30

3. English Songs

Song is a group of wonderful words, there are messages that presented with wonderful music. Song is a short piece of music with words that you sing.¹⁶ In the real-life, song can be enjoyed by everyone, it can be enjoyed by teenagers, adults, and even old people. Pronunciation of the song, it can the way we pronounce a word and the intonation of the words.

According to Richard a song is a relatively short musical composition for the human voice, which features words or lyrics. Sometimes it has rhymes and uses a language style that is different from the language style which is used in a scientific or formal text. The words within a song are sung in particular tones, rhythms and styles.¹⁷

A song usually is accompanied by musical instruments, which perfect and beautify its performance. They also use beautiful words and convey subjective feelings. Song is an ideal vocabulary learning media for students. It is because the song helps students remember the vocabulary easily.

¹⁶ A S Hornby, "*Oxford Advanced Learner's Dictionary*" (Inggris: Oxford University Press, 2015), 1488

¹⁷ Richard, "*Studying Popular Music*", (Philadelphia: Open University Press, 2002), 40

R. Limbong argue that the involvement of more time and attention in the English classroom pop song activity can motivate students since the activity uses their knowledge, music, and language¹⁸. It is believed that pop songs make the teaching and learning activity meaningful and useful. Therefore, students welcome enthusiastically the involvement of pop songs in English learning.

One of many songs genres is a pop song that comes from pop music (a term that originally derives from and an abbreviation of “popular”.) The word popular music and pop music is interchangeably, even though the former is a description of music which is popular and can include any style, whilst the latter is a specific genre containing qualities of mass appeal.¹⁹

The encyclopedia Americana gives a description of the song as follows “A short set a poetic text, with equal importance given to the music and the words. It may be written for one or several voices is generally performed with instrumental accompaniment”. Song can make students happy and relax, so it can help them to improve their listening skills in the English learning process, in other opinion music or song can help promote a relaxed atmosphere in the classroom. Procedure in applying the songs, to apply songs in the classroom, the teacher should also plan an application sequence of the songs. In applying a songs, the writer offers two procedures suggested by Ur, Wright²⁰

¹⁸ R. Limbong, “*Enriching Students Vocabulary using English Pop Song*”, (Unpublish: 2012), 224

¹⁹ Lams, “*Music Works: Music for Adult English Language Learners New Directions For Adult and Continuing Education*”, (Cambridge: Cambridge University Press, 2005), 107

²⁰ Ur and Wright, “*Teaching Listening Comprehension*”, (Beijing: People Education Press, 2000), 15

1. The procedure suggested by Ur and Wright²¹ is as follows :
 - a. Preparation: select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.
 - b. Procedure: first, play the song a tape or sing it to yourself, second shows the words of the song; third, ask the students to follow the words; the fourth sing while you play it again.

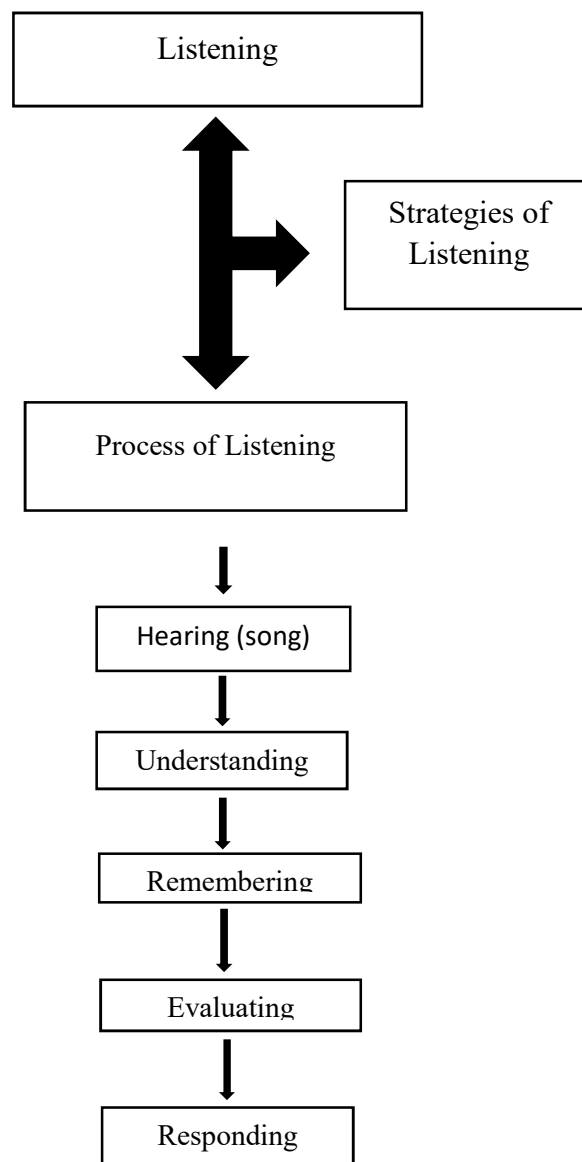
2. Using English Songs in Teaching Vocabulary

Songs have been parts of the human experience. By using songs, the atmosphere of classroom becomes more relaxed and comfortable. “Songs introduce an atmosphere of fun, and formality in the classroom that is a far more conducive environment for language learning than a strictly regimented atmosphere. When the atmosphere of class is fresh, it will guarantee that the students feel fresh in learning vocabulary”²². It means that songs can encourage one to have motivation to learn vocabulary. In other words, we can say that songs provide an opportunity from classroom routine for vocabulary activities. And by using songs, teacher can apply their own ways to improve students’ creativity.

²¹ Ur and Wright, *“Teaching Listening Comprehension”*, (Beijing: People Education Press, 2000), 34

²² Nambiar, *“The Use of Pop Song in Language Learning”*, (Guide Lines. Vol.7, 1980), 80

C. Theoretical Framework



Listening is one of the most important skills in the English learning process. Without knowing the listening skill, we have difficulty studying English in the class.

Listening in the learning process is to improve students listening skills using the pop songs as media. To improve students listening skill we have to know the strategies of listening to make the students easier in the process of listening, one of the strategies to make students easy to understand the content of listening to The first one, we have to focus to the main idea from the content of listening, the second one the listener can predicting what words or sound from the content, the third one the listener can write the words that listener hear, it is made easier the listener to remind the words that listener got. And the last one the listener can write the right words that listener got.

After knowing the process of listening the students follows strategies of listening. There are five processes in listening class namely, hearing, understanding, remembering, evaluating, responding. The five processes of listening is very important to should know by the students before to doing listening activity in the learning process.

D. Hypothesis

Ho: There is no effect of the use of English song in the listening comprehension on student's learning outcomes in grade eleven of SMKN 1 MEPANGA.

Ha: There is an effect of the use of English song in the listening comprehension on student's learning outcomes in grade eleven of SMKN 1 MEPANGA.

The hypothesis of the research is there an effect of the use of English song to improve student's listening comprehension of grade eleven at SMKN 1 MEPANGA.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach

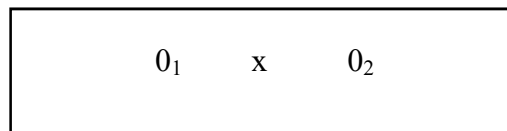
The quantitative method is a method that will the writer used with a quasi-experimental design. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematical methods (particular of statistics)²³.

B. Research Design

In conducting this research, the writer used a quasi-experimental design with an experimental class and a control class that is not randomly chosen. Both class will be taken from the class that already formed by

²³ Danil, "*Doing Quantitative Research in Education*", (London: SPSS, 2004), 3

looking at the same condition. Then, the writer used one kind of pre-experimental teaching design. Namely the pre-test group and post-test design. In a pre-experimental design, students are being served with treatment which is presumed to cause the changes on them either a single group or multiple groups are being observed subsequently to some agents or treatments presumed to cause the change. Cohen, Manion, and Morrison²⁴ represented a pre-test group and post-test design as cited below:



O_2 : Post-tes

X : Treatment

The pre-test was administered before treatment (O_1) and the post-test was administered after treatment (O_2). The treatment was applied in order to know the effect of treatments that have been given. Where, the pre-test and post-test were given only for one group, it means that there is no control group. Because it has been using the first test so that the magnitude from the effects of the experiment can be known with certainty. The success of the treatment is caused after comparing the pre-test to the post-test result.

C. Population and Sample

²⁴ Cohen, Manion, and Morrison, "*Research Method in Education*", (London: Routledge, 2007), 213

1. Population

A population is the total of all the individuals who have certain characteristics and are being the interest of a writer. The expert explains about population, one of expert is James H, Millan and Sally Schumacer²⁵ states that the population consists of all the subjects that will be studied. It includes all the possible cases (persons, objects, events) that constitute a known whole. The population in this research is all the six-grade students of SMKN 1 MEPANGA. The grade is classified into six classes, grade one until grade six. Each grade have many kinds of study programs like TKJ, ACCOUNTING and AGRICULTURE. Two classes for TKJ, two classes for ACCOUNTING, and two classes for AGRICULTURE. Each class consist of 24-26 students. So the total of population is 148 students.

2. Sample

The sample of this study was selected by using purposive sampling technique. As mentioned by Muijs²⁶, in conducting a quasi-experimental study, the control and experimental group must be as similar possible as in gender, achievement, or ability. So the writer will choose grade eleventh of accounting as the sample in this study. Grade eleventh of accounting are consist of two classes, both of the classes have similar characteristics. The experiment class was Grade eleven of

²⁵ James H, Millan and Sally Schumacer, "*Research in Education*", (Boston: Pearson Education, 2006), 119

²⁶ Daniel Mujis, "*Doing Quantitative Research in Education* ", (London: 2004), 28

accounting a consisting of 24 students. Whereas the control class was Grade eleven of accounting B which consistsing of 24 students. So, the total sample of this research was 48 students.

D. Variables of the Research

Each research has variables that influence each other. “A variable is a construct or a characteristic that can take on different values or scores²⁷.” The dependent variable was the one that influence by the independent variable. Moreover, Creswell also points out that a variable refers to the characteristic or attribute of an organization that can be measured or observed and that varies among the people or organization being studied.

In this study there are two variables. There are independent variables and dependent variables. The independent variable is the English songs as teaching material in the class. The dependent variable is the student’s listening comprehension of SMKN 1 MEPANGA.

E. Instrument of the Research

Instrument is the tool used by the writer in the process of collecting data. The instruments were observation, interview and test. First, before gathering information, the writer conducted observation on the learning

²⁷ Ary, Jacobs, and Razavieh, “*Introduction to Research in Education* “, (CA: Wadsworth, 2002), 34

and teaching to notice process the teacher style in presenting material and the students' appreciate in English lesson.

Second, the writer conducted the interview to the English teacher of grade XI students of SMKN 1 MEPANGA in order to get information such as students characteristic in learning English, student's motivation, and also ask the teacher experience in teaching English. This interview was carried out after conducting observation. Finally, the writer gave the test. The test consist of pretest and posttest. The test is fill in the blank test.

F. Procedure of collecting Data

In collecting the data, the writer will carry out the following procedures:

1. Asking permission to the headmaster of SMKN 1 MEPANGA to conduct the experiment.
2. Giving pre-tests to explore the data of student's listening comprehension in listening class before using the treatments.
3. Giving the treatments.
4. Giving a post-test to find out the data result of student' listening comprehension in listening class.

G. Technique of data analysis

The technique is used to describe of each research variable by showed descriptive statistics analysis:

1. Classifying the score of the students test

Classify the score of the students listening test by the following classification.

Table 1
Classifying the Score of the Test

Score	Category
80 – 100	Excellent
66 – 79	Good
60 – 65	Sufficient
40 – 59	Low
>40	Poor

2. Test of Normality

The Data of normality testing is obtained after the research results are obtained and the data will be tested whether it is normally distributed or not. One of the ways that can be done by using IBM SPSS Statistics 17 for Windows application.

Basic of retrieval decision

- If the value is significance $> 0,05$ then the residual value is normally distributed
- If the value is significance $< 0,05$ then the residual value is not normally distributed

3. Test of Homogeneity

The homogeneity test is a test of the variance of two or more distributions. Homogeneity test is carried out to determine whether the data in variables X and Y are homogeneous or not.

Basic of retrieval decision

- If the value is significance $> 0,05$ then the data distribution is homogeneous
- If the value is significance $< 0,05$ then the data distribution is not homogeneous

4. Hypothesis Testing

Hypothesis testing is used to determine whether there is or not influence of English song to improve listening comprehension of grade eleven at SMKN 1 MEPANGA. The writer conducted the dependent Sample T-Test with using the IBM SPSS Statistics 17 for Windows application. Hypothesis testing conducted to find out there is a differences of the average learning between the experimental class and the control class.

The criteria for testing the hypothesis are:

- If the significance value (2-tailed) < 0.05 , then H_0 is rejected
- If the significance value (2-tailed) > 0.05 , then H_0 is accepted

The statistical hypothesis in this study is:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

Description:

Ho: There is no effect of the use of English song in the listening comprehension on students learning outcomes in grade eleven of SMKN 1 MEPANGA

Ha: There is an effect of the use of English songs in the listening comprehension on student learning outcomes in grade eleven of SMKN 1 MEPANGA

μ_1 : Average student learning outcomes in the experimental class

μ_2 : Average student learning outcomes in the control class.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The writer has analyzed and presents the data obtained through test instruments, namely observation, interview and test on this chapter. The writer analyzed the data obtained from both experimental class and control class. The test (pretest-posttest) to both sample classes measuring the student's ability in comprehending listening using song before and after treatment. The result of each test was compared to measure whether the use of English song can improve listening comprehension or not in listening subject.

B. Findings of Observation

The observation was intended to know the real condition of English classroom activities and teaching of English listening in SMKN 1 MEPANGA.

The results of observation presented below:

- a. Before dealing with the discussion of the topic, the teacher first gave the students some questions related to the topic discussed. It means the teacher applied warming up activities.
- b. In the presenting the materials, the teacher used the Indonesian 70% and English 30%, because the students did not understand if the teacher fully used English. The teacher guided the students to understand the meaning of the words through translation.
- c. The teacher asked the students to read the text book according the topic of listening.
- d. To make students active in studying, the teacher ask them to do the exercise after hear the question from the audio.
- e. The students opened the dictionary and asked their friends when the found difficulties in meaning words.
- f. In the classroom interaction, some of the students used Bahasa Indonesia to do the classroom activities, and some of the students used English as in asking question to the teacher or their friends, discussing the materials and ordering their friends.
- g. The teacher checked the students the exercise by asking them the right words base on the audio.

h. The teacher depended too much on the text book procedures in teaching.

By considering the findings on the observation above, the writer assumed that the students did not interested in studying English because they looked passive when the teacher asked some questions that related to the topic. The students had not motivated in doing exercises individually but they depended on their friend who can do exercises.

C. Findings of Pre-Test

Before giving the treatment, the writer administered a pre-test the ability of the XI Grade accounting students of SMKN 1 MEPANGA in listening. The writer conducted the pre-test on July 14th, 17th, 2020. The writer computed the result score of the pretest as can be seen in the following table:

Table 2 The Result of Pre-test of the Control class

No.	Initial	Correct Item	Score	Category	Qualification
1	AR	9	52	Low	Passed
2	RV	14	67	Good	Failed
3	NA	9	52	Low	Failed
4	WW	10	55	Low	Failed
5	FT	12	61	Sufficient	Failed
6	FH	9	52	Low	Failed
7	PA	12	61	Sufficient	Failed
8	LS	10	55	Low	Failed
9	KA	9	52	Low	Failed

10	RA	12	61	Sufficient	Failed
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Table 3 The Result of Pre-test of the Experimental class

No.	Initial	Correct Item	Score	Category	Qualification
1	SL	12	61	Sufficient	Failed
2	RO	9	52	Low	Failed
3	SP	10	55	Low	Failed
4	TU	12	61	Sufficient	Failed
5	SA	10	55	Low	Failed
6	SI	9	52	Low	Failed
7	SA	9	52	Low	Failed
8	RA	9	52	Low	Failed
9	GA	12	61	Sufficient	Failed
10	NI	9	52	Low	Failed

D. Findings of Post-test

After giving the treatment, the writer administered post-test. The writer conducted post-test on August, 25th, 28th of 2020. The result of the post-test is presented as follows

Table 4 The Result of Post-test of the Control class

No.	Initial	Correct Item	Score	Category	Qualification
1	AR	11	60	Sufficient	Passed
2	RV	7	48	Low	Failed
3	NA	7	48	Low	Failed
4	WW	12	63	Sufficient	Passed
5	FT	15	72	Good	Failed
6	FH	11	60	Sufficient	Passed
7	PA	16	76	Good	Passed
8	LS	7	48	Low	Failed
9	KA	3	34	Low	Failed
10	RA	12	63	Sufficient	Passed

Table 5 The Result of Post-test of the Experimental class

No.	Initial	Correct Item	Score	Category	Qualification
1	SL	14	69	Good	Success
2	RO	10	56	Low	Failed
3	SP	14	67	Good	Success
4	TU	17	77	Good	Success
5	SA	14	67	Good	Success
6	SI	17	78	Good	Success
7	SA	13	66	Good	Success
8	RA	17	78	Good	Success
9	GA	17	78	Good	Success
10	NI	17	77	Good	Success

E. The Data of Analysis

In this research, the writer used SPSS 17 version to analyze the data of control class and experiment class.

1. Analysis of Control Class

Table 6
The Result of Control Class

No	Initial	Score	
		Pre-Test	Post-Test
1	AR	52	60
2	RV	67	48
3	NA	52	48
4	WW	55	63
5	FT	61	72
6	FH	52	60
7	PA	61	76
8	LS	55	48
9	KA	52	34

10	RA	61	63
----	----	----	----

a). Test of Normality

Table 7 The result of Test Normality

		pretest	posttest
	N	10	10
Normal Parameters ^{a,b}	Mean	56.8000	57.2000
	Std. Deviation	5.32917	12.68245
	Most Extreme Differences		
	Absolute	0.232	0.187
	Positive	0.232	0.166
	Negative	-0.185	-0.187
	Kolmogorov-Smirnov Z	0.734	0.593
	Asymp. Sig. (2-tailed)	0.654	0.874
a. Test distribution is normal			
b. Calculated from data			

retrieval decision

- If the value is significance $> 0,05$ then the residual value is normally distributed
- If the value is significance $< 0,05$ then the residual value is not normally distributed

Based on the result of normality test that used spss 17 version. The significance of value is $0,654 > 0,05$, it can be concluded that the residual value is normally distributed.

b). Test of Homogeneity

Table 8 The Result of Test Homogeneity

	Levene Statistic	df1	df2	Sig.
Nilai Based on Mean	6.096	1	18	.024
Based on Median	3.665	1	18	0.072
Based on Median and with adjusted df	3.665	1	12.214	0.079
Based on trimmed mean	5.905	1	18	0.026

Basic of retrieval decision

- If the value is significance $> 0,05$ then the data distribution is homogeneous
- If the value is significance $< 0,05$ then the data distribution is not homogeneous

Based on the result of homogeneous test that used spss 17 version. The significance of value is $0,24 < 0,05$, so the data is not homogeneous.

c). Hypothesis Testing

Hypothesis testing that the writer used on this research is dependent test sample T-Test was used SPSS 17 version. This test is conducted to determine whether or not the effect of using English song to improve student's listening comprehension of grade eleven at SMKN 1 MEPANGA. Based on the formula, the criteria of hypothesis testing if the significance value of T-Test $> 0,05$ the H_0 received and H_a rejected, if the significance of T-Test $< 0,05$ the H_0 rejected and H_a received.

The result of dependent sample T-Test on the table as follows:

Table 9 The Result of Testing Hypothesis

Paired Differences				
95% Confidence Interval of the Difference				
Lower	Upper	t	df	Sig. (2-tailed)
-8.96572	8.16572	-.106	9	0.918

Based on the table above, The significance value of control class is $0,918 > 0,05$, it means that H_0 received, the writer can conclude the hypothesis is there is no change in using English song to improve student's listening comprehension in listening subject of grade eleven at SMKN 1 MEPANGA.

2. Analysis of Experiment Class

Table 10 The Result of Experiment Class

No	Initial	Score	
		Pre - Test	Post- Test
1	SL	61	69
2	RO	52	56
3	SP	55	67
4	TU	61	77
5	SA	55	67
6	SI	52	78
7	SA	52	66
8	RA	52	78
9	GA	61	78
10	NI	52	77

a). Test of Normality

Table 11 The Result of Test Normality

		pretest	posttest
Normal Parameters ^{a,b}	N	10	10
	Mean	55.3000	71.3000
	Std. Deviation	4.11096	7.48406
Most Extreme Differences	Absolute	0.289	0.277
	Positive	0.289	0.185
	Negative	-0.217	-0.277
	Kolmogorov-Smirnov Z	0.914	0.875
	Asymp. Sig. (2-tailed)	0.674	0.527
a. Test distribution is normal			
b. Calculated from data			

Basic of retrieval decision

- If the value is significance $> 0,05$ then the residual value is normally distributed
- If the value is significance $< 0,05$ then the residual value is not normally distributed

Based on the result of normality test that used spss 17 version. The significance of value is $0,674 < 0,05$, it can be concluded that the residual value is normally distributed.

b). Test of Homogeneity

Table 12 The Result of Test Homogeneity

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	5.245	1	18	0.034
	Based on Median	3.826	1	18	0.066
	Based on Median and with adjusted df	3.826	1	16.641	0.067
	Based on trimmed mean	5.218	1	18	0.035

Basic of retrieval decision

- If the value is significance $> 0,05$ then the data distribution is homogeneous
- If the value is significance $< 0,05$ then the data distribution is not homogeneous

Based on the result of homogeneous test that used spss 17 version. The significance of value is $0,34 < 0,05$, so the data is not homogeneous.

c). Testing of Hypothesis

Hypothesis testing that the writer used on this research is dependent test sample T-Test was used SPSS 17 version. This test is conducted to determine whether or not the effect of using English song to improve students's listening comprehension of grade eleven at SMKN 1 MEPANGA. Based on the formula, the criteria of hypothesis testing if the significance value of T-Test $> 0,05$ the H_0 accepted and H_a rejected, if the significance of T-Test $< 0,05$ the H_0 rejected and H_a accepted.

Table 13 The Result of Testing Hypothesis

	Paired Differences				
	95% Confidence Interval of the Difference				
	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 pretest - posttest	-21.46883	-10.53117	-6.618	9	0.000

Based on the table above, The significance value of control class is 0,000 $< 0,05$, it means that H_0 rejected and H_a accepted, the writer can conclude the hypothesis is there is influence in using English song to improve student's listening comprehension of grade eleven at SMKN 1 MEPANGA.

F. Discussion

In this research process, the writer gives the pre-test directly in the classroom, in order to measure that students' vocabulary before they get treatment. In the pre-test, some of students feel difficult to answer the test of listening. It cause of students' has problems with their listening. The percentage of the pre-test result showed that there were 3 out of 10 or 30% students got sufficient score in experimental class, while in control class there were 4 out of 10 or 40 % students got the minimum of standard achievement ≥ 60 , there were 1 students got god score and 3 students got sufficient score. The writer applies English song in six meetings in their class room directly. In the first step the writer gave the instruction to the students about listening process in the classroom. The second is the teacher gives the strategies to make easier the students to answer the question. The third, the writer gave the pre-test. The pre-test is fill in the blank test about lyrics. After that the writer doing the treatment in fourth meetings, every meetings, at the end of the class the writer gave the test.

After doing the treatment, the writer give the post-test. This test is order to measure the student's vocabulary. The post-test results showed that there were 5 out of 10 Or 50% students got good score, while in experimental class there are 9 out of 10 or 90% students got good score, so there was significance of difference of the post-test result. This meant that in experimental class there were 90% students while in control class there were 50% students could pass the minimum of standard achievement ≥ 60 . Moreover, the writer concluded that the students had positive progress. It clearly stated that the value of $T_{\text{test}}(0,000) <$ was lower

than (0,05). In other words, it has been proved that, the use of English song helps students to improve vocabulary of eleven grade at SMKN 1 MEPANGA. In other words, it has been proved that the use of Word Sort Strategy helps students to increase their vocabulary of the grade eleven at SMKN 1 MEPANGA. It can be concluded that using English song can improve student's listening comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

English song is effective to improve listening comprehension in teaching listening class at SMKN 1 MEPANGA by looking the percentage of pre-test and post-test between two classes. In the experimental class, the pre-test

B. Suggestions

In order to develop the teaching English quality, the writer would like to convey some suggestions for those who involve in English teaching learning process there are as follows:

- a. The further writer has to observe the students' difficulties in learning English especially in listening before applying the strategy at the school in order to help the students in solving their problem.
- b. The English teacher should provide learning experience to the students by using a good strategy such English song to increase their listening comprehension.

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Listen carefully to answer the question!

Pre-Test

Name :

Class :

There's a (1...) in your heart
And I know that it is love
And this place could be (2...)
Brighter than (3...)
And if you really try
You'll find there's no (4...) to cry
In this place you'll feel
There's no (5...) or sorrow.
There are (6...) to get there
If you care enough for the (7...)
(8...) a little space, make a better
place.
Heal the (9...)
Make it a better (10...)
For you and for me and the entire
human (11...)
There are people (12...)
If you care (13...) for the living
Make a (14...) place for you and for
me.
If you want to (15...) why
There's a (16...) that cannot (17...)
Love is (18...)

It only (19...) for joyful giving.
If we (20...) we shall see
In this bliss we cannot (21...)
Fear or dread
We stop (22...) and start living
Then it feels that (23...)
Love's enough for us (24...)
Make a better world, make a better
(25...)

PRE-TEST

Name:

Class:

Department:

School:

Listen Carefully from the Audio to Answer the Questions!

HEAL THE WORLD

(Michael Jackson)

There's a place in your (1.....)
And I know that is love
And this (2.....) could be much
(3.....) than (4.....)
And if you really try
You'll find there's no (5.....) to cry
In this place you'll (6.....)
There's no (7.....) or (8.....)
There are ways to get there
If you care enough for the (9.....)
Make a little (10.....)
Make a (11.....) place
(12.....) the world
Make it better place
For you and for me
And the (13.....) human (14.....)
There are people (15.....)

If you care (16.....) for the living

Make it better place

For you and for me

If you want to (17.....) why

There's love that cannot (18.....)

Love is (19.....)

It only (20.....) of (21.....) giving

If we try we (22.....) see

In this (23.....) we cannot feel

(24.....) of (25.....)

We stop (26.....) and start living

It (27.....) that always

Love's enough for us (28.....)

So make a better world

(29.....) a better place

***Reef ***

And the dream we were (30.....) in

Will (31.....) a joyful (32.....)

And the world we (33.....) believed in

Will (34.....) again in grace

Then why do keep (35.....) life

Wound this (36.....), (37.....) its soul

Though it's (38.....) to see

This world is (39.....)

Be god's (40.....)

We could (41.....) so (42.....)

Let our (43.....) never die

In my heart I feel you are all my (44.....)

(45.....) a world with no fear

Together we cry happy (46...)

See the (47.....) turn their (48.....) into (49.....)

We could really get there

If you (50.....) enough for the living

Make a little space

To make a better place

Reef

POST-TEST

Name:

Class:

Department:

School:

Listen Carefully from the Audio to Answer the Questions!

HEAL THE WORLD

(Michael Jackson)

There's a place in your (1.....)
And I know that is love
And this (2.....) could be much
(3.....) than (4.....)
And if you really try
You'll find there's no (5.....) to cry
In this place you'll (6.....)
There's no (7.....) or (8.....)
There are ways to get there
If you care enough for the (9.....)
Make a little (10.....)
Make a (11.....) place
(12.....) the world
Make it better place
For you and for me
And the (13.....) human (14.....)
There are people (15.....)

If you care (16.....) for the living

Make it better place

For you and for me

If you want to (17.....) why

There's love that cannot (18.....)

Love is (19.....)

It only (20.....) of (21.....) giving

If we try we (22.....) see

In this (23.....) we cannot feel

(24.....) of (25.....)

We stop (26.....) and start living

It (27.....) that always

Love's enough for us (28.....)

So make a better world

(29.....) a better place

***Reef ***

And the dream we were (30.....) in

Will (31.....) a joyful (32.....)

And the world we (33.....) believed in

Will (34.....) again in grace

Then why do keep (35.....) life

Wound this (36.....), (37.....) its soul

Though it's (38.....) to see

This world is (39.....)

Be god's (40.....)

We could (41.....) so (42.....)

Let our (43.....) never die

In my heart I feel you are all my (44.....)

(45.....) a world with no fear

Together we cry happy (46...)

See the (47.....) turn their (48.....) into (49.....)

We could really get there

If you (50.....) enough for the living

Make a little space

To make a better place

Reef

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SEKOLAH : SMKN 1 MEPANGA
MATA PELAJARAN : BAHASA INGGRIS
MATERI POKOK : MEANING THROUGH MUSIC
KELAS /SEMESTER : XI/1
ALOKASI WAKTU : 2 X 45 MENIT

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.1 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK	3.1.1 Mengidentifikasi fungsi sosial interaksi transaksional lisan dan tulisan yang melibatkan tindakan mendengarkan dan memberi informasi 3.1.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulisan

	yang melibatkan tindakan mendengarkan dan memberi informasi.
4.2. Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK	4.2.1 Memaknai teks interaksi transaksional berupa lirik lagu 4.2.2 Mendiskusikan teks ingteraksi transaksioal berupa lirik lagu

C. Tujuan pembelajaran dari

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat :

1. Menjelaskan fungsi social dan structur teks dan unsur kebahasaan mengenai lirik sebuah lagu secara sederhana tertulis sesuai dengan konteks penggunaannya.
2. Siswa mampu Mendiskusikan teks mengenai lirik sebuah lagu secara tertulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.

D. Materi pembelajaran

Teks tulisan dan lisan untuk mencari dan mengungkapkan informasi yang terkait dengan lirik sebuah lagu.

Fungsi sosial

Mendapatkan hasil terbaik secara efektif dan efektif dan efisien

Struktur teks

Dapat mencakup :

1. Contoh-contoh lagu
Salah satu contoh lagu sebagai berikut:
 - a. Ben E King “stand by me”
 - b. Pete Seeger “We shall overcome”
 - c. Mariah Carey “Hero”

2. Mengungkapkan makna sebuah lagu

Contoh lirik lagu.

“Stand By Me” by Ben E King

When the night has come
And the land is dark
And the moon is the only light we'll see
No I won't be afraid
Oh, I won't be afraid
Just as long as you stand, stand by me
So darling, Darling
Stand by me, Oh stand by me
Oh stand, Stand by me
Stand by me
If the sky that we look upon
Should tumble and fall
All the mountains should crumble to the sea
I won't cry, I won't cry
No, I won't shed a tear
Just as long as you stand, stand by me
So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me
So darling, darling
Stand by me, oh stand by me
Oh stand now, stand by me, stand by me
Whenever you're in trouble won't you stand by me
Oh stand by me, oh won't you stand now, stand
Stand by me
Stand by me

Unsur kebahasaan

1. Kosakata terkait dengan lirik lagu
2. Ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode pembelajaran

Pendekatan scientific approach (meliputi mengamati, menanyakan, mengumpulkan informasi, mengasosiasi, mengkomunikasikan)

F. Media, alat dan sumber belajar

- Media :Laptop and speaker
- Alat : real object (interaksi antar siswa melalui situasi langsung dalam kelas)
- Sumber belajar : Hand book (Bahasa Inggris when English rings a bell)

G. Langkah-langkah pembelajaran

➤ **Pre-activity (kegiatan awal 20 menit)**

1. Guru menyapa siswa
2. Guru mengatur kelas (posisi duduk siswa, kebersihan kerapian dan kesiapan menerima pembelajaran) menggunakan ungkapan yang menarik
3. Guru mengecek jumlah siswa yang hadir dan siswa yang tidak hadir
4. Guru menunjuk salah satu siswa yang memimpin doa sebelum memulai pelajaran
5. Guru memberi motivasi untuk membangkitkan semangat dan kesiapan siswa untuk belajar
6. Guru menyampaikan tujuan belajar (dengan didahului mengingatkan tentang lirik lagu)

➤ **While-activity (kegiatan inti)**

Mengamati

1. Meminta peserta didik untuk mendengarkan dan memahami teks lirik lagu
2. Guru memberikan contoh bagaimana cara membaca teks lirik lagu dengan intonasi dan tekanan kata yang baik dan benar
3. Mengajak siswa mengikuti ungkapan yang telah guru ungkapkan dengan.

Menanyakan

1. Siswa diberi kesempatan bertanya tentang hal-hal atau kosakata yang berhubungan dengan teks lirik lagu
2. Siswa diberi penjelasan tentang hal-hal , kosa kata yang berhubungan dengan teks lirik lagu

Mengumpulkan data dan mengasosiasikan

1. Guru meminta peserta didik untuk membaca dan memahami teks lirik lagu
2. Guru meminta peserta didik untuk mencari lirik lagu
3. Siswa membuat kesimpulan sementara mengenai yang kosa kata yang berhubungan dengan lirik lagu

Mengkomunikasikan

1. Siswa praktik menuliskan kata – kata yang tidak di ketahui dalam lirik lagu.
2. Guru memberikan tugas mengenai mengenai lirik lagu.

➤ **Kegiatan penutup**

1. Guru meminta siswa untuk menyimpulkan materi yang telah depelajari
2. Guru dan peserta didik mengucapkan salam perpisahan

H. PENILAIAN PEMBELAJARAN

1. Lembar penilaian sikap

No	Nama siswa	Disiplin				Tanggung jawab				Semangat				Total
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														
3														
4														

Keterangan 4 = Very good 3 = good
 2 = enough 1 = poor

2. Lembar penilaian Pengetahuan

No	Aspek yang dinilai	Kriteria	Nilai
1	Tata Bahasa	Tata Bahasa sangat tepat	4
		Tata Bahasa tepat	3
		Tata bahaaa kurang tepat	2
		Tata Bahasa tidak tepat	1
2	Kosa kata	Kosa kata sangat tepat	4
		Kosa kata tepat	3

		Kosa kata kurang tepat	2
		Kosa kata tidak tepat	1
3	Keruntutan teks	Keruntutan teks sangat tepat	4
		Keruntutan teks tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1

3. Penilaian keterampilan

No	Aspek yang dinilai	Kriteria	Nilai 1-4
1	Pronunciation (pengucapan)	Hampir sempurna	4
		Ada beberapa kesalahan	3
		Banyak kesalahan	2
		Semua salah	1
2	Intonation (intonasi)	Hampir sempurna	4
		Ada beberapa kesalahan	3
		Banyak kesalahan	2
		Semua salah	1
3	Kelancaran (fluency)	Sangat lancar	4
		Lancar	3
		Kurang lancar	2
		Tidak lancar	1

Lampiran

A. Listen carefully, then answer the question !
Text number 1-3

“W shall Overcome” by Pete Seeger

We shall overcome,
We shall overcome,
We shall overcome, some day
Oh, deep in my heart
I do believe
We shall overcome, someday
We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day
Oh deep in my heart
I do believe
We shall overcome, some day
We shall live in peace,
We shall live in peace,
We shall live in peace, TODAY
Oh, deep in my heart
I do believe
We shall overcome, someday
The whole wide world around,
The whole wide world around,
The whole wide world around some day
Oh, deep in my heart
I do believe
We shall overcome, someday

Questions !

1. What do you think is the theme of this song ?
 - a. Happy
 - b. Sad
 - c. Brave
 - d. Creepy
2. fill the lyrics of the song above “ The whole...world around”
 - a. Wyde
 - b. Wide
 - c. Afraid
 - d. Afraide
3. Fill the lyrics of the song above “ We...overcome, someday”
 - a. Shall
 - b. Sale
 - c. Today

d. To Day

Kayu Agung, Juli 2020

Mengetahui,

Kepala Sekolah

Guru

Joko Sarwono
NIP : 196610161991031010

Reza Ardiyanto
NIM : 161160071

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SEKOLAH : MAN 1 PALU
MATA PELAJARAN : BAHASA INGGRIS
MATERI POKOK : USING “a” or “an”
KELAS /SEMESTER : XI/2
ALOKASI WAKTU : 2 X 40 MENIT

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami, pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingintanya tentang ilmu pengetahuan teknologi, seni, budaya terkait kejadian tampak mata.

KI 4: Mencoba, Mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait penggunaan “a” or “an” sesuai dengan konteks.	3.1.1 Mengidentifikasi fungsi sosial interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi 3.1.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan

	meminta informasi.
4.2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait penggunaan “a” or “an” pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Membuat teks interaksi transaksional 4.2.2 Melakukan dialog ingteraksi transaksioal

C. Tujuan pembelajaran dari

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat :

1. Menjelaskan fungsi social dan structur teks dan unsur kebahasaan mengenai penggunaan “a” or “an’ secara sederhana tertulis sesuai dengan konteks penggunaannya.
2. Siswa mampu Membuat teks menggunakan “a” or “an” secara tertulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.

D. Materi pembelajaran

Teks tulisan dan lisan untuk mencari dan mengungkapkan informasi yang terkait dengan penggunaan “a” or “an”.

Fungsi sosial

1. To sustain good relationships by sending written greetings and personal news to friends
2. To share information to friends

Struktur teks

When to say “a” or “an”

1. a + Consonant sound

If the following word starts with a consonant sound, then we say **a**.

Examples:

- a cat
- a game of golf
- a human emotion

- a Peruvian
 - a very fat woman
2. **an** + vowel sound

If the following words start with a vowel sound, then say **an**.

Examples:

- an apples
- an extremely easy job
- an interesting film
- an old man
- an umbrella

Unsur kebahasaan

1. Kosakata terkait dengan penggunaan “a” or “an”
2. Ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode pembelajaran

Pendekatan scientific approach (meliputi mengamati, menanyakan, mengumpulkan informasi, mengasosiasi, mengkomunikasikan)

F. Media, alat dan sumber belajar

- Media : lcd, speaker dan laptop
- Alat : real object (interaksi antar siswa melalui situasi langsung dalam kelas)
- Sumber belajar : Hand book (Bahasa Inggris)

G. Langkah-langkah pembelajaran

- **Pre-activity (kegiatan awal 20 menit)**
 1. Guru menyapa siswa
 2. Guru mengatur kelas (posisi duduk siswa, kebersihan kerapihan dan kesiapan menerima pembelajaran) menggunakan ungkapan yang menarik
 3. Guru mengecek jumlah siswa yang hadir dan siswa yang tidak hadir
 4. Guru menunjuk salah satu siswa yang memimpin doa sebelum memulai pelajaran
 5. Guru memberi motivasi untuk membangkitkan semangat dan kesiapan siswa untuk belajar
 6. Guru menyampaikan tujuan belajar (dengan didahului mengingatkan tentang hobi)
- **While-activity (kegiatan inti)**

Mengamati

1. Meminta peserta didik untuk mendengarkan dan memahami teks tentang penggunaan “a” or “an”

2. Guru memberikan contoh bagaimana cara membaca teks mengenai penggunaan “a” or “an” dengan intonasi dan tekanan kata yang baik dan benar
3. Mengajak siswa mengikuti ungkapan yang telah guru ungkapkan.

Menanyakan

1. Siswa diberi kesempatan bertanya tentang hal-hal atau kosakata yang berhubungan dengan teks mengenai penggunaan “a” or “an”
2. Siswa diberi penjelasan tentang hal-hal , kosa kata yang berhubungan dengan teks mengenai penggunaan “a” or “an”

Mengumpulkan data dan mengasosiasikan

1. Guru meminta peserta didik untuk membaca dan memahami bacaan mengenai penggunaan “a” or “an”
2. Guru meminta peserta didik untuk membuat bacaan singkat mengenai penggunaan “a” or “an”
3. Siswa membuat kesimpulan sementara mengenai yang kosa kata yang berhubunga dengan penggunaan “a” or “an”

Mengkomunikasikan

1. Siswa praktik menulis percakapan sederhana tentang penggunaan “a” or “an”
2. Guru memberikan tugas mengenai penggunaan “a” or “an”

➤ **Kegiatan penutup**

1. Guru meminta siswa untuk menyimpulkan materi yang telah depelajari
2. Guru dan peserta didik mengucapkan salam perpisahan

H. PENILAIAN PEMBELAJARAN

1. Lembar penilaian sikap

No	Nama siswa	Disiplin				Tanggung jawab				Semangat				Total
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														
3														
4														

Keterangan 4 = Very good 3 = good
 2 = enough 1 = poor

2. Lembar penilaian Pengetahuan

No	Aspek yang dinilai	Kriteria	Nilai
1	Tata Bahasa	Tata Bahasa sangat tepat	4
		Tata Bahasa tepat	3
		Tata bahasa kurang tepat	2
		Tata Bahasa tidak tepat	1
2	Kosa kata	Kosa kata sangat tepat	4
		Kosa kata tepat	3
		Kosa kata kurang tepat	2
		Kosa kata tidak tepat	1
3	Keruntutan teks	Keruntutan teks sangat tepat	4
		Keruntutan teks tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1

3. Penilaian keterampilan

No	Aspek yang dinilai	Kriteria	Nilai 1-4
1	Pronunciation (pengucapan)	Hampir sempurna	4
		Ada beberapa kesalahan	3

		Banyak kesalahan	2
		Semua salah	1
2	Intonation (intonasi)	Hampir sempurna	4
		Ada beberapa kesalahan	3
		Banyak kesalahan	2
		Semua salah	1
3	Kelancaran (influency)	Sangat lancar	4
		Lancar	3
		Kurang lancar	2
		Tidak lancar	1

Lampiran

A. Listen and repeat them!

Text number

1. a pleasant day
2. You had a pleasant day
3. a free afternoon
4. You have a free afternoon
5. A small group
6. to gather a small group of friends
7. a designing course
8. applying for a position on designing course
9. an application form
10. together with an application form
11. an interesting program
12. downloading an interesting program
13. a unique theme
14. to give the party a unique theme
15. an honorable man
16. he's such an honorable man

Palu, September 2019

Mengetahui,

Guru Mata Pelajaran

Mahasiswa PPL

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Reza Ardiyanto
NIM : 161160071

Kepala Sekolah

Dr. Hj. Zaenab, M.Pd.I
NIP : 19651102200032001

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SEKOLAH : SMKN 1 MEPANGA
MATA PELAJARAN : BAHASA INGGRIS
MATERI POKOK : CAUSE AND EFFECT
KELAS /SEMESTER : XI/1
ALOKASI WAKTU : 2 X 45 MENIT

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami, pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingintanya tentang ilmu pengetahuan teknologi, seni, budaya terkait kejadian tampak mata.

KI 4: Mencoba, Mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait penggunaan cause and effect sesuai dengan konteks.	3.1.1 Mengidentifikasi fungsi sosial interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi 3.1.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan

	meminta informasi. .
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C. Tujuan pembelajaran dari

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat :

1. Menjelaskan fungsi social dan structur teks dan unsur kebahasaan mengenai penggunaan cause and effect secara sederhana tertulis sesuai dengan konteks penggunaanya.
2. Siswa mampu Membuat teks menggunakan cause and effect secara tertulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks sesuai dengan konteks penggunaanya.

D. Materi pembelajaran

Teks tulisan dan lisan untuk mencari dan mengungkapkan informasi yang terkait dengan penggunaan cause and effect.

Fungsi sosial

1. To ask and give showing cause and effect

Struktur teks

CAUSE AND EFFECT

1. Homophone

Homophones are words that have exactly the same sound (pronunciation), but different meanings and usually spelling. For example the following two words have the same sound, but different meanings and spelling:

Hour	our
------	-----

2. /r/ sound

When we have words with WOR...the 'O' is not pronounced as an 'O'. Don't round your lips. don't say 'world' (read: worolt). Just imagine 'WR' eliminate the 'O' completely. 'wrlld' (you read: wr+rolled).

Work

Worry

In the world

Don't worry about it

Let's work

Unsur kebahasaan

1. Kosakata terkait dengan penggunaan cause and effect
2. Ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode pembelajaran

Pendekatan scientific approach (meliputi mengamati, menanyakan, mengumpulkan informasi, mengasosiasi, mengkomunikasikan)

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- Media : lcd, speaker dan laptop
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G. Langkah-langkah pembelajaran

- **Pre-activity (kegiatan awal 20 menit)**
 1. Guru menyapa siswa
 2. Guru mengatur kelas (posisi duduk siswa, kebersihan kerapian dan kesiapan menerima pembelajaran) menggunakan ungkapan yang menarik
 3. Guru mengecek jumlah siswa yang hadir dan siswa yang tidak hadir
 4. Guru menunjuk salah satu siswa yang memimpin doa sebelum memulai pelajaran
 5. Guru memberi motivasi untuk membangkitkan semangat dan kesiapan siswa untuk belajar
 6. Guru menyampaikan tujuan belajar (dengan didahului mengingatkan tentang hobbi)
- **While-activity (kegiatan inti)**

Mengamati

1. Meminta peserta didik untuk mendengarkan dan memahami teks tentang penggunaan cause and effect
2. Guru memberikan contoh bagaimana cara membaca teks mengenai penggunaan cause and effect dengan intonasi dan tekanan kata yang baik dan benar
3. Mengajak siswa mengikuti ungkapan yang telah guru ungkapkan.

Menanyakan

1. Siswa diberi kesempatan bertanya tentang hal-hal atau kosakata yang berhubungan dengan teks mengenai penggunaan cause and effect
2. Siswa diberi penjelasan tentang hal-hal, kosa kata yang berhubungan dengan teks mengenai penggunaan cause and effect

Mengumpulkan data dan mengasosiasikan

1. Guru meminta peserta didik untuk membaca dan memahami bacaan mengenai penggunaan cause and effect
2. Guru meminta peserta didik untuk membuat bacaan singkat mengenai penggunaan cause and effect
3. Siswa membuat kesimpulan sementara mengenai yang kosa kata yang berhubungan dengan penggunaan cause and effect

Mengkomunikasikan

1. Siswa praktik menulis percakapan sederhana tentang penggunaan cause and effect
2. Guru memberikan tugas mengenai penggunaan cause and effect

➤ Kegiatan penutup

1. Guru meminta siswa untuk menyimpulkan materi yang telah dipelajari
2. Guru dan peserta didik mengucapkan salam perpisahan

H. PENILAIAN PEMBELAJARAN

1. Lembar penilaian sikap

No	Nama siswa	Disiplin				Tanggung jawab				Semangat				Total
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														

3																		
4																		

Keterangan **4 = Very good** **3 = good**
 2 = enough **1 = poor**

2. Lembar penilaian Pengetahuan

No	Aspek yang dinilai	Kriteria	Nilai
1	Tata Bahasa	Tata Bahasa sangat tepat	4
		Tata Bahasa tepat	3
		Tata bahaaa kurang tepat	2
		Tata Bahasa tidak tepat	1
2	Kosa kata	Kosa kata sangat tepat	4
		Kosa kata tepat	3
		Kosa kata kurang tepat	2
		Kosa kata tidak tepat	1
3	Keruntutan teks	Keruntutan teks sangat tepat	4
		Keruntutan teks tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1

3. Penilaian keterampilan

No	Aspek yang dinilai	Kriteria	Nilai 1-4
----	--------------------	----------	--------------

1	Pronunciation (pengucapan)	Hampir sempurna	4
		Ada beberapa kesalahan	3
		Banyak kesalahan	2
		Semua salah	1
2	Intonation (intonasi)	Hampir sempurna	4
		Ada beberapa kesalahan	3
		Banyak kesalahan	2
		Semua salah	1
3	Kelancaran (fluency)	Sangat lancar	4
		Lancar	3
		Kurang lancar	2
		Tidak lancar	1

Lampiran

A. Listen and repeat them!

Dear	Deer	Heal	Heel
Die	Dye	Hear	Here
Fair	Fare	Him	Hymn
Fir	Fur	Hole	Whole
Flour	Flower	Hour	Our
For	Four	Idle	Idol
Hair	Hare	In	Inn

B. Identify the possible 'effect' of each of the following 'cause'. Pay more attention to the Underlined 'connectors'.

No	Cause	Effect
1.	Tina didn't follow the recipe correctly. <u>Consequently,</u>	

2.	<u>As</u> it is raining again,	
3.	He hasn't arrived yet, <u>so</u>	
4.	<u>Because</u> of bad weather,	
5.	A tornado blew the roof off the house, <u>and as</u> a result	

Kayu Agung, Juli 2020

Mengetahui,

Guru Mata Pelajaran

Guru

Joko Sarwono S. Pd
NIP : 196610161991031010

Reza Ardiyanto
NIM : 161160071

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SEKOLAH : SMKN 1 MEPANGA
MATA PELAJARAN : BAHASA INGGRIS
MATERI POKOK : SPOKEN EXPLANATION TEXT
KELAS /SEMESTER : VII/1
ALOKASI WAKTU : 2 X 45 MENIT

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami, pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingintanya tentang ilmu pengetahuan teknologi, seni, budaya terkait kejadian tampak mata.

KI 4: Mencoba, Mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait penggunaan linking words in english sesuai dengan konteks.	3.1.1 Mengidentifikasi fungsi sosial interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi 3.1.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan

	meminta informasi. .
4.2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait penggunaan linking words in english pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Membuat teks interaksi transaksional 4.2.2 Melakukan dialog ingteraksi transaksioal

C. Tujuan pembelajaran dari

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat :

1. Menjelaskan fungsi social dan struktur teks dan unsur kebahasaan mengenai penggunaan linking words in english secara sederhana tertulis sesuai dengan konteks penggunaannya.
2. Siswa mampu Membuat teks menggunakan linking words in english secara tertulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.

D. Materi pembelajaran

Teks tulisan dan lisan untuk mencari dan mengungkapkan informasi yang terkait dengan penggunaan linking words in English.

Fungsi sosial

1. To give and ask for information about natural and social phenomena

Struktur teks

Linking words in English

There are two types of linking:

1. Consonant > Vowel

We link words ending with consonant sound to words beginning with a vowel sound. when a word ends in a consonant sound, we often move the

consonant sound to the beginning of the next word. if it starts with a vowel sound.

For example, in the phrase ‘turn off’

We write like this → **turn off**

We say it like this → **tur noff**

2. Vowel > Vowel

We link words ending with consonant sound to words beginning with a vowel sound. when a word ends in a vowel sound and the next word begins with a vowel sound, we link the words with a sort of **W** or **Y** sound.

If our lips are **round at** the end of first word, we insert a **W** sound:

We write it like this	Too often	Who is	So I	Do all
We say it like this	Too W often	who W is	So Wi	Do W all

Unsur kebahasaan

1. Kosakata terkait dengan penggunaan linking words in English
2. Ucapan, intonasi, ejaan, tanda baca, lisan dan tulisan tangan

E. Metode pembelajaran

Pendekatan scientific approach (meliputi mengamati, menanyakan, mengumpulkan informasi, mengasosiasikan, mengkomunikasikan)

F. Media, alat dan sumber belajar

- Media : lcd, speaker dan laptop
- Alat : real object (interaksi antar siswa melalui situasi langsung dalam kelas)
- Sumber belajar : Hand book (Bahasa Inggris)

G. Langkah-langkah pembelajaran

- **Pre-activity (kegiatan awal 20 menit)**
 1. Guru menyapa siswa
 2. Guru mengatur kelas (posisi duduk siswa, kebersihan kerapian dan kesiapan menerima pembelajaran) menggunakan ungkapan yang menarik
 3. Guru mengecek jumlah siswa yang hadir dan siswa yang tidak hadir
 4. Guru menunjuk salah satu siswa yang memimpin doa sebelum memulai pelajaran

5. Guru memberi motivasi untuk membangkitkan semangat dan kesiapan siswa untuk belajar
6. Guru menyampaikan tujuan belajar (dengan didahului mengingatkan tentang linking words in English)

➤ **While-activity (kegiatan inti)**

Mengamati

1. Meminta peserta didik untuk mendengarkan dan memahami teks tentang linking words in English
2. Guru memberikan contoh bagaimana cara membaca teks mengenai linking words in English dengan intonasi dan tekanan kata yang baik dan benar
3. Mengajak siswa mengikuti ungkapan yang telah guru ungkapkan.

Menanyakan

1. Siswa diberi kesempatan bertanya tentang hal-hal atau kosakata yang berhubungan dengan teks mengenai linking words in English
2. Siswa diberi penjelasan tentang hal-hal , kosa kata yang berhubungan dengan teks mengenai linking words in English

Mengumpulkan data dan mengasosiasikan

1. Guru meminta peserta didik untuk membaca dan memahami bacaan mengenai linking words in English
2. Guru meminta peserta didik untuk membuat bacaan singkat mengenai linking words in English
3. Siswa membuat kesimpulan sementara mengenai yang kosa kata yang berhubunga dengan linking words in English

Mengkomunikasikan

1. Siswa praktik menulis percakapan sederhana tentang linking words in English
2. Guru memberikan tugas mengenai linking words in English

➤ **Kegiatan penutup**

1. Guru meminta siswa untuk menyimpulkan materi yang telah depelajari
2. Guru dan peserta didik mengucapkan salam perpisahan

H. PENILAIAN PEMBELAJARAN

1. Lembar penilaian sikap

No	Nama siswa	Disiplin	Tanggung jawab	Semangat	Total

1		1	2	3	4	1	2	3	4	1	2	3	4	
2														
3														
4														

Keterangan **4 = Very good** **3 = good**
 2 = enough **1 = poor**

2. Lembar penilaian Pengetahuan

No	Aspek yang dinilai	Kriteria	Nilai
1	Tata Bahasa	Tata Bahasa sangat tepat	4
		Tata Bahasa tepat	3
		Tata bahaaa kurang tepat	2
		Tata Bahasa tidak tepat	1
2	Kosa kata	Kosa kata sangat tepat	4
		Kosa kata tepat	3
		Kosa kata kurang tepat	2
		Kosa kata tidak tepat	1
3	Keruntutan teks	Keruntutan teks sangat tepat	4
		Keruntutan teks tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1

3. Penilaian keterampilan

No	Aspek yang dinilai	Kriteria	Nilai 1-4
1	Pronunciation (pengucapan)	Hampir sempurna	4
		Ada beberapa kesalahan	3
		Banyak kesalahan	2
		Semua salah	1
2	Intonation (intonasi)	Hampir sempurna	4
		Ada beberapa kesalahan	3
		Banyak kesalahan	2
		Semua salah	1
3	Kelancaran (influency)	Sangat lancar	4
		Lancar	3
		Kurang lancar	2
		Tidak lancar	1

Lampiran

A. Listen and Repeat !

1. Lions are
2. Consist of
3. Find out
4. Depend on
5. Go out
6. Is an important
7. tsunami is

B. Fill in the blank while you are listening to the audio

How vaccine works

Why do people (1)...Vaccines? It is because (2)... hve found that human bodies (3)... immune system. Human bodies can (4)... illnesses when germs, such as (5)...or viruses, invade the (6)...,

they attack and multiply. This (7)... is called an infection, (8)... the infection is what causes (9)...
The immune system uses (10)... tools to fight infection.

Kayu Agung, Juli 2020

Mengetahui,

Kepala Sekolah

Guru

Joko Sarwono S. Pd
NIP : 196610161991031010

Reza Ardiyanto
NIM : 161160071

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SEKOLAH : SMKN 1 MEPANGA
MATA PELAJARAN : BAHASA INGGRIS
MATERI POKOK : AGREEING AND DISAGREEING WITH OPINIONS
KELAS /SEMESTER : VII/1
ALOKASI WAKTU : 2 X 45 MENIT

A. KOMPETENSI INTI

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

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C. Tujuan pembelajaran dari

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat :

1. Menjelaskan fungsi social dan struktur teks dan unsur kebahasaan mengenai penggunaan agreeing and disagreeing with opinions secara sederhana tertulis sesuai dengan konteks penggunaannya.
2. Siswa mampu Membuat teks menggunakan agreeing and disagreeing with opinions secara tertulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.

D. Materi pembelajaran

Teks tulisan dan lisan untuk mencari dan mengungkapkan informasi yang terkait dengan penggunaan agreeing and disagreeing with opinions.

Fungsi sosial

1. Asking for and giving opinioins
2. Agreeing and disagreeing

Struktur teks

Agreeing with opinions	Disagreeing with opinions
<ul style="list-style-type: none">• I agree with your opinion entirely• I couldn't agree with you more• You're absolutely right• I totally agree with your idea• That's just what I was thinking	<ul style="list-style-type: none">• I disagree with your thought• I don't agree with your opinion• I know what you're saying, but....• That's true, but....• I'm afraid I have to disagree

Unsur kebahasaan

1. Kosa kata terkait dengan penggunaan agreeing and disagreeing with opinions
2. Ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode pembelajaran

Pendekatan scientific approach (meliputi mengamati, menanyakan, mengumpulkan informasi, mengasosiasi, mengkomunikasikan)

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 3. Guru mengecek jumlah siswa yang hadir dan siswa yang tidak hadir
 4. Guru menunjuk salah satu siswa yang memimpin doa sebelum memulai pelajaran
 5. Guru memberi motivasi untuk membangkitkan semangat dan kesiapan siswa untuk belajar
 6. Guru menyampaikan tujuan belajar (dengan didahului mengingatkan tentang hobbi)
- **While-activity (kegiatan inti)**

Mengamati

1. Meminta peserta didik untuk mendengarkan dan memahami teks tentang penggunaan agreeing and disagreeing with opinions
2. Guru memberikan contoh bagaimana cara membaca teks mengenai penggunaan agreeing and disagreeing with opinions dengan intonasi dan tekanan kata yang baik dan benar
3. Mengajak siswa mengikuti ungkapan yang telah guru ungkapkan.

Menanyakan

1. Siswa diberi kesempatan bertanya tentang hal-hal atau kosakata yang berhubungan dengan teks mengenai penggunaan agreeing and disagreeing with opinions
2. Siswa diberi penjelasan tentang hal-hal , kosa kata yang berhubungan dengan teks mengenai penggunaan agreeing and disagreeing with opinions

Mengumpulkan data dan mengasosiasikan

1. Guru meminta peserta didik untuk membaca dan memahami bacaan mengenai penggunaan agreeing and disagreeing with opinions
2. Guru meminta peserta didik untuk membuat bacaan singkat mengenai penggunaan agreeing and disagreeing with opinions
3. Siswa membuat kesimpulan sementara mengenai yang kosa kata yang berhubunga dengan penggunaan agreeing and disagreeing with opinions

Mengkomunikasikan

1. Siswa praktik menulis percakapan sederhana tentang penggunaan agreeing and disagreeing with opinions
2. Guru memberikan tugas mengenai penggunaan agreeing and disagreeing with opinions

➤ **Kegiatan penutup**

1. Guru meminta siswa untuk menyimpulkan materi yang telah dipelajari
2. Guru dan peserta didik mengucapkan salam perpisahan

H. PENILAIAN PEMBELAJARAN

1. Lembar penilaian sikap

No	Nama siswa	Disiplin				Tanggung jawab				Semangat				Total
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1														
2														

3																			
4																			

Keterangan **4 = Very good** **3 = good**
 2 = enough **1 = poor**

2. Lembar penilaian Pengetahuan

No	Aspek yang dinilai	Kriteria	Nilai
1	Tata Bahasa	Tata Bahasa sangat tepat	4
		Tata Bahasa tepat	3
		Tata bahaaa kurang tepat	2
		Tata Bahasa tidak tepat	1
2	Kosa kata	Kosa kata sangat tepat	4
		Kosa kata tepat	3
		Kosa kata kurang tepat	2
		Kosa kata tidak tepat	1
3	Keruntutan teks	Keruntutan teks sangat terpat	4
		Keruntutan teks tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1

3. Penilaian keterampilan

No	Aspek yang dinilai	Kriteria	Nilai 1-4
1	Pronunciation (pengucapan)	Hampir sempurna	4
		Ada beberapa kesalahan	3
		Banyak kesalahan	2
		Semua salah	1
2	Intonation (intonasi)	Hampir sempurna	4
		Ada beberapa kesalahan	3
		Banyak kesalahan	2
		Semua salah	1
3	Kelancaran (fluency)	Sangat lancar	4
		Lancar	3
		Kurang lancar	2
		Tidak lancar	1

Lampiran

A. Listen to people giving their opinions based on the audio. Do you agree or disagree? give checkmark (v) Be sure to give a reason.

Text number 1-5

1. I think Business communication is boring.
2. Teacher give too much homework.
3. There are many holydays for Indonesian students.
4. The young generation all over the world must be able to speak English.
5. Sports is the most interesting school subject.

No	Agree	Disagree	Opinions
1.			
2.			
3.			
4.			
5.			

Kayu Agung, Agustus 2020

Mengetahui,

Guru Mata Pelajaran

Guru

Joko Sarwono S. Pd
NIP : 196610161991031010

Reza Ardiyanto
NIM : 161160071



Submission of Research Permission Letter



Total Research Sample



Sample of Experimental Class



Giving Pre-test of Experiment Class



Sample of Control Class



Giving Pre-test of Control Class



Doing the Treatment



Doing the Treatment



Giving post-test in Control Class



Giving Post-test in Experimental Class

APPENDICES



PEMERINTAH PROVINSI SULAWESI TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMK NEGERI 1 MEPANGA

Alamat: Jl. Nusantara No. 118 Desa Kayu Agung Kec. Mepanga
Kab. Pos. 94416 E-mail: smpk1mepanga@gmail.com



SURAT KETERANGAN

Nomor : 041.28/05.28/SMK-MPG-2020

Yang bertanda tangan di bawah ini :

Nama : JOKO SARWONO, S.Pd.
NIP : 196610161991031010
Pangkat/Golongan : Pembina / IV.a
Jabatan : Kepala Sekolah
Unit Kerja : SMK Negeri 1 Mepanga

Menyerahkan bahwa :

Nama : Rizki Andiyanto
NIM : 161160071
Program Studi : Tadris Bahasa Inggris

Benar Mahasiswa tersebut diatas telah selesai melaksanakan Penelitian/Observasi di SMK Negeri 1 Mepanga, Mulai tanggal 13 Juli s.d.d/ September 2020 dalam rangka penyelesaian Skripsi dengan judul

THE INFLUENCE OF ENGLISH SONG TO IMPROVE VOCABULARY MATERY IN LISTENING SUBJECT OF GRADE ELEVEN AT SMK NEGERI 1 MEPANGA

Sesuai Surat Dari Dekan IAIN Pulu tanggal 30 Juni 2020, Nomor *243/In-13/T-1/PP.10.0/2020*

Ditambah Surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Kayuagung, 27 Agustus 2020

Yang Menyerahkan

KEPALA SMK Negeri 1 MEPANGA



JOKO SARWONO, S.Pd

196610161991031010