



**IMPROVING VOCABULARY MASTERY THROUGH LISTENING TO
ENGLISH SONGS AT THE GRADE IX STUDENTS OF SMP N 8
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Education
Graduate (S.Pd) in English*

Written By:

**ANNISA MARDIA OCTIA
Reg. Number. 14 203 00011**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**

LETTER OF AGREEMENT

Padangsidempuan, April 2019



**IMPROVING VOCABULARY MASTERY THROUGH LISTENING
TO ENGLISH SONGS AT THE GRADE IX STUDENTS OF SMP N 8
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for the Degree of Education
Graduate (S.Pd) in English*

Written By:

ANNISA MARDIA OCTIA
Reg. Number. 14 203 00011

Advisor I

Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Advisor II

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**

LETTER OF AGREEMENT

From : Munasqsyah
a.n. ANNISA MARDIA OCTIA

Padangsidempuan, April 2019

To:
Dean of Tarbiyah and Teacher
Training Faculty
In-
Padangsidempuan

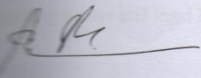
Wa'alaikumu'alaikum Wr. Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to ANNISA MARDIA OCTIA entitled **"Improving Vocabulary Mastery Through Listening to English Songs at the Grade IX SMP N 8 Padangsidempuan"**. We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan

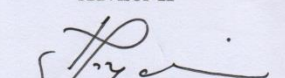
Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wa'alaikumu'alaikum Wr. Wb

Advisor I


Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Advisor II


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

DECLARATION OF SELF THESIS COMPLETION

The name who signed here :

Name : ANNISA MARDIA OCTIA

Registration Number : 14 203 00011

Faculty/ Department : Tarbiyah and Teacher Training Faculty/TBI-3

The Title of The Thesis : Improving Vocabulary Mastery Through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidempuan

I here by declare that i have arranged and written the Thesis by myself. Without asking for illegal help from the other side except the guidance from advisor and without doing plagiarism as it is required in students ethic code of IAIN Padangsidempuan in article 14 verses 2.

I do this declaration truthfully, if there is deceithfulness incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidempuan, asticle 19 verses 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidempuan, April 2019

Declaration Maker



ANNISA MARDIA OCTIA
Reg. Number. 14 203 00011

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CAVITY

As academic cavity of the State Institute for Islamic Studies Padangsidempuan, the name
assigned here :
: ANNISA MARDIA OCTIA
Number : 14 203 00011
Department : Tarbiyah and Teacher Training Faculty/ English Department -3
: Thesis

To develop science and knowledge, I hereby declane that I present to the State Institute
Islamic Studies Padangsidempuan Non Exclusive Royalty Right on my thesis with entitle :
"Improving Vocabulary Mastery Through Listening to English Songs at the Grade IX Students of
State Institute for Islamic Studies Padangsidempuan"

With all the sets equipment (if needed). Based on this Non Exclusive Royalty Right, the
State Institute for Islamic Studies Padangsidempuan has the right to save, to format, to organize
and publish my title my thesis as far as I am determined as writer and
holder of its creative right.

Based on statement above all, this statement is made true heartedly to be used to

Padangsidempuan, April 2019

Dean

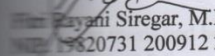


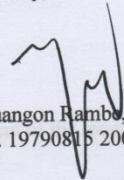
ANNISA MARDIA OCTIA
Reg. Number. 14 203 00011

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

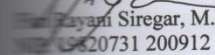
: ANNISA MARDIA OCTIA
: 14 203 00011
: Tarbiyah and Teacher Training Faculty/English Education
Department
: **IMPROVING VOCABULARY MASTERY THROUGH
LISTENING TO ENGLISH SONGS AT THE GRADE IX
STUDENTS OF SMP NEGERI 8 PADANGSIDIMPUAN**

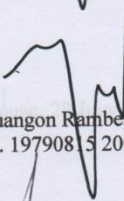
Secretary,

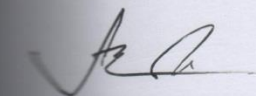

Annisa Mardia Octia
NIP. 1420300011

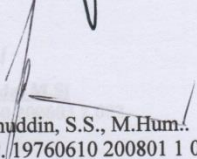

Sojuangon Rambu, S.S., M.Pd.
NIP. 197908152006041003

Members,


Annisa Mardia Octia
NIP. 1420300011


Sojuangon Rambu, S.S., M.Pd.
NIP. 197908152006041003


Fitriadi Lubis, M.Pd.
NIP. 196209171992031002


Zainuddin, S.S., M.Hum.
NIP. 197606102008011016

Tempat : Padangsidempuan
Waktu : June, 24th 2019
Waktu : 14.00 WIB until finish
Mark : 70 (B)
Nilai : 3.11
Kategori : Good



RELIGION MINISTRY INDONESIAN REPUBLIC
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jl.H.T. Rizal Nurdin Km. 4,5Sihitang, Padangsidempuan, 22733
Telp.(0634) 22080 Fax.(0634) 24022

LEGALIZATION

Title : Improving Vocabulary Mastery Through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidempuan

Written By : Annisa Mardia Octia

Reg. Number : 14 203 00011

The thesis had been accepted as a partial fulfillment of the requirement for Degree
Education (S.Pd)

Padangsidempuan, 28 June 2019
Dean

Dr. Lelva Hilda, M.Si
NIP. 19720920 200003 2 002

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised be to Allah Subhanahu Wata'ala (SWT)., the most Creator and Merciful who has given me the health, time, knowledge and strenght to finish the thesis entitled “Improving Vocabulary Mastery Through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidimpuan”. Besides, peace and greeting be upon to the prophet Muhammad SAW who has brought the human from darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In this process of finishing this thesis, I got a lot of guidance and motivation from many people,. Therefore, in this chance I would like to express my deepest gratitude to the following people.

1. Special thanks to Mr. Dr. Fitriadi Lubis M.Pd., as the first advisor and Mrs. Fitri Rayani Siregar, M.Hum., as the second advisor who had guided, supported and suggested with great patience to finish this thesis. May Allah bless them and their family
2. Special thanks to Dr. H. Ibrahim Siregar, M.CL., as the Rector of the State Institute for Islamic Studies (IAIN) Padangsidimpuan.
3. To Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty of the State Insttute for Islamic Studies (IAIN) Padangsidimpuan.
4. To Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Department IAIN Pdangsidimpuan.
5. To Mr. Yusri Fahmi, S.Ag., as the Chief of Library and his staffs have borrowed the books to me in this research.
6. All lectures who have given me their valuable through in teaching English for researcher during the learning process in TBI IAIN Padangsidimpuan.

7. The exclusive thanks to my lovely parents' (Mr. Suwanto) and (Almh. Mrs. Nurdiana Harahap) who always give me material, prays, motivation, and moral encouragement from the beginning of my study until to finish my study.
8. To my lovely brothers, they are : (Dily Anto Musthafa Hamdi, AMd.Kep, Fandi Achmad, AMd.Kom). To my lovely sister in law they are: (Nurhamidah Sitorus Pane, Am.Keb, and Suharti) who always support me and give me spirit and material until to finish my study.
9. To my beloved friends in TWC (Together We Can) Maya Alawiyah Siagian, Mora Kartika Sari Nasution, Rika Putri Ani Siregar, Ranisa, who always support me and bring me from the dark heart until I am laugh and who always beside me in sad and happy time who have motivated and fight together to finish this thesis. To my lovely friends Sri Wahyu Ningsih, Chintya Alina Fatimah Hsb, Epri Avriany Lubis for the friendship.
10. To all of my beloved friends epecially TBI 3 who have helped, supported and motivated me in finishing my thesis and as a friends to fight together finishing our study.

At last, I realize that although I made my best effort, this thesis is still far from perfection. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis will be accepted gladly.

Padangsidempuan, April 2019
Researcher,

ANNISA MARDIA OCTIA
Reg. Number. 14 203 00011

Name : Annisa Mardia Octia
Reg Number : 1420300011
Faculty : Tarbiyah and Teacher Training faculty
Department : English Education (TBI-3)
Title of Thesis : **Improving Vocabulary Mastery Through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidimpuan**

ABSTRACT

The objective of this research was to improve vocabulary mastery at the grade IX students of SMPN 8 Padangsidimpuan in the academic year of 2018/2019 through listening to English songs.

This research was categorized into classroom Action Research that consisted of two cycles. This research used model proposed by Kemmis and Robin that contained four steps in a cycle of research: planning, action, observation, and reflection. The participants of this research were 23 students at the grade IX students of SMP N 8 Padangsidimpuan especially IX-7. The focus of this research was improving students vocabulary mastery. The techniques of data collection were test, observation and interview.

Based on the result of the research, researcher found that the students vocabulary mastery was improved. It was supported by the result of the testing in cycle 1 22,60% and the percentage score (4,34%), and the second test, the mean of the students score were 60,65% the percentage score (13,04%). In the second cycle, the third test, the mean of students score were 73, 26% the percentage score (69,56%) and improved again in 84,13% score the percentage score (91,30%). From that, researcher conclude that most of Students has achived KKM, that is 75 score.

Keywords: *Improving, Vocabulary Mastery, & Listening to English Songs*

TABLE OF CONTENTS

COVER SHEET	i
LEGALIZATION OF ADVISOR SHEET	ii
AGREEMENT OF ADVISOR SHEET	iii
DECLARATION LETTER OF WRITING OWN THESIS SHEET	iv
AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY SHEET	v
SCHOLAR MUNAQOSAH EXAMINATION SHEET	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY SHEET.....	vii
ABSTRACT	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	xii
LIST OF APPENDIXES	xiv
LIST OF TABLES	xv
LIST OF FIGURES	xvi

CHAPTER I: INTRODUCTION

A. Background of the Problem.....	3
B. Identification of the Problem.....	3
C. Limitation of the Problem	3
D. Focus of the Problem.....	4
E. Formulation of the Problem.....	4
F. Purpose of the Problem	4
G. Significances of the Research.....	4
H. The Indicator of the Action.	5
I. Outline of the Thesis	5

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Theoretical Description.....	7
1. Vocabulary	7
a. Definition of Vocabulary	7
b. Purpose of Vocabulary.	9
c. Kinds of Vocabulary	11
d. Principles of Teaching Vocabulary	12
e. Procedure Listening to Song in Teaching Vocabulary ..	13
f. The Material of Vocabulary	14
2. Listening to English Song	18
a. The Definition of Listening to English Song.....	18
b. The Purpose of Listening to English Song	21
c. Procedures of Listening to English Song.....	22
d. The Advantage of Using English Song	22

e. The Disadvantage of Using English Song	24
B. Review of Related Finding	24
C. Conceptual Framework	27
D. Hypothesis of the Action	27

CHAPTER III: RESEARCH METHODOLOGY

A. Location and Schedule of the Research	29
B. The Research Design	29
C. Subject of the Research of the Research	30
D. Instruments Data.....	31
1. Test.....	31
2. Observation.....	33
3. Interview.....	35
E. The Procedure for Classroom Action Research	35
1. Action Research in Cycle 1	37
2. Action Research in Cycle 2	40
F. Techniques of Analysis Data	43

CHAPTER IV : THE RESULT OF THE RESEARCH

A. The Description of songs' implementation in Helping the Students Improve Their Vocabulary Mastery in SMP N 8 Padangsidempuan.....	46
B. The Description of Students' Progress on Vocabulary Mastery through Listening to English Songs in SMP N 8 Padangsidempuan.....	58
C. Discussion of the Research Findings.....	70
D. The Treats of the Research.....	72

CHAPTER V: CONCLUSIONS AND SUGGESTION

A. Conclusions	73
B. Suggestions.....	73

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF APPENDIXES

Appendix I	Lesson Plan I
Appendix II	Lesson Plan II
Appendix III	First Test
Appendix IV	Second Test
Appendix V	Third Test
Appendix VI	Fourth Test
Appendix VII	Observation Sheet Students' Activity Cycle 1-2
Appendix VIII	Observation Sheet Students' Activity Cycle 1 -2
Appendix IX	List of Interview Students and Teacher
Appendix X	Documentation

LIST OF TABLES

Table I	The Categories of Standard Value	31
Table II	The Indicator of Vocabulary Mastery Test of First Test	32
Table III	The Indicator of Vocabulary Mastery Test of Second Test	32
Table IV	The Indicator of Vocabulary Mastery Test of Third Test	32
Table V	The Indicator of Vocabulary Mastery Test of Fourth Test.	33
Table VI	The Indicators of Obsevation to Students	34
Table VII	The Indicators of Obsevation to Teacher	34
Table VIII	The Indicators of Interview	35
Table IX	The First Cycle Problems and Resolution	52
Table X	The Comparison Learning Process and Students' Achievement on Cycle1 and Cycle 2.....	56
Table XI	Comparison Score of Students' Vocabulary Mastery.....	59
Table XII	Students Vocabulary Mastery on the First Test	60
Table XIII	Students Vocabulary Mastery on the Second Test	62
Table XIV	Students Vocabulary Mastery on the Third Test	64
Table XV	Students Vocabulary Mastery on the Fourth Test	64
Table XVI	Students' Achievement of Vocabulary Mastery Through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidimpuan.....	67
Table XVII	Students' Vocabulary Score Test	68

LIST OF FIGURES

Figure 1 Research Conceptual Framework	27
Figure 2 Action Research Spiral by Kemmis.....	37
Figure 3 Comparison of Students' Mean Score in First Cycle and Second Cycle.....	68
Figure 4 Comparison of Students' Percentage Score in First Cycle and Second Cycle	69

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an International language. In Indonesia is provided as compulsory subject to students of elementary school, junior high school, senior high school, and even higher education level then it has been examined in the national examination to determine the students' graduation. English is also a language which dominate communication era to connect and transfer knowledge in society, English is very important subject that study of the students.

In Indonesia curriculum, there are four skills required in English teaching learning program. There are writing, speaking, reading and listening. The first, writing is an activity to pour ideas, feeling, thinking with use written language as media. The second, speaking is an interactive process of conducting meaning. The third, reading is an interactive process between the reader and the text in order to gain an understanding of a written text.

Vocabulary is an important in this life and education, wherever and whenever the people need vocabulary for communication. In learning English language, students need to master vocabulary. More vocabulary is mastered by learners, and their performance will be better in all aspects of learning language. So it is very important for people to learn it.

There are many efforts of teacher can be use to make the students vocabulary mastery. The government also support the teacher and headmaster with give the

suitable books or adequate media to teaching learning process. So from the teachers efforts, the teacher are hoped the students are able to improve their vocabulary mastery.

The condition of vocabulary mastery of SMP N 8 Padangsidempuan especially IX grade students still low. Based on private interview with their English teacher, Mrs. Listini Siregar, S.Pd said that the students have three problems. The first, that the ninth grades like to learn English in enjoyable situation, especially vocabulary. The second, they are get bored easily with the lesson because they think that English vocabulary not important for them. The last, they are only interested in learning English vocabulary when it is enjoyable for them.¹ So, the teacher can adapted any kinds English vocabulary materials and tasks for the students that appropriate for them. The text book is not only learning source for students. The teacher can use other learning materials that can support the students in learning and mastering English Vocabulary.

There are many factors improve vocabulary mastery. The factors are media, material, strategy of the teacher, methods, etc. The researcher can use media to improve vocabulary mastery because they are get more vocabularies from the song that hear. When listen to English song, there are many vocabularies that can by listener.

Then, when listening to English songs they will concentrate to listen the word said in song and then they will find the meaning of the word. After they find

¹ Private Interview, Teacher of SMP N 8 Padangsidempuan, (Pijorkoling: July 24th, 2018)

the meaning word that said in the song, they will improve their vocabulary because they add the vocabulary.

The role of listening to English song to vocabulary mastery is very important, because song is the effective to be use. Singing gives relaxing. By singing, the students can study and play. Teaching other language is very difficult. But, it did not difficult if the teacher are able to understands needed. The researcher know of the methods are matched to students. Moreover, teach young students it is so difficult. They like something fun, happy, laugh, unique, and interest.

Based on explanation above, the researcher conducts the title of research “Improving Vocabulary Mastery Through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidempuan”

B. Identification of the Problem

Based on the background above, the problem came from students. However, those problems are considered to be solved immediately. The problem is about students, most of students not interesting in teaching learning process because they are did not have many vocabularies, the students think that English vocabulary not important for them. The students only interested in learning English vocabulary when it is enjoyable for them.

C. Limitation of the Problem

Based on identification of the problem describe in the previous section, this research is limited to see the improvement of vocabulary mastery through listening to English songs. This research is conducted by classroom action research.

D. Focus of the Problem

The researcher focus on Improving Vocabulary Mastery Through Listening to English Songs at The Grade IX SMP N 8 Padangsidimpuan.

E. Formulation of the Problem

Referring to the background of the study above, the researcher formulated the problems into the following questions:

1. How is the songs implemented in listening class to help the students improve their English vocabulary mastery?
2. To what extend does the use of songs help the students improve their English vocabulary mastery in listening class?

F. Purpose of the Research

Based on the focus of the problems, the researcher determines that the Purpose of the research can be stated as follow :

1. To investigate the use of song can help the students' mastery English vocabulary in listening class for the third grades SMP N 8 Padangsidimpuan.
2. To describe how the implementation of teaching English using songs in improving English vocabulary mastery in listening class.

G. Significances of the Research

1. For headmaster as information to improve the quality students of English education in SMP N 8 Padangsidimpuan.
2. For English teacher as information about the ability students of English education in SMP N 8 Padangsidimpuan.
3. For a reader as an input to conduct further research.

H. The Indicators of Action

There are many indicators used in teaching vocabulary through Listening to English songs. The first, teach them about listening. The second, teach them material vocabulary about congratulations and hopes. Third, the researcher explain the song. The fourth, the researcher give test in the blank of English songs. Here, the researcher wants to research the students interesting in learning vocabulary through English songs. The last, the researcher and student's answer the test together.

I. Outline of the Thesis

Chapter one, it consist of background of the problem where the phenomenon is find. Then, it is continue with identification of the problem. Then, limitation of the problem. Then, the focus of the problem. The formulations of the problem that consist of is the songs implemented in listening class to help the students improve their English vocabulary mastery, to what extend does the use of songs help the students improve their English vocabulary mastery in listening. The purpose of the

problem, the significant of the research, the indicator of the action , and the last outline of the thesis

Chapter two, it consist of some theoretical that relevant to the research, review of related finding, conceptual framework and the last hypothesis of the action.

Chapter three, it consists of research methodology that is used. The research methodology consist of place and schedule of the research, the research design, the subject of the research, instrument data, procedure of the classroom action research, technique of data analysis,

Chapter four, it consists of findings, discussion and the threat of the research. The findings consists of general findings that consists of vocabulary mastery through listening to English songs that the answer for the formulation of the problem in chapter one. The last, discussion consists of the result of research that compare to the other research and threat of the research consist of the threat in research.

Chapter five, it consists of conclusions for the research and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

Every research has theorist to explain meaning, concept or information about the research, below is the theoretical description of the research.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the materials studied by students of all level of school in Indonesia. It should be mastered if they want to master English well. It impossible to be successful in study language without mastering the vocabulary. Vocabulary is a central of language and of a critical Importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used of basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain the vocabulary mastery. In addition, Hornby also explains that vocabulary is one of the language elements. It is all the words that a person knows or use, the words that people use when they are telling about particular subject.¹ It means the vocabulary is a list of word usually in alphabetical order and with explanation of their meaning-less complete then a dictionary.

¹ A. S. Hornby, *Oxford Advanced Learned dictionary 7th Edition*, (New York: Oxford University Press, 2005), p. 959.

According to Penny Ur, “Vocabulary can be defined roughly, as the word we teach in the foreign language.² However, a new item of vocabulary maybe more than single word. For example, Note book and mother in law which are made up two or three words but express a single media. There are also multi word Idiom such as call it a day, where the meaning of the phrase can't be deduced from an analysis of the component words a useful conversation to cover all such cases by talking about vocabulary items rather than word.

Then, According to Shirley Burnidge says “Vocabulary is all the word in language list of the word in lesson or book, all the word that one person knows.³Based on explanation above, vocabulary is a word in language list in book. Then, Thomas Nelson also says “Vocabulary is a list of word expands in alphabetical order.⁴Based on explanation above, vocabulary is a list of the word to deliver something. Furthermore, Richard and Renandya says “Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write.⁵ The listening vocabulary includes all the word one hears and understands. The speaking vocabulary includes all the word continuous to be important used

² Penny Ur, *A Course Design in Language Teaching*, (London: Cambridge University Press, 1998), p. 60.

³ Shirley Burnidge, *Oxford Basic English Dictionary*, (New York: Oxford University Press, 1981), p. 472.

⁴ Thomas Nelson, *The Award Compact English Dictionary*, (London: Award Publication, 1985), p. 612.

⁵ Jack. C. Richard and Willy A. Renandya, *Methodology in Language Teaching and Analogy Current Practice*, (USA: Cambridge University Press, 2000). p. 225.

in oral announcement. The reading vocabulary is compound of words one recognized and understands in reading. The writing vocabulary notes the words and helpful to remembered it.

b. Purpose of Vocabulary

To learn something people have to know the purpose of the things their learn, in this case the purpose of learning vocabulary is to help the learners easier in expressing the idea because the vocabulary is all of the words contained in a language, the word property owned by a speaker or a writer, words used in a field science, compiled a list of words like the dictionary is accompanied brief explanations through song; this problem is not only enriching vocabulary through lesson language but also through other study.

Many definition of the purpose of vocabulary can be found from the experts: "Large vocabulary helps us express our ideas precisely in communication. We often believe that need a large number of words to master English language well it is not always wrong because we are hoped to realize that without a certain amount of vocabulary, it seems it is quite impossible to use the language precisely and vividly. We sometimes have difficulties; in understanding the meaning of the word, in differentiating the word form, and in applying the word in a sentences."⁶ Based on explanation above, large vocabulary can help us expressing our ideas in communication.

⁶ A.M. Zainuri, *Vocabulary 1*, (Jakarta: English Department, 2003), p.1

Indonesia National education Department also pointed about learning vocabulary: "In accordance essentially language learning, learning vocabulary not taught the words or phrases separated off, but was involved in discourse context, with regard to subjects and also related with specific areas as an example of the discourse on the there games. In order to achieve optimal learning outcomes vocabulary, teachers need to equip their students with words related to particular field. In every field of science used special words. Vocabulary enrichment effort need to be done continuously and can be obtained through certain areas."⁷ From the description above, the researcher conclude that vocabulary understanding to understand the language of relationship with its context, both the Indonesia and English context. The students are able to communicate both verbally or in writing. To achieve those students need in Arm ability adequate mastery of vocabulary to make students to communicate optimally.

c. Kinds of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.⁸ While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory

⁷Depdiknas, *Peraturan Menteri Pendidikan Nasional, No 22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*, (Jakarta: 2003), p. 35.

⁸John Read, *Assessing Vocabulary*, (Cambridge UK: Cambridge University Press, 2000), p. 154.

and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

According to Harmer, there are two kinds of vocabulary, they are:

1) Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone does not need to need to know much about the receptive vocabulary because it is impossible for someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by wor

2.) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.⁹

According to Azimar Enang that there are two types of vocabulary, they are:

1) General Vocabulary

2) Special Vocabulary.¹⁰

⁹Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p.158-159.

¹⁰Azimar Enang, *Kinds of Vocabulary*, (Bandung PT. Pustaka Media, 2001), p.203

Based on the explanation above, there are some kinds of vocabulary, they are: receptive vocabulary, productive vocabulary, general vocabulary, special vocabulary.

d. Principles of Teaching Vocabulary

When a teacher teaching material about vocabulary for the students, the teacher must be attention principle to teaching vocabulary because teaching vocabulary is important to mastery in four skill. There are some principle to teaching vocabulary:

- 1) Focus on the most vocabulary first
- 2) Focus on the vocabulary in the most appropriate way
- 3) Give attention the high frequency word across the four strands of a course
- 4) Encourage learner to reflect on and task responsibility the learning.¹¹

Moreover about principle to teaching vocabulary Tricia Hedge say some principle to teaching vocabulary, the teacher must be attend the principle there are:

- 1) Developing a variety of techniques for the teaching of meaning
- 2) Encouraging the development of effective strategies
- 3.)Exposing learners to vocabulary through reading and training lexical inferencing
- 4) Teaching the effective use of dictionaries
- 5) Evaluating the vocabulary component of course books
- 6) Teaching vocabulary explicitly through a range activity types
- 7) Developing resources for vocabulary teaching.¹²

¹¹ H. Douglas Brown, *Teaching by Principle An Interactive Approach in Language Pedagogy*, (United States Of America: Prentice Hall Regents, 1998), p. 365-366.

¹² Tricia Hedge, *Teaching and Learning in the Language Classroom*, (United Kingdom: Oxford University Press, 2000), p. 125

Based on the principles above, it show that principles is important in teaching especially principles to teaching vocabulary. So as a teacher must know and understand about principles of teaching vocabulary.

e. Procedures Listening to English Songs in Teaching Vocabulary

Teaching is process done by the teacher to share their knowledge, experience and the material to students.¹³ Teaching vocabulary is clearly more than just presenting new words. The researcher has to be careful in selecting the vocabulary that she/he will be taught. Both students and teacher need to know how it talks about language at various points during learning and teaching. Harmer argues that music is a powerful stimulus for students' engagement precisely, because it speaks directly to our emotions while still allowing use to use our brain to analyze it and it effects if we so wish.¹⁴ It means that song or music can make modification atmosphere or prepare the students for new activity in the classroom. Eight procedures of applying song in teaching learning:

- 1) Introduce the lesson as an easy and enjoyable way to learn new words.
- 2) Ask the students to work in pairs.
- 3) Let the students listen the song.
- 4) Ask the students to circle the word that they listen. The students must listen carefully in order to make out the exact words being song.
- 5) Repeat the song 3 time until the students finished circling the word.
- 6) Check their work one by one. After the teacher finish check their works, the teacher gives a copy of song lyric.

¹³Jeremy Harmer, *The Practice Of English Language Teaching*, (Malaysia: Pearson Educated Limited, 2007), p.263.

¹⁴ Jeremy Harmer, Op. Cit., p.366.

- 7) Ask the students for a words meaning, give clues such as an exaggerated tone of voice and appropriate factual expressions.¹⁵

From the procedures above, the researcher assumes that students will be easy to understand the material and easy to memorize the vocabulary also will not feel bored in the classroom.

f. Material of Teaching Vocabulary at Junior High School

There are many common topics in English book that used by the IX grade students of SMP N 8 Padangsidimpuan. It divides into fourteen chapter, such as: Congratulation and hopes (Chapter I), Let's start our wall magazine! (Chapter II), What should I do that for? (Chapter III), Be healthy, be happy (Chapter IV), This is how you do it (Chapter V), Everybody is always in the middle of something (Chapter VI), What will be will be (Chapter VII), We have been to an orphan home (VIII), You get what you earn! (Chapter IX), Sangkuriang (Chapter X), They are made in Indonesia (Chapter XI), What is it? (Chapter XII), Come and visit us (Chapter XIII), You can always come back home (Chapter XIV).¹⁶Based on the syllabus curriculum for grade IX, the researcher take Congratulation and Hopes material to improve their vocabulary.

¹⁵Kuran Puasa, *Teaching English Through Song* (Bandung: Yrama Widya, 2013), p. 16-17.

¹⁶Kementrian Pendidikan dan Kebudayaan, *Bahasa Inggris Think Globally Act Locally* (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2015), p.1

Example of material congratulations and hopes:

- A. Situation 1: Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her for the result of the Math test and hope that she will get an A for the English test, too.

The conversation:

Lina : “Thank God, I got an A for my Math test. But, I’m not sure of the result of my English test.”

Dayu : “_____”

Situation 2: Dayu is going to participate in the bike race to celebrate the Independence Day. Siti shows her hope that Dayu will get a prize.

The conversation:

Dayu : “Siti, wish me luck. I will take part in the bike race to celebrate the Independence Day.”

Siti : “_____”

Situation 3: Edo’s father has given him permission to walk to the mountain. Beni is happy for him and expresses his hope that he will safe trip.

The conversation:

Edo : “Thank God. Finally my father lets me go to the mountain walk.”

Beni : “_____”

Situation 4: Lina tells Udin that she will get a scholarship from the government to finish her SMP. Udin congratulates her and wish her for the best wish her study.

The conversation:

Lina : “Udin, I will get a scholarship from the government to finish my SMP.”

Udin : “_____”

Situation 5: Beni has fulfilled all the requirements to run for the OSIS Chairman. Udin is happy for him and hope that he will be the next OSIS Chairman.

The conversation:

Beni : “The vice principal said that I dad all the requirements to run for the OSIS Chairman.”¹⁷

Udin : “_____”

B. The key answer of conversation :

Situation1:

Lina : “Thank God, I got an A for my Math test. But, I’m not sure of the result of my English test.”

Dayu : “Congratulation for the result of your Math test, I hope you will get an A for the English testtoo.”

¹⁷*Ibid*, p. 1.

Situation 2:

Dayu : “Siti, wish me luck. I will take part in the bike race to celebrate the Independence Day.”

Siti : “Sure. Good luck. I hope you will win the race.”

Situation 3:

Edo : “Thank God. Finally my father lets me go to the mountain walk.”

Beni : “I’m happy for you. Have a safe trip.”

Situation 4:

Lina : “Udin, I will get a scholarship from the government to finish my SMP.”

Udin : “Congarratulations! I wish you all the best with your study.”

Situation 5:

Beni : “The vice principal said that I dad all the requirements to run for the OSIS Chairman.”

Udin : “I’m happy for you. I hope you will be our next OSIS Chairman.”¹⁸

¹⁸Kemntrian Pendidikan dan Kebudayaan, *Buku Guru Bahasa Inggris Think Globally Act Locally* (Jakarta: Kemntrian Pendidikan dan Kebudayaan, 2015) p. 59.

3.) Listening to English Song

a. Definition of listening to English song

These are the definition of listening based on Nation and J. Newton stated that “listening is natural precursor to speaking; the early stages of language development in person’ first language (and in naturalistic acquisition of other languages) are dependent on listening.”¹⁹ Based on explanation above, listening is language development in person’s first in to speaking.

According to Caesar Augusto Borromeo Garcia states that “listening means paying careful attention to the information that is being given us orally”.²⁰ Based on explanation above, listening is pay attention to the information. Steven Brown states that “listening for details is something we do every day”.²¹ Based on explanation above, listening is something we listen every day.

Based on Kline, “listening is the process of receiving, attending, and understanding auditory messages, that is message transmitted through the medium of sound. Listening is a complex process an integral part of the total communication process, although a part often ignored”.²² Based on

¹⁹ I.S.P Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York and London: Routledge, 2009), p. 37.

²⁰Caesar Augusto Borromeo Garcia, *The Use of The Lyric Training Website To Improve Listening Comprehension* (Mexico: Xalapa Veracruz, 2013), p. 11.

²¹ Steven Brown, *Teaching Listening* (New York: Cambridge university Press, 2006), p. 6.

²²Jhon A Kline, *Listening Effectively* (Alabama: Air University Press, 1996), p. 15.

explanation above, listening is a message which one delivery with medium of sound with total communication process.

While according Jack C. Richards stated that “listening comprehension is the traditional way of thinking about the nature of listening”.²³ According to Douglas Brown listening comprehension has not always drawn the attention of educators that it now has. Perhaps human being have a natural tendency to look it speaking as the major index of language proficiency.²⁴ Based on explanation above, the researcher concludes that listening is far more challenging, because they do not listen to their native language. The, listening is very important to develop English language.

Song are combination of the words sing by the specific rhythm and intonation. Song made for two goal, they are (1) Song made just for relax and (2) Song made for learning.²⁵ According To Hornby say “song is singing, music for the voice, while chant, often repeated tune to which slam and canticle are fined; several syllables or words to one note.”²⁶ Then, song is one of foreign language. The techniques using music with the goal to relax the student, which is believed to be essential element for the learning process to take place. Lems states that song lyric should be focused on since they

²³ Jack C. Richards, *Teaching Listening and Speaking From Theory in Practice* (New York: Cambridge University Press, 2008), p. 11.

²⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (San Fransisco State University: Longman, 2004), p. 233.

²⁵ Suyanto, *English For Young Learners*, (Bumi Aksara: Jakarta, 2010), P. 113.

²⁶ A . S. Hornby, *Oxford Advanced Learned dictionary 7th Edition*, Op. Cit., p. 337

have common short word as well as repetition of words and structure who helps learners understand the meaning.²⁷

Songs have been part of the human experience for as long as we can remember. Songs have become an integral lesson they can be of great value. Nation says that “Songs allow learners to repeat and to memorize chunks of language”. Domoney and Harris asserted that pop music was probably the most frequent and meaningful exposure to English outside learners’ English classes.²⁸ Therefore, popular songs can be effective materials that relate English learning to students’ daily life.

So based on explanation above, Listening to English song can helped students to learn more effectively. The children is very interested to listen the sound and beautiful rhythm. From the song is singing by themselves, listen the cd, radio, orchestra or the music tools. They are more easy to remembered about something and express the opinion if with the music.²⁹ This research was focused on the reasons for using songs by demonstrated their effectiveness as a learning tool. So it can be concluded that music or English song is effective tool to help us teach vocabulary four our children or our students.

²⁷Fu Xiaowei, *Strategy of Learning English Vocabulary From Pop Song*, (China: Kristad University, 2010), p. 21.

²⁸Yi- Chun Chen, *The Effect of English Popular Songs on Learning Motivation and Learning Performance*, (Taiwan: Department of Foreign Languages and Literature National Cheng Kung University, 2009), p.18.

²⁹Shindunatha, *Membuka Masa Depan Anak- Anak Kita*, (Yogyakarta: 2000), p 89.

b. Purpose of Listening to English song

According to Tri Listiyaningsih that the purpose of listening to English song are:

- 1) Listening to English song can improve the pronunciation.
- 2) Listening to English song can improve vocabulary mastery.³⁰

Kevin says the purpose of using songs in the classroom are songs can be used:

- 1) To present a topic a language point, lexis, etc.
- 2) To practice a language point, lexis, etc.
- 3) To focus on common learner errors in a more direct way.
- 4) To encourage extensive and intensive listening.
- 5) To stimulate discussion of attitudes and feelings.
- 6) To encourage creativity and use of imagination,
- 7) To provide a relaxed classroom atmosphere
- 8) To bring variety and fun to learning.³¹

Based on explanation above, the researcher conclude listening to English song can improve the pronunciation because while learning English song, the native speaker will say that correct pronunciations and listener can learn the correct pronunciation from it. Listening to English song can improve vocabulary mastery because when people improve the vocabulary through remembering the vocabulary that repeat in the English song, they will comprehend about word that repeat in English song vocabulary.

³⁰Tri Listiyaningsih, *The Influence of Listening English Song to Improve Listening Skill in Listening Class*, (Unpublished Thesis, IAIN Surakarta, 2017), p. 46-47.

³¹ Kevin Shcopepp, *Reason for Using Songs in the ESL/EFL classroom*. (The internet TESL journal, vol.VII, No.2 Februari 2001).Retrivedfrom:<http://iteslj.org/Articles/SchoeppSongs.html>.on June 21st 2018, at 15.00 pm.

c. Procedure of listening to English song

According to Edgar A. Reina Arevalo, the use of song procedure there are various ways of using songs in the classroom. The author explains the following steps to focus on a listening practice:

- 1) Activating prior-knowledge
Prior knowledge is organized in schemata: abstract, generalized mental representations of our experience that are available to help us understand new experience.
- 2) While-listening
Having a purpose for listening helps us listen more effectively. The idea of knowing the purpose of listening is a very effective first strategy to teach because helps students organize and reflect on their learning.
- 3) Post-listening
A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.³²

Based on explanation above, procedure of listening to English songs following by: (1) activating prior-knowledge, to help us understand new experience, (2) while-listening, help us listen more effectively. (3) post-listening, relate to a pre-listening activity such as predicting.

4) The advantages using English song method

According to Dave Meier argue that song has many advantage in teaching and learning process:

- 1) To warm, creating sensory and creating learning condition.
- 2) Make relax thinking and opening to learn.
- 3) Creating feeling and positive association of the learner.

³²Edgar Alberto Reina Arevalo, *The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes*, (Colombia, 2010), p.125-126.

- 4) Increasing the brain.
- 5) Helps fast and increasing in learning process.³³

Based on description above, the researcher conclude advantages using English songs method creating feeling and positive association of the learner and helps students easy to memorized.

Murphey believes that music has the power to engrave itself into our brains, stating that “songs work on short-term and long-term memory” and therefore adequate tools for using in the language classroom.

The use of song in teaching learning process has advantages, those are:

- 1) Create a desire environment, students are expected to be enthusiastic in the learning process.
- 2) Facilitate a positive learning mood and motivate students to learning, song helps students to focus on the material discussed and raise their concentration in the learning activities.
- 3) Connect students to content topics. Students are expected to understand to topic that they studied through song lyrics.
- 4) Reduce learning stress level. As a filler, when students are boring teacher can stimulate them by playing song to make them more active
- 5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are lazy to understand the material.
- 6) Stimulate imagination and creativity. Song is good stimulus to imagine and it can explore students creativity.
- 7) Embed new vocabulary, students can enrich their vocabulary after listen to a song
- 8) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.³⁴

³³Dave Meier, *The Accelerated Learning Handbook* (New York: Mc Graw-Hill Companies, 2005), p.176.

³⁴Adi & W, Gunawan, *Genius Listening Strategy*, (Jakarta: PT Ikrar Mandiri Abadi, 2004), p.254-259.

From the advantages above, the researcher concluded that the use of song in teaching learning process has good effect. It gives good effect to activate understanding and make students easy to memorize the material and can be to create relaxing condition in learning process and make the students understanding and helps students to memorize the material more easy.

5) The disadvantages of Using English Song Method

However everyone know that every technique has limitations the use of songs also has weakness or disadvantages as shown below:

- 1) It requires a lot of teaching media such as a tape recorder, cassettes, and the songs related to the topic. Furthermore, it spends a lot of time because the teacher does not only teach phrasal, but also sing the songs.
- 2) The teacher will have problem and undisciplined notice in class if she/he can not manage the class.³⁵

The use of song in teaching learning process has disadvantages. Those are:

- 1) It can make you more aggressive and unsociable depending on what the band stands for.
- 2) It can make you depressed.
- 3) Many people have different opinions on modern bands and this can lead to server arguments and can start riots.³⁶

From the explanation above, it can make the teacher can not manage the class and also make the students depressed, because too much listening with the rhythm quickly.

³⁵Op.Cit, *Genius Listening Strategy*, p.259.

³⁶Wadsworth Longfellow, Henry, “*Using Music in the ESL Classroom*”, <http://www.englishclub.com/teaching-tips/music-classroom.htm> accessed on 28 September 2018.

B. Review of Related Findings

There are some researcher had done a research some with researcher. The first, Prames Ayuningtyas.³⁷ This study, the researcher adapted Descriptive Qualitative Research as a research. Later, purposive of participant selection method was applied to select the sample of the research. To answer does two problems, the researcher was conducted an interview to provide information, and then the result of the interview was developed and analyzed. In this respect, based on the preliminary interview with the students of class III Otomotif and class III Analisis Kimia SMK N 2 Depok Sleman Yogyakarta, it was found that twelve students (60%) had difficulty in listening comprehension due to their lack of vocabulary mastery. Fourteen students (70%) admitted that they liked listening class, yet listening was considered as the most difficult subject to be mastered. Besides, based on interview with the students (85%) confessed with they preferred listening to a song than listening to conversation.

The second was done in English Educational Department in IAIN Padangsidimpuan. The researcher name Indah Purnama Sari Siregar.³⁸ This research was conducted by classroom action research. The participants of this research totally 30 students, the students' learning vocabulary improved with percentage in the first cycle 43.33% and 76.66% in the second cycle. So that, there

³⁷Prames Ayuningtyas, *Improving Vocabulary Mastery Through Listening to Songs for the Students of SMK N 2 Depok Sleman Yogyakarta*, (<https://repository.usd.ac.id/5674/>) accessed on July 23 2018

³⁸ Indah Purnama Sari Siregar, *Improving Students' Learning Vocabulary by Using Picture at Grade V SD N 101213 Baringin*, (Unpublished Thesis, IAIN Padangsidimpuan, 2015), p. 74

was 33.33% improvement. It was suitable with mean score of students' learning vocabulary that have been gotten in the first cycle was 73.2% improved to become 78.8% in the second cycle.

The third research was done in English Educational Department in IAIN Padangsidempuan. The researcher name Reza Amalia Nasution.³⁹ This research was conducted by classroom action research. The first cycle; the first test categorized in to enough 54.08 (4%). The second cycle; second test categorized in to very good 84.48 (80%).

C. Conceptual Framework

Based on the theoretical review and review of related findings, the researcher arrives at conceptual framework of this research. In learning process and teaching English, the students faced many problems. The students are not interesting and they get bored easily with the lesson. They are difficult to memorize the vocabulary, especially new vocabulary which one the students seldom listen that words.

Listening English song is one of many ways in improving students' vocabulary mastery. By using this method students will more easily improve their vocabulary mastery, and the students will be fun in the classroom therefore, the researcher plans to do the research in two cycles based on the framework bellow:

³⁹ Reza Amalia Nasution, *Improving Students' Vocabulary Mastery Through Frozen Film Animation in SMP N 5 Padangsidempuan*, (Unpublished Thesis, IAIN Padangsidempuan, 2016), p.83

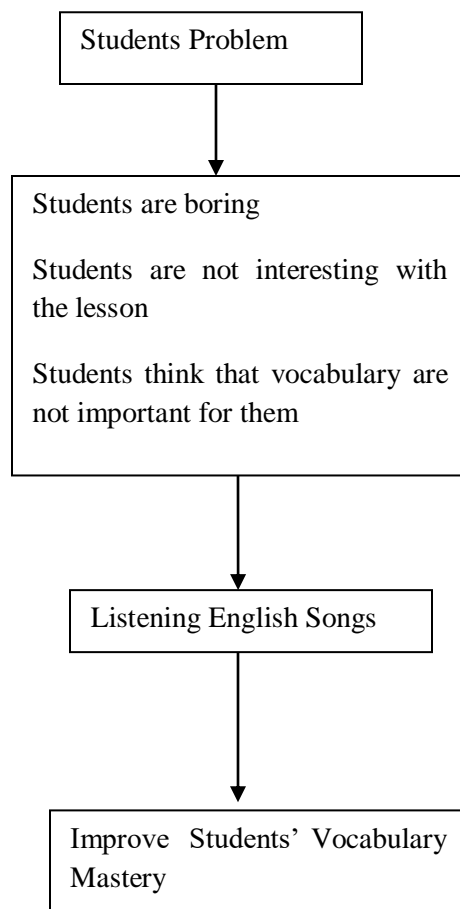


Figure 1: Conceptual Framework

Based on the conceptual above, the students problem is vocabulary. It can be seen when the teacher was teach the lesson, any students not respond or not receive teachers explain cause the students are not interesting with the lesson. So, English song is the method will interest the students in learning vocabulary.

D. Hypothesis of the Action

The hypothesis needed to show the researchers thinking and expectation the outcomes of the research related to this research. The hypothesis of this research is

stated that "Listening to English Songs can improve the students Vocabulary Mastery at the Grade IX students of SMP N 8 Padangsidempuan".

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Schedule of the Research

The place of the research was done at SMP N 8 Padangsidempuan especially at grade IX-7. It was located in Pijorkoling. Jl. Mandailing Km 7,8 Pijorkoling, Kec. Padang Sidempuan Tenggara, Kabupaten Tapanuli Selatan North Sumatera Utara Indonesia. This research has been conducted from August 2018 until finish.

B. The Research Design

Research has important role in educative process, which is to know or to solve the certain problem that happens in the teaching and learning process. Classroom action research (CAR) applied by researcher to design the research. Researcher will do action research to improve vocabulary mastery through listening English songs. Gay and Airasian started that “classroom action research is a type of practitioner research that is used to improve the practitioners practice, action implies doing or changing something”.¹ Anne Burns describes “Classroom Action Research is part of a board movement that has been going on education, it involves taking a self-reflective critical, and systematic approach to explore the teaching context.”² Additionally, classroom action research is different from the other types of research. It was focused on individual or small group professional

¹ L.R Gay & Peter Airasian, *Education Research: Competence for Analysis and Application*, (USA, Prentice Hall. Inc, 2009), p.593.

² Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.2

practice and it was not concern with making general statement. Rochiati Wiratmaja explained that classroom action research is a research, which is, combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what was happening while included in the improving and changing.³In this research, the researcher directly involved in improving vocabulary mastery through listening English songs. The study was conducted collaboratively which involved the English teacher, the researcher, and the students.

Classroom action research consists of four steps: (1) planning, (2) action, (3) observation and (4) reflection. Planning means the reflection of the action have done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing will be done. Reflection will be to purpose what have done.

Addition the limitation of each cycle was done and implemented continuously to reach 75 as KKM like what the researcher wants to do at the first. The cycles recur until the action researcher has achieved a sati factory outcome and it is time to stop.

C. Subjects of the Research

The subjects of this research were the students at grade IX, they are in 2018/2019 academic year. There are eleven classes of grade IX in SMP N 8

³Rochiati Wiratmajda, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005), p. 11

Padangsidimpuan from IX-1 until IX-11. The researcher choose IX-7 as the subjects of this research because the researcher find some problems of vocabulary mastery in this class. The students consisted of 23 students.

D. Instrument Data

Instrument of collecting data will be important to support every research. In this research, the researcher use three instruments to collecting data such as:

1. Test

Test is a method of measuring a person's ability knowledge, or performance in a given domain.⁴ So, test measured student's ability especially in vocabulary mastery. The researcher used administrating a test, which are fill in the blank test. These types can be score objectively and can be measured learning outcome directly. There are the categories of standard of value, as the below:

Table 1.The Categories of Standard of Value⁵

No.	Percentage	Criteria
1.	0%-20%	Very Low
2.	21%-40%	Low
3.	41% - 60%	Enough
4.	61%-80%	Good
5.	81%-100%	Very Good

1. If the value of mean score 81-100%, it can be categorized into very high
2. If the value of mean score 61-80%, it can be categorized into high

⁴H.Douglas Brown, *Language Assesment and Classroom Practice*, *Op.Cit.*, p.3.

⁵Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian pemula*, (Bandung: Alfabeta, 2005), p. 89.

3. If the value of mean score 41-60%, it can be categorized into enough
4. If the value of mean score 21-40%, it can be categorized into low
5. If the value of mean score 0-20%, it can be categorized into very low.

Table 2. The Indicator of Vocabulary Mastery Test of First Test

No	Indicators	Items	Number of items	Score	Total score
1	Students are able to fill in the blank	10	1,2,3,4,5,6,7,8,9,10	50	50
2	Students are able to translate the answer test	10	1,2,3,4,5,6,7,8,9,10	50	50
Total		20		100	100

Table 3. The Indicator of Vocabulary Mastery Test of Second Test

No	Indicators	Items	Number of items	Score	Total score
1	Students are able to fill in the blank	10	1,2,3,4,5,6,7,8,9,10	50	50
2	Students are able to translate the answer test	10	1,2,3,4,5,6,7,8,9,10	50	50
Total		20		100	100

Table 4. The Indicator of Vocabulary Mastery Test of Third Test

No	Indicators	Items	Number of items	Score	Total score
1	Students are able to fill in the	10	1,2,3,4,5,6,7,8,9,10	50	50

	blank				
2	Students are able to translate the answer test	10	1,2,3,4,5,6,7,8,9,10	50	50
Total		20		100	100

Table 5. The Indicator of Vocabulary Mastery Test of Fourth Test

No	Indicators	Items	Number of items	Score	Total score
1	Students are able to fill in the blank	10	1,2,3,4,5,6,7,8,9,10	50	50
2	Students are able to translate the answer test	10	1,2,3,4,5,6,7,8,9,10	50	50
Total		20		100	100

2. Observation

Observation are ways of finding out more about the student's response, student's behavior, and student's activities during the learning process dealing with the student's vocabulary, the interaction among students and interaction between students with the teacher, and classroom situation in vocabulary classroom. The researcher used observation type of field notes. Gay and Airasian pointed out field notes are the observer's record of what was have been seen, heard, experienced and thought about during an observation

session.⁶ Based on the explanation above the researcher concluded that observation will be doing the research directly to the location of the research. It will be used for looking the students' and the teacher learning and the teaching learning process.

Table 6.The Indicators of Obsevation to Students

No.	Activities
1.	Students are active learning English
2.	Students are active learning English song
3.	Students are active singing song together
4.	The English song motivated the students in study English
5.	Students are answer the task while listening English song
6.	Students are collects the task on time

Table 7.The Indicators of Observation to Teacher

No	Activities
1.Introduction	1. Teacher doing greeting
	2. Teacher check students' present list
	3. Teacher gave motivation
	4. Teacher explanation about how to teaching and learning by using listening to English songs and subject matter
2.Content	1. Teacher gave the material and explain about congratulations and hopes.
	2. Teacher gave the explanation about congratulations and hopes
	3. The teacher turn on the English song from the laptop and speaker will be listen to and answer by the students
3. Closing	1. Teacher gave conclusion
	2. Teacher asked students about learning material has been learned

⁶ Gay and Airasian, *Education Research Competences for Analysis & Application*, (U.S.A: Prentice Hall, 2000), p.219

	3. Teacher gave test
	4. Teacher collected and analyzes the students Test

3. Interview

Interview is one of method to collect the data. Interview is face to face personal interactions, which generate data of research and allow specific issue to be discussed from another people perspective. In this research, the researcher used the interview to got the information from the source of the data about condition of the students in learning English. The interview from the English teacher is about the methods and system that are often used by the teacher to making the students more comprehensive and improve their English especially the students' vocabulary mastery.

Table 8. The Indicators of Interview

No.	Indicator
1.	Do you like study English?
2.	How many vocabularies have you got until now?
3.	Do you like listening English song?
4.	Do you like study English using English song?
5.	What are the difficulties in listening English song?
6.	What are the effects of English song to your vocabulary?

E. The procedures of the Classroom Action Research

In collect the data, the researcher used test and interview. The main data will be observed by field notes as the qualitative data. It used to describe data which are not enable to be count or measure in an objectively, and are therefore subjectively, this kinds of data will be gather through field notes. The data used to

describe the situation in the classroom during the learning process by English song in the term of students, teacher an influential factors. The qualitative data used to presents what will be measure and it is considered as the objective data. This data will be form as the students performance data to helps the teacher asses the English song effectiveness students vocabulary mastery.

Classroom action research concern on certain procedures, namely planning, action, observation and reflection. Then, action research is the choice action which is believed as the resolution for the problem. Observation, the third step in the classroom action research was done comprehensively to figure out the process of the action. Then finally reflection will be recognized and analyzed the action that will be conducted in classroom as it was figured out the observation notes. This action research followed the model that is developed by Kemis and Robin. It will be a famous representation of the action research “spiral: that contained four steps; planning, acting, observing and reflecting. The model is described in the following figure:

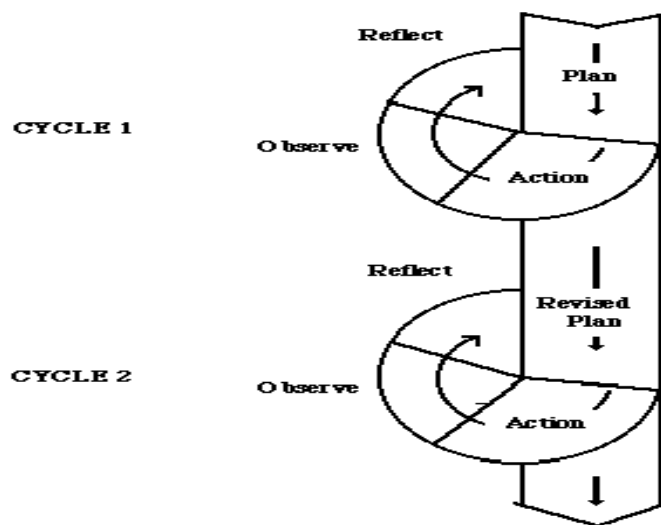


Figure 2: Action Research Spiral⁷

In this research, the researcher will apply two cycles. Each cycle consist of two meetings. Each meeting consist of 80 minutes. So, there fourth meetings during research process. Each cycle consist of four steps, they are: planning, acting, observing and reflecting.

1. First Cycle

The first cycle the researcher was conducted for two meetings. Every meeting will be eighty minutes. The researcher was observed all the activities in the classroom.

a. First Meeting

1) Planning

- a) Arranging the lesson plan

⁷Anne Burms, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.2

- b) Determining the lesson plan is about vocabulary through listening to English songs
- c) Designing the procedures listening to English songs in teaching vocabulary
- d) Preparing the first test
- e) Preparing list of interview to the students and the teacher
- f) Preparing observation note sheet of students' and teacher activity in teaching process for observers

2) Action

- a) Coming to the class with the English teacher
- b) Giving a greet to the students
- c) Explaining importance the research for the students
- d) Introducing the first song "My Wish – Rascal Flatts"
- e) Explaining the material is about vocabulary mastery through listening to English songs
- f) Telling the purpose of learning listening to English songs
- g) Giving the students test
- h) Collecting their test sheet
- i) Discussing together what the correct answers were
- j) Concluding the material

3) Observation

- a) Observing note sheet of students activity in teaching learning process

- b) Observing teacher activity in teaching learning process.
 - c) Interviewing the students
- 4) Reflection
- a) Discussing with the teacher about the action
 - b) Making any decision for the next meeting
 - c) Developing another environment to be stimulated
 - d) Clarifying the problems found in the activity whether in the case of students or teacher`

b. Second Meeting

- 1) Planning
- a) Continuing the material based on before the lesson plan
 - b) Preparing the test in the second test
- 2) Action
- a) Coming to the class
 - b) Giving a greet to the students
 - c) Introducing the second song “Best Day of My Life- American Authors”
 - d) Singing together
 - e) Explaining the lesson
 - f) Giving the students test
 - g) Collecting their test sheet
 - h) Discussing together what the correct answers were

3) Observation

- a) Teacher monitoring the students' activity
- b) Teacher observed the students as long as the testing

4) Reflection

The students' vocabulary mastery must be increased. It can be seen from their score. So, the second cycle must be done to get more the improvement of students' vocabulary mastery.

2. Second Cycle

The second cycle, the researcher was conducted for two meetings. Every meeting will eighty minutes, the researcher observe all the activities in the class.

From the evaluation in cycle 1, the result research found the students' score. The researcher makes the plan based on the difficulties of students to improve their vocabulary mastery in the second cycle.

a. Third Meeting

1) Planning

In this stage, the researcher was planned and designed activities prepare topic song was used to solve the students' vocabulary problem.

- a) Arranging the lesson plan
- b) Determining the lesson plan is about vocabulary through listening to English songs

- c) Designing the procedures listening to English songs in teaching vocabulary
- d) Preparing the third test
- e) Preparing list of interview to the students and the teacher
- f) Preparing observation note sheet of students' and teacher activity in teaching process for observers

2) Action

Researcher was applied English song based on the lesson plan that is result of reflection in second cycle.

- a) Eliminating found problem in first cycle by motivating, controlling and managing the class.
- b) Giving another English song "Michael Jackson- Heal the World"
- c) Teaching students to pronounce the song word by word
- d) Explaining students how to answer the task to got best result
- e) Giving the students test
- f) Discussing together what the correct answers were

3) Observation

- a) Observing note sheet of students activity in teaching learning process
- b) Observing teacher activity in teaching learning process
- c) Observing every class condition, learning and teaching process.
- d) Observing students' pronunciation through listening to English songs

4) Reflection

The students' vocabulary mastery more accurately than their vocabulary in the first cycle but it must be increased for the last meeting.

b. Fourth Meeting

1) Planning

- a) Preparing the teaching material of vocabulary mastery through listening to English songs
- b) Preparing the test in fourth test

2) Action

- a) Conducting English song method
- b) Motivating all students to participate in teaching process
- c) Introducing the last song "One Day- Maher Zein"
- d) Teaching the students to pronounce the song word by word.
- e) Giving the students test
- f) Explaining to students how to answer the task to get best
- g) Collecting the test
- h) Discussing together what the correct answers were

3) Observation

Both teacher and observer observed students vocabulary mastery and activity of the learning by using English song method.

- a) Observing the students vocabulary mastery is that better than before or not

b) Observing the students vocabulary mastery by using instrument

4) Reflection

The researcher and the teacher note the result of observation and evaluate it to know whether the implementing of the action process is held appropriately with the preparation or not. Then, they evaluate the students' feedback. One of the ways to evaluate it is by giving test to the students. After doing the reflection of the fourth meeting, the researcher and the teacher agreed to stop the action if the result of the action succeeds. In addition, the researcher reflected the all cycle and analysis to have conclusion of using English song technique in improving students' vocabulary mastery.

F. Techniques of Data Analysis

In analyzing the data, the researcher used qualitative and quantitative data. Qualitative data is used to describe the situation as long as teaching process. The process of data analysis involved making sense out of text and image data. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. It is analyze from observation sheet.

Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of vocabulary test. To know the means of students' score for each cycle based on the school criteria complete

study students minimum (KKM) is 75, the researcher was applied the following formula:

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

Explanation :

\bar{x} : The mean of students

$\sum \bar{x}$: The total score

N : The number of students⁸

The percentage of students' improvement in vocabulary mastery was analyzed by the following formula⁹:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : The percentage of students who get the score 75

R : The number of students who get the score up

T : Total numbers of students

Finally, researcher summarized qualitative data by six steps as suggested by Creswell as in the following:¹⁰

⁸ Moh. Nazir, *Metode Penelitian* (Bogor: Graia Indonesia, 2005), p. 175.

⁹Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK*, (Bandung: CV. Yrama Widya, 2008), p. 205.

¹⁰John W Cresswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p.190

First, organized and prepared the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Second, reading all the data. This is done by obtaining a general sense of the information and reflecting on its overall meaning.

Third, beginning detail analysis with a coding process it was organizing material into “Chunks” before bringing meaning to those chunks. It involved taking English song data categories, and labeling those with a term (a term based in the actual language of the participant).

Fourth, using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detail rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, research built additional layers of complex analysis.

Fifth, advancing how the description and themes are represent in the quantitative English song. This is discussed that mention a chronology of event, the detail discussion of several themes or interconnecting themes. Researcher used visual or figure to convey descriptive information about participants in a table.

Sixth, making interpretation or meaning of the data. It will researchers personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the research result and the discussion of the findings of the descriptive qualitative study. There are two discussions presented in this chapter. The first is related to the descriptions of songs' implementation on listening class. The second discussion is about to what extent the use of songs help the students of SMP N 8 Padangsidempuan improve their English vocabulary in listening class. This discussion includes several students' progresses in their vocabulary mastery through listening to English songs.

A. The Description of songs' implementation in Helping the Students Improve Their Vocabulary Mastery in SMP N 8 Padangsidempuan

Before listening to English songs, the teacher explained listening to English songs test for the students related to improving students' vocabulary mastery. The implementation songs' they are: (1) introduce the lesson as an easy and enjoyable way to learn new words, (2) the teacher would play the songs several times and the students were asked to listen English songs, (3) the students were asked to fill in the blanks with the correct words they heard in the song, (4) repeat the song 3 time while the students answer fill in the blank, (5) check their work one by one after the teacher finish check their works. With this technique, the students were encouraged to memorize the words better and develop their vocabulary mastery, such as in terms of pronunciation. To improve the students' pronunciation, the teacher often

invited the students to practice pronouncing some unfamiliar words, if they still made a mistake in pronouncing the words, the teacher would correct it. On the other hand, if the students could not hear the pronunciation correctly, they would ask the teacher what the correct pronunciation.

The description in this research described about all of things have been found in the class when the teacher did the research will co-teacher. The data could be found from learning process in every cycle. It was based on the instrument: test, interview and observation. The researcher described that in the first cycle and second cycle started by planning that was arranging the lesson.

1. Learning Process of Cycle 1

a. First Meeting

1) Planning

The English teacher and the researcher in the planning stage, the class would be instructed by the researcher in every meeting during the research done in the classroom. The researcher made lesson plan based on handbook students *“Think Globally Act Locally”*. The researcher prepared the lesson material is about vocabulary and listening to English songs. The researcher determining the material of vocabulary especially about congratulations and hopes also the researcher preparing the first test.

2) Action

The researcher came into classroom with English teacher of IX-7, was Mrs. Listini Siregar to execute the first meeting. The researcher gave greeting to the students and make students ready to learning material. Before introducing the first song “My Wish – Rascal Flatts” the teacher explained the importance of the research for the students so that they could be motivated in the learning process and cooperate with the researcher. The students looked to enthusiasm and made the teacher were very optimism in explanation. After giving explanation about the importance of the research, the researcher explained the material vocabulary is about mastery through listening to English songs.

That the students responded still remember about vocabulary. After students remind about vocabulary, the teacher explained purpose listening to English songs. Then the researcher gave the test in the paper of test and it was the first test and play the English songs.

After several minutes, the researcher asked the students collected their test sheet. Then, the teacher and the students answered the blank English song together by discussing what the correct answers were. After analysis the first test the researcher concluding the material.

3) Observation

Based on the observation that was done by the co-teacher, the English teacher of grade IX SMP N 8 Padangsidempuan, used field notes or “Students Activity in Teaching Learning Process: and used indicator checklist also “Teacher Activity in Teaching Learning Process” to observe the teaching learning process. Some students felt interesting and funny in learning vocabulary mastery by the researcher’s teaching vocabulary technique; English Song. However, more of the students were still uninterested yet. The researcher applied English song method in teaching vocabulary mastery.¹ In this first test some students were interesting study English through listening to English songs.

As Sri Indah said: “I like study English in enjoyable situation, like study and play and like listening to English songs because pronounce is interesting”.²

4) Reflection

The reflecting related to the process and the effects of the action. It was also the evaluation of the action that has been done. The evaluation covered evaluating the students’ vocabulary mastery scores in the first test and the result of observation which purpose to analyze the situation

¹*Observation*, English Teacher of grade IX, (Padangsidempuan: SMP N 8, August 29nd 2018 on 09.15 a.m.)

² Sri Indah, *Interview*, The Students of Grade IX in Academic Year 2018/2019 SMP N 8 Padangsidempuan, retrieved September 01, 2018 at 09.30.

and made conclusion. Then, the result of the test was used to take further action for the next meeting. Because of there were still problems in students' vocabulary mastery, the teacher conclude to improve it in the next meeting.

b. Second Meeting

1) Planning

The researcher continued the lesson based on material in the lesson plan one, and the researcher prepared the second test for students.

2) Action

The researcher coming into classroom to execute the second meetings. The researcher greeted to the students and students responded enthusiastically. Then, the researcher applied the action again , it was about "Best Day of My Life" by American Authors. It was done for looking the students vocabulary mastery after analyze the students' first test score. It means that the researcher conducted the listening English song again, but it was in the more active song than before.

Although the material was interesting, some of them still made noisy in the class. It was because of some students did not know the meaning or the answer, they made noisy by asking other friends, borrow a friend's dictionary. Next, researcher and the students sing it together. Then after giving explanation, the researcher gave English

song in the sheets of the test, it was the second test. It was about the topic was explained before.

After several minutes, the researcher asked the students collected their teacher test sheet. Then, the teacher and the students answered the blank English song together by discussing what the correct answers were.

3) Observation

Based on observation the researcher with co-teacher, the English teacher of SMP N 8 Padangsidempuan, conclude that the second cycle had to re-plan the gotten problems in the first cycle. In next learning, lesson plan 2, it was needed to overcome enthusiastic of students in the learning process.

4) Reflection

The last, reflected related to the process and the effects of the action. It was also the evaluation of the action that has been done. The evaluation covered evaluating the students' vocabulary mastery scores in the second test. Then, the result of the second test was used to take further action for the next cycle. Because of there were still problems in students vocabulary mastery, the teacher concluded to improve it in the next cycle. Re-planning of listening to English songs method in the first cycle which resolved in the second cycle clearly is figured in the following table:

Table 9. The First Cycle Problems and Resolution

No	Problem in the first cycle	Resolution
1	Most of the students' not interesting in the teaching learning process	Teacher should motivated the students so that to be more active in teaching learning process
2	When the researcher gave the test about English song word by word some students can not differentiate the pronounce and the writing	The researcher taught them how to pronounce the sing word by word before singing the song together
3	When the researcher gave the test, the students confused to answer the task	The researcher explained them to answer the task while listen the song was paying. When the song was elapsed, the researcher talk them to let it and continue to answer the task suited the song was playing.

2. Learning Process of Cycle 2

a. Third Meeting

1) Planning

The English teacher and the researcher in the planning stage, the class would be instructed by the researcher in every meeting during the research done in the classroom. The researcher made lesson plan based on handbook students "*Think Globally Act Locally*". The researcher prepared the lesson material is about vocabulary and listening to English songs. The researcher determining the material of vocabulary especially congratulations and hopes also the researcher preparing the third test.

2) Action

In opening the class, the researcher motivated the students more to do the lesson. The researcher gave the other song. The song in this lesson plan which had been explained above was “Heal the World” by Michael Jackson.

After that, the researcher thought them to pronounce the song word by word. The researcher explain them how to answer the task to got best result. The students answered the task while listen the song while the researcher play the English songs. If the song has leave, the students must focus on the song and lift the answer has loose. The researcher gave the test.

After several minutes, the researcher asked the students collected their test sheet. Then, the teacher and the students answered the blank English song together by discussing what the correct answers were. Then, the researcher analyzed their score in the third test.

3) Observation

In third meeting, generally the condition of the classroom while learning process was better than previous cycle. It could be seen in the observation note sheet that the students who are able to focus and followed the learning process. Then most of them more enthusiastically and focused to learn by using collaborative writing strategy.

Then most of students attention more improvement and the voice of students more quietly but a little noisy. It could be seen in the students' observation note sheet, the students could understand easily the material.

4) Reflection

Based on observation sheet in third meeting, students showed a middle improvement in vocabulary mastery. It was improved, but it is has not really improved because as the researcher explained above, the researcher wanted to improved students vocabulary mastery into excellent or very good category.

b. Fourth Meeting

1) Planning

- a) The researcher continued the lesson based on material in the lesson plan two, and the researcher prepared the fourth test for students.

2) Action

Therefore, the researcher conducted the action again. It means that the researcher had conducted the English song method again. The teacher motivated all students to participate in teaching process, talk them that the forth test is the last test to motive them to be active in listening the song and answering the blank of the song and set down it is result on paper that is provided. "One Day" song by Maher Zein, it

include into fourth test. After that, the researcher thought them to pronounce the song word by word and gave the test. The researcher explain them how to answer the task to got best result. The students answered the task while listen the English song. If the song has leave, the students must focus on the song and lift the answer has loose.

After several minutes, the researcher asked the students collected their teacher test sheet. Then, the teacher and the students answered the blank English song together by discussing what the correct answers were and concluding the lesson.

3) Observation

In third meeting, generally the students more paid attention to the researcher. The students were less of talking and ask permission, when teaching and learning had began. Therefore the processed of teaching and learning became more effective because almost all the students prepared themselves to study. Although, some students still talked and ask permission but they did not talk very much. The process of learning also became more effective because most students were focus following the lesson.

4) Reflection

The result of vocabulary mastery test in the cycle 2 showed a significant improvement from the previous cycle. Through the students' observation note sheet and teacher's observation note sheet,

the students and the teacher were also showed better improvement. The teaching and learning process were more effective than the previous cycle.

The students were also showed a better improvement that they were more focus and active in the classroom. The teacher made a better improvement in getting the students attention while delivering the materials. The students were also showed a better improvement that they were more focus and active in the classroom. In this last test some students felt her vocabulary has improved and interesting study English through Listening English song.

In addition, it means that the students were more active and enthusiastic in doing the teaching learning process, teaching vocabulary mastery process was done well. Test scores had shown an improvement in the first cycle to the second cycle. They were (22.60%), (60.65%), (73.26%), (84.13%). Through listening to English song method, the students' vocabulary mastery improved significantly.

Table 10. The Comparison Learning Process and Students' Achievement on Cycle 1 and Cycle 2

Learning Process Cycle 1	Learning Process Cycle 2
Planning 1. The researcher made lesson plan based on improving vocabulary mastery by procedure and handbook students.	Planning 1. The researcher prepared the lesson plan about vocabulary through listening to English songs and changes the style in explain the material and prepare test three.

<p>2. Designed lesson plan that would be done in each meeting, analyzed the result data from the first meeting, and prepared the test cycle 1 for test 2 for students.</p>	<p>2. The researcher recalled the students' knowledge about vocabulary mastery through listening to English songs and improvement pronunciation and prepare test four.</p>
<p>Action</p> <ol style="list-style-type: none"> 1. Researcher came into classroom with English teacher of IX-7 was Mrs. Listini to execute the first meeting and done first test. 2. Researcher started implementation the English songs the first researcher introduce the lesson as an easy and enjoyable way to learn, the second researcher would play the songs and introduce the first song some students looked to enthusiasm and other students' not interesting, the third when the researcher gave the test, the students confused to answer the test and can not the pronounce and the writing. 3. Researcher focused to eliminate the problem students which was found in first meeting and done students with second test. 4. Researcher started implementation the English songs, researcher 	<p>Action</p> <ol style="list-style-type: none"> 1. Researcher focused to give clear explanation about vocabulary mastery with the material congratulations and hopes through listening to English Songs and done third test. 2. Researcher recalled the students' knowledge about the material through listening to English songs, then researcher motivated the students so that to be more active in teaching learning process. The researcher gave the third test while play the English song. Then, after finished answer the test, researcher and the students answered the blank English song together by discussing what the correct answer were. 3. The researcher entered to theclass, greeted and checked absent to the student. The researcher continued byreview again about vocabulary mastery through listening to English songs and donefour test. In the fourth test the researcher motivated all students to participate in teaching and learning process and then the researcher thought them to pronounce the song word by word and gave the test. The researcher explain them how to answer the task to got best result. The students

<p>would play the songs and introduce the second song although the material through English song, some of them still made noisy in the class. It was because of some students did not know the meaning or the answer they made noisy by asking other friends, borrow a friends' dictionary.</p>	<p>answered the task while listen the song. If the song has leave, the students must focus on the song and lift the answer loose.</p>
<p>Observation</p> <ol style="list-style-type: none"> 1. Researcher observe students at teaching learning process by observation note sheet. 2. Researcher observestudentsat teaching learning process. 	<p>Observation</p> <ol style="list-style-type: none"> 1. Generally the condition of the classroom while learning process was better than previous cycle. 2. Researcher observe students again and student doesn't easy.
<p>Reflection</p> <ol style="list-style-type: none"> 1. The researcher and the teachercollaborator discussed aboutthe conclusion for applying the action. 2. Researcherprepared solution tosolve maybe problem atsecond cycle. 	<p>Reflection</p> <ol style="list-style-type: none"> 1. Students showed a middle improvement in teaching vocabulary mastery through listening to English Songs. 2. Researcher solve all problem in teaching learning process.

B. The Description of Students' Progress on Vocabulary Mastery through Listening to English Songs in SMP N 8 Padangsidimpuan

The students' vocabulary score improved from the first to the fourth listening English song test. The researcher gave the test in each lesson plan meeting. After teaching them, the researcher gave the test directly by using blank the English songs sheet task. The test from the first to the fourth

meeting was about *My Wish, Best day of My Life, Heal the World, One Day*. The evidences can be looked from the mean score of the first to the fourth test; they were (22.60%), (60.65%), (73.26%), (84.13%). It can be looked on Students Mean Score Improvement. By application listening to English song method, the students score was significantly improved. There were differences in the lowest and the highest of students' vocabulary mastery score in each test which was given during the research. The differences showed that there was a significant improvement of students' vocabulary mastery.

Table 11. Comparison Score of Students' Vocabulary Mastery

Category	First Test	Second Test	Third Test	Fourth Test
	Cycle 1		Cycle 2	
Lowest Score	5	40	60	70
Highest Score	75	90	95	100
Students	23	23	23	23

From the table above, it can be seen that the students score improved. In first test, the lowest score were 5 and the highest score were 75. Second test, the lowest score were 40 and the highest score were 90. In the third test, the lowest score were 60 and the highest score were 95. The last is fourth test, the lowest score were 70 and the highest score were 100. It showed the significances improvement in students' vocabulary mastery.

In the first cycle, the researcher did the action first and directly gave first test to know their vocabulary mastery and their problem in vocabulary mastery.

There were four song that the students could do. The first test was *My Wish*, the second test was *Best Day of My Life*, the third test was *Heal the World* and the last test was *One Day*. They had to fill out the blank of English song given. Many students were low in vocabulary (translate the world). In the result of the research, the researcher applied four meetings. Two meetings for the first cycle and two meetings for the second cycle. It can be looked from the mean score of the students in every test.

1. Students' Achievement of Vocabulary Mastery Through Listening to English Songs

a. The First Test

In the first test, the students were low vocabulary especially to find the expression of congratulations and hopes. There were 4 students got 5 score, 1 student got 10 score, 5 students got score 15, 5 students got 25 score, 1 student got 30 score, 3 students got 35 score, 2 students got 40 score, 1 student got 75 score. Based on the result, the mean score of students in the first test 22,60 and percentage of students score 4,34%.

Table 12. Students Vocabulary Mastery on the First Test

No	Name	Indicators		Total Score
		Students are able to fill in the blank	Students are able to translate the answer test	
1	A	2	1	15
2	AMS	2	1	15
3	AS	6	2	40
4	APS	4	2	30
5	DA	3	2	25
6	DN	4	3	35

7	EF	3	2	25
8	JS	-	-	-
9	KN	1	1	10
10	LA	4	3	35
11	NA	3	2	25
12	H	3	2	25
13	IM	4	4	40
14	NG	3	2	5
15	OG	4	3	35
16	PT	3	2	15
17	RH	3	2	5
18	RALT	2	1	15
19	RA	3	2	5
20	SAH	2	1	15
21	SIJ	8	7	75
22	TV	3	2	25
23	YR	1	-	5
SUM				520
MEAN SCORE				22.60%
PERCENTAGE WAS IMPROVED				4.34%

Mean Score of students in the first test:

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{N} \times 100\% \\ &= \frac{520}{23} \times 100\% \\ &= 22.60\%\end{aligned}$$

Then, to know percentage of students who passed the KKM (75).

Researcher used the calculation as following:

$$\begin{aligned}P &= \frac{R}{T} \times 100\% \\ &= \frac{1}{23} \times 100\% \\ &= 4.34\%\end{aligned}$$

2. The Second Test

In the second test, most of the students were low vocabulary. It means that they were low in all aspect of vocabulary especially to find the expression of congratulations and. There were 1 student got 40 score, 2 students got 45 score, 4 students got score 50, 2 students got 55 score, 4 students got 60 score, 4 students got 65 score, 3 students got 70 score, 1 student got 75 score, 1 student 80 score, 1 student 90 score. Based on the result, the mean score of students in the second test 60.65 and percentage students score 13.04%.

Table 13. Students Vocabulary Mastery on the Second Test

No	Name	Indicators		Total Score
		Students are able to fill in the blank	Students are able to translate the answer test	
1	A	6	5	55
2	AMS	7	7	70
3	AS	6	5	55
4	APS	6	6	60
5	DA	7	6	65
6	DN	8	8	80
7	EF	5	5	50
8	JS	5	5	50
9	KN	6	6	60
10	LA	6	6	60
11	NA	4	4	40
12	H	5	5	50
13	IM	5	4	45
14	NG	7	6	65
15	OG	9	9	90
16	PT	6	6	60
17	RH	5	4	45
18	RALT	7	7	70

19	RA	7	7	70
20	SAH	7	6	65
21	SIJ	8	7	75
22	TV	5	5	50
23	YR	7	6	65
SUM				1395
MEAN SCORE				60.65%
PERCENTAGE WAS IMPROVED				13.04%

Mean Score of students in the second test:

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{N} \times 100\% \\ &= \frac{1395}{23} \times 100\% \\ &= 60.65\%\end{aligned}$$

Then, to know percentage of students who passed the KKM (75).

Researcher used the calculation as following:

$$\begin{aligned}P &= \frac{R}{T} \times 100\% \\ &= \frac{3}{23} \times 100\% \\ &= 13.04\%\end{aligned}$$

3. The Third Test

In the third test, most of the students had been improved in all aspect of vocabulary especially to find the expression of congratulations and hopes. It means that they were improved in all aspect of vocabulary that had been limited by the researcher. There were 2 students got 60 score, 2 students got 65 score, 2 students got score 70, 6 students got 75

score, 5 students got 80 score, 2 students got 85 score, 2 students got 90 score, 1 student got 95 score. Based on the result, the mean score of students in the third test 73.26 and percentage students score 30.44%.

Table 14. Students Vocabulary Mastery on the Third Test

No	Name	Indicators		Total Score
		Students are able to fill in the blank	Students are able to translate the answer test	
1	A	8	7	75
2	AMS	8	8	80
3	AS	10	5	75
4	APS	9	6	75
5	DA	9	7	80
6	DN	10	9	95
7	EF	8	7	75
8	JS	8	8	60
9	KN	10	9	75
10	LA	9	7	80
11	NA	6	6	60
12	H	-	-	-
13	IM	7	5	65
14	NG	10	7	85
15	OG	9	9	90
16	PT	7	6	65
17	RH	9	5	70
18	RALT	10	6	80
19	RA	10	7	85
20	SAH	8	8	80
21	SIJ	9	9	90
22	TV	8	6	70
23	YR	8	7	75
SUM				1685
MEAN SCORE				73.26%
PERCENTAGE WAS IMPROVED				69.56%

Mean Score of students in the third test:

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{N} \times 100\% \\ &= \frac{1685}{23} \times 100\% \\ &= 73.26\%\end{aligned}$$

Then, to know percentage of students who passed the KKM (75).

Researcher used the calculation as following:

$$\begin{aligned}P &= \frac{R}{T} \times 100\% \\ &= \frac{16}{23} \times 100\% \\ &= 69.56\%\end{aligned}$$

4. The Fourth Test

In the fourth test, most of the students had been improved in all aspect of vocabulary especially to find the expression of congratulations and hopes. It means that they were improved in all aspect of vocabulary that had been limited by the researcher. There were 2 students got 70 score, 6 students were 75 score, 3 students got 80 score, 3 students got score 85, 1 student got 90 score, 4 students got 95 score, 3 students got 100 score 1 student got 70. Based on the result, the mean score of students in the fourth test 84.13% and the percentage score 91.30%.

Table 15. Students Vocabulary Mastery on the Fourth Test

No	Name	Indicators		Total Score
		Students are able to fill in the blank	Students are able to translate the answer test	
1	A	9	9	90
2	AMS	8	8	80
3	AS	8	7	70
4	APS	9	6	85
5	DA	9	8	80
6	DN	10	10	100
7	EF	8	8	80
8	JS	7	7	70
9	KN	8	8	75
10	LA	8	7	95
11	NA	5	5	75
12	H	8	7	75
13	IM	8	7	80
14	NG	8	8	95
15	OG	10	10	100
16	PT	10	10	75
17	RH	9	6	95
18	RALT	10	9	75
19	RA	9	6	85
20	SAH	10	9	95
21	SIJ	10	10	100
22	TV	8	7	75
23	YR	8	8	85
SUM				1935
MEAN SCORE				84.13%
PERCENTAGE WAS IMPROVED				91.30%

Mean Score of students in the fourth test:

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{N} \times 100\% \\ &= \frac{1935}{23} \times 100\% \\ &= 84.13\%\end{aligned}$$

Then, to know percentage of students who passed the KKM (75).

Researcher used the calculation as following:

$$P = \frac{R}{T} \times 100\%$$

$$= \frac{21}{23} \times 100\%$$

$$= 91.30\%$$

Here is the calculation of the cycle result can be looked from the table below:

Table 16. Students' Achievement of Vocabulary Mastery Through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidimpuan

No	Name	First Test	Second Test	Third Test	Fourth Test
1	A	15	55	75	90
2	AMS	15	70	80	80
3	AS	40	55	75	70
4	APS	30	60	75	85
5	DA	25	65	80	80
6	DN	23	80	95	100
7	EF	25	50	75	80
8	JS	-	50	60	70
9	KN	10	60	75	75
10	LA	35	60	80	95
11	NA	25	40	60	75
12	H	25	50	-	75
13	IM	40	45	65	80
14	NG	35	65	85	95
15	OG	5	90	90	100
16	PT	15	60	65	75
17	RH	5	45	70	95
18	RALT	15	70	80	75
19	RA	5	70	85	85
20	SAH	15	65	80	95
21	SIJ	75	75	90	100
22	TV	25	50	70	75
23	YR	5	65	75	85

Sum	520	1395	1685	1935
Mean Score	22.60%	60.65%	73.26%	84.13%
Percentage Was Improved	4.34%	13.04%	69.56%	91.30%

Table 17. Students' Vocabulary Score Test

No	Cycles	Test	Total Score	Percentages	Averages
1.	I	Test. I	520	22.60%	41.62%
2.		Test II	1395	60.65%	
3.	II	Test III	1685	73.26%	78.69%
4.		Test IV	1935	84.13%	

From the calculation, the class percentage which passed the KKM was score 91,30%. It was significant improvement from the testing 1 was 4,34%, testing 2 was 13,04%, testing 3 was 69,56%, testing 4 was 91,30%.

Figure 3. Comparison of Students' Mean Score in First Cycle and Second Cycle

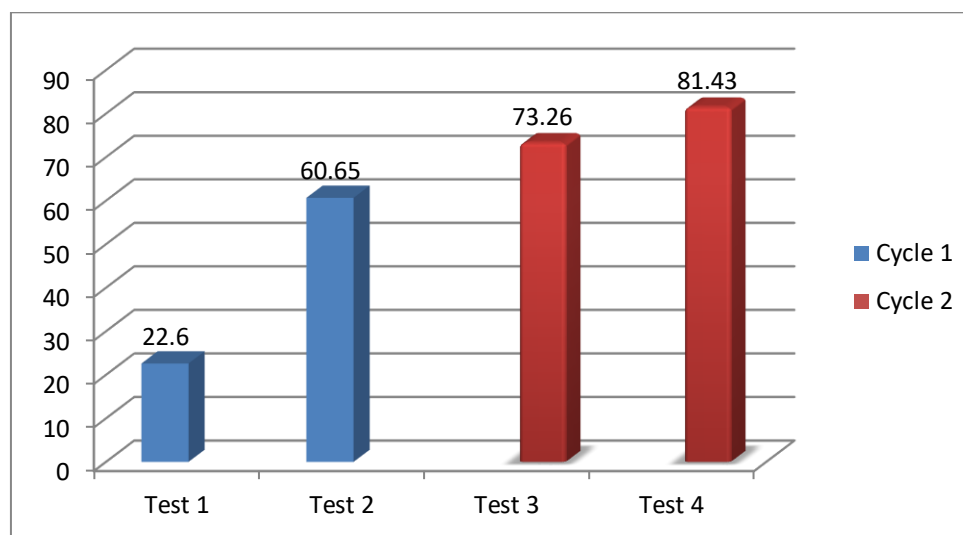
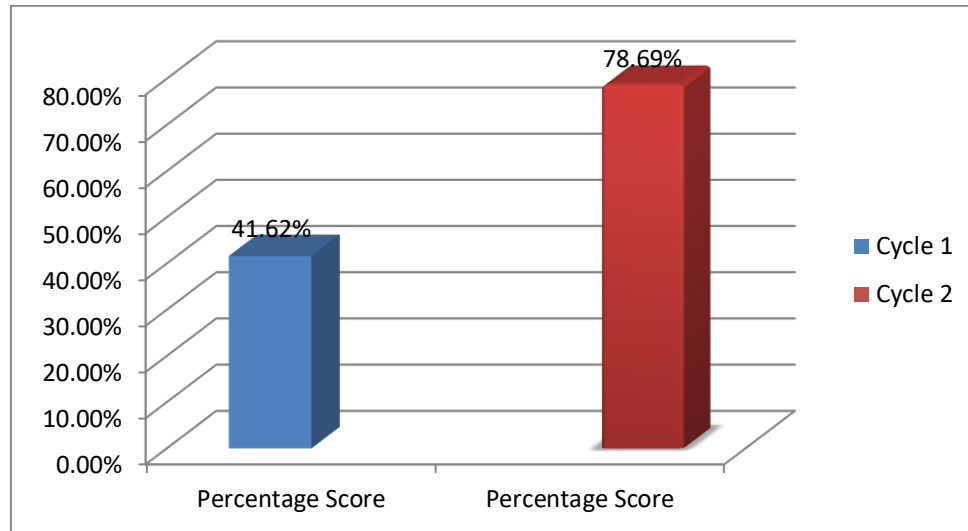


Figure 4. Comparison of Students' Percentage Score in First Cycle and Second Cycle



This was shown a very good improvement between scores on the first cycle and the second cycle. So the study said quite gets satisfactory results. On the other word, English songs improved the students' vocabulary mastery. It was indicate by a number of students who passed the KKM score.

So, listening to English song method created a good improvement in teaching learning vocabulary mastery in which students became active and enthusiastic in the process of getting new vocabularies, so that the students' vocabulary mastery expanded.

C. Discussion of the Research Findings

The researcher discussed the result of this research with three related findings. The first, Prames Ayuningtyas.³ This research that focused on teaching Vocabulary Mastery Through Listening to Song. The results showed that the students taught through listening to song achieved significantly in vocabulary mastery scores. Based on interview with the students (85%) confessed with their preferred listening to a song than listening to conversation. This research also found that the students vocabulary mastery improved significantly after through Listening to English Songs.

The second was done in English Educational Department in IAIN Padangsidempuan. The researcher name Indah Purnama Sari Siregar.⁴ Based on the result, the students' achievement increased significantly. There were in the first cycle was 73.2% improved to become 78.8% in the second cycle. This means that the vocabulary mastery of the students improved generally.

The third research was done in English Educational Department in IAIN Padangsidempuan. The researcher name Reza Amalia Nasution.⁵ The first cycle the mean score of first test was 54.08 (4%). The second cycle the mean score of

³ Prames Ayuningtyas, *Improving Vocabulary Mastery Through Listening to Songs For the Students of SMK N 2 Depok Sleman Yogyakarta*, (<https://repository.usd.ac.id/5674/>) accessed on July 23 2018.

⁴ Indah Purnama Sari Siregar, *Improving Students' Learning Vocabulary by Using Picture at Grade V SD N 101213 Baringin*, (Unpublished Thesis, IAIN Padangsidempuan, 2015), p. 74

⁵Reza Amalia Nasution, *Improving Students' Vocabulary Mastery Through Frozen Film Animation in SMP N 5 Padangsidempuan*, (Unpublished Thesis, IAIN Padangsidempuan, 2016), p.83

second test was 84.48 (80%). The first test categorized in to enough and the second test categorized into very good.

This research agreed with the related findings, this research also found that the students' vocabulary mastery improved significantly after through listening to English Songs. The teacher gave various topics to expand the students' vocabulary mastery and enlarge their funny material. It seems advisable to challenge them get their many vocabularies. By using listening to English song method, the students' vocabulary mastery would improved. In the first cycle, the first test the mean of the students score were 22,60% (22,60%), and the second test, the mean of the students score were 60,65%. In the second cycle, the third test, the mean of students score were 73, 26%, and improved again in 84,13% score the percentage score in the fourth test.

The Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75 as the criterion of success determined. Besides, improving the students' score, the implementation through listening to English song got positive responses from students in their teaching learning process of vocabulary. Based on the result, it was found that the application of listening to English song method had successfully improved the students' vocabulary mastery. It was one of method that could be used by English teacher in teaching vocabulary mastery.

D. The Treats of the Research

There were some aspects that could threat for this research. The threatening came from the problems of students. The students' did not have good even very good vocabulary mastery categorized because the teacher did not conduct the interesting method so it was make them lazy and bored to learn out the topic given. So, that is why the researcher did the treatment in the research.

Moreover, listening to English song media created a good environment in teaching learning vocabulary in which students became enthusiastic and active in the classroom. Listening to English song media also created an interactive process where the students interested not only with the test, but also with the context of the song given.

This research used human instrument in English learning. The observation of this research and students' vocabulary mastery were done by research herself and co-teacher. The data in this research was taken by the test with any objectives assessment. The result paper of material or lesson plan assignments and the test of the test are needed to make the mark more objective, and the learning process more effective and efficient. The monitored activities of the students in the classroom were presented as the real situation at the research time.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Having analyzed and presented the data in the previous chapter, conclusion of the research was that the using of Listening to English song method in teaching vocabulary mastery can give positive improved on students' achievement. The method motivates the students to improve their vocabulary mastery. Based on the result of the classroom action research, it was conducted that listening English song method improved students' vocabulary mastery at grade IX students of SMP N 8 Padangsidempuan. It based on the students vocabulary mastery mean score in which was in cycle 1 were 22,60% and the percentage score (4,34%), and the second test, the mean of the students score were 60,65% the percentage score (13,04%). In the second cycle, the third test, the mean of students score were 73,26% the percentage score (69,56%) and improved again in 84,13% score the percentage score (91,30%) cycle 2. The students who passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* in which there mean score of vocabulary derived 84,13%. So, it achieved the criteria success.

B. Suggestion

The result of this study showed that using of listening to English song method improved students' vocabulary mastery. The suggestions are special to the teacher, students and other researcher. Therefore, the following suggestions are as follow:

1. For the teacher, as an English teacher should be more selective and innovative in vocabulary mastery for the students. Teacher should be also creative in connecting the material to the students, because material in one of the intrinsic factors which can motivating students to learn joyfully.
2. For the researcher hopes the result of this research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of this listening to English song.

REFERENCES

- Adi & W, Gunawan, *Genius Listening Strategy*, Jakarta: PTIkrarMandiri Abadi, 2004.
- Aqib, Zainal, et. al., *PTK untuk Guru SMP, SMA, SMK*, Bandung: CV. Yrama Widya, 2008.
- Arevaldo, Edgar Alberto Reina, *The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes*, Colombia, 2010.
- Ayuningtyas, Prames, *Improving Vocabulary Mastery Through Listening to Songs for the Students of SMK N 2 Depok Sleman Yogyakarta*, (<https://repository.usd.ac.id/5674/>) accessed on March 23 2019
- Brown, H. Douglas, *Language Assessment: Principles and Classroom Practice*, San Fransisco State University: Longman, 2004.
- Brown, H. Douglas, *Teaching by Principle An Interactive Approach in Language Pedagogy*, United States Of America: Prentice Hall Regents, 1998.
- Brown, Steven, *Teaching Listening*, New York: Cambridge university Press, 2006.
- Burnidge, Shirley, *Oxford Basic English Dictionary*, New York: Oxford University Press, 1981.
- Burns, Anne, *Doing Action Research in English Language Teaching*, New York: Routledge, 2010.
- Chen, Yi- Chun, *The Effect of English Popular Songs on Learning Motivation and Learning Performance*, Taiwan: Department of Foreign Languages and Literature National Cheng Kung University, 2009.
- Cresswell, John W, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, USA: Sage Publication, 2003.
- Depdiknas, *Peraturan Menteri Pendidikan Nasional, No 22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*, Jakarta: 2003.
- Enang, Azimar, *Kinds of Vocabulary*, Bandung PT. Pustaka Media, 2001.

- Garcia, Caesar Augusto Borromeo, *The Use of The Lyric Training Website To Improve Listening Comprehension*, Mexico: Xalapa Veracruz, 2013.
- Gay, L.R & Peter Airasian, *Education Research: Competence for Analysis and Application*, USA, Prentice Hall. Inc, 2009.
- Harmer, Jeremy ,*The Practical of English Language Teaching*, New York: Longman, 2000.
- Hornby, A. S., *Oxford Advanced Learned dictionary 7th Edition*, New York: Oxford University Press, 2005.
- Longfellow, Wadsworth, Henry, “Using Music in the ESL Classroom”, <http://www.englishclub.com/teaching-tips/music-classroom.htm> accessed on 28 September 2018.
- Kline, Jhon A, *Listening Effectively*, Alabama: Air University Press, 1996.
- Listiyarningsih, Tri, “The Influence of Listening English Song to Improve Listening Skill in Listening Class”, IAIN Surakarta, 2017.
- Meier, Dave, *The Accelerated Learning Handbook*, New York: McGraw-Hill Companies, 2005.
- Nasution, Reza Amalia, “Improving Students’ Vocabulary Mastery Through Frozen Film Animation in SMP N 5 Padangsidempuan”, IAIN Padangsidempuan, 2016.
- Nation, I.S.P, and Newton, J., *Teaching ESL/EFL Listening and Speakin*, New York and London: Routledge, 2009.
- Nazir, Moh, *Metode Penelitian*, Bogor: Grealia Indonesia, 2005.
- Nelson, Thomas, *The Award Compact English Dictionary*, London: Award Publication, 1985.
- Pendidikan, Kementrian, dan Kebudayaan, *Bahasa Inggris Think Globally Act Locally*, Jakarta: Kementrian Pendidikan dan Kebudayaan, 2015,
- Pendidikan, Kementrian, dan Kebudayaan, *Buku Guru Bahasa Inggris Think Globally Act Locally*, Jakarta: Kementrian Pendidikan dan Kebudayaan, 2015.
- Puasa, Kuran, *Teaching English Through Song*, Bandung: Yrama Widya, 2013.

- Read, John, *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, 2000.
- Richards, Jack. C. and Renandya, Willy A., *Methodology in Language Teaching and Analogy Current Practice*, USA: Cambridge University Press, 2000.
- Richards, Jack C., *Teaching Listening and Speaking From Theory in Practice* New York: Cambridge University Press, 2008.
- Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian pemula*, Bandung: Alfabeta, 2005.
- Schoepp, Kevin, *Reason for Using Songs in the ESL/EFL Classroom*, at : <http://iteslj.org/articles/schoepp-songs.html> accessed on, August 05, 2018.
- Shindunatha, *Membuka Masa Depan Anak- Anak Kita*, Yogyakarta: 2000.
- Siregar, Indah Purnama Sari, “*Improving Students’ Learning Vocabulary by Using Picture at Grade V SD N 101213 Baringin*”, (IAIN Padangsidimpuan, 2015.
- Suyanto, *English For Young Learners*, Bumi Aksara: Jakarta, 2010.
- Ur, Penny, *A Course Design in Language Teaching*, London: Cambridge University Press, 1998.
- Wiratmajda, Rochiati, *Metode Penelitian Tindakan Kelas*, Bandung: Rosda, 2005.
- Xiaowei, Fu, *Strategy of Learning English Vocabulary From Pop Song*, China: Kristad University, 2010.
- Zainuri, A.M. *Vocabulary 1*, Jakarta: English Department, 2003.

CURRICULUM VITAE



A. Identity

Name : Annisa Mardia Octia
Reg. No. : 14 203 00011
Place/ Birth : Rantau Prapat/October 12, 1996
Sex : Female
Religion : Islam
Address : Rantau Prapat Jln. Dahlia. GgSado

B. Parents

Father's Name : Suwanto
Mother's Name : Almh. Nurdiana Harahap

C. Educational Background

Elementary School : SDN 115528 Asrama Kompi Janji (2008)
Junior High School : SMP N 1 Rantau Utara (2011)
Senior High School : SMA N 1 Rantau Utara (2014)
Institute : IAIN Padangsidempuan (2019)

APPENDIX I

SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP Negeri 8 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: IX/ Satu
Materi Pokok	: Congratulations and Hopes
Alokasi Waktu	: 2 x 40menit (2 x Pertemuan)

A. Standar Kompetensi: 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: Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk test lagu.

C. Indikator :

1. Melafalkan beberapa ekspresi tentang harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk teks lagu.
2. Mengidentifikasi beberapa beberapa ekspresi tentang harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya di dalam teks lagu yang tersedia.
3. Mengklasifikasikan beberapa ekspresi tentang harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya di dalam teks lagu yang tersedia

D. Tujuan Pembelajaran :

1. Melafalkan beberapa ekspresi tentang ucapan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk teks lagu.
2. Mengidentifikasi beberapa ekspresi tentang ucapan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi, serta menanggapi dalam teks lagu sesuai dengan konteks penggunaannya.
3. Mengklasifikasikan beberapa ekspresi tentang ucapan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk teks lagu.
4. Menggunakan struktu rteks yang tepat untuk melaksanakan fungsi sosial dari ungkapan ucapan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk teks lagu.
5. Menuliscupan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat.

E. Materi Pembelajaran: Congratulations and Hopes

Petunjuk/ Instruction :

1. Isilah liriklagu yang kosong dengan mendengarkan lagu
2. Isilah jawaban denga nmenggunakan bahasa Inggris
3. Tentukanlah expression of congratulations/hopes yang terdapat dalam test tersebut
4. Test ini bertujuan untuk mengetahui kemampuan murid-murid dalam menguasai kosa kata

HAPPY BIRTHDAY TO YOU

1)

Happy birthday to you

2)

Happy birthday to you

From good Friend and true

From old friends and new

3)

4)

Key Answer

1) Happy birthday to you = Congratulations (selamat ulang tahun)

2) Happy birthday to dear one = Congratulations (selamat ulang tahun
untuk yang tersayang)

3) May good luck go with you = Hopes (mungkin keberuntungan datang
padamu)

4) And happiness too = Hopes (Dan juga kebahagiaan)

F. Langkah- LangkahKegiatan:

6. KegiatanPendahuluan

- a. Peneliti membuka pembelajaran dengan salam dan mengajak berdoa bersama dipimpin oleh seorang siswa dengan penuh khidmad.
- b. Peneliti mengab sensiswa.
- c. Peneliti bertanya kepada siswa tentangmateri yang berkaitan.
- d. Peneliti menjelaskan tujuan pembelajaran yang akan dicapai

7. Kegiatan Inti

- a. Peneliti menjelaskan sekilas mengenai materi yang akan diajarkan.
- b. Peneliti menjelaskan materi mengenai definisi vocabulary, tujuan vocabulary, macam vocabulary.
- c. Peneliti menjelaskan defenisi listening to English song, tujuan listening to English song, keuntungan dan kelemahan listening to English song.
- d. Peneliti bertanya kepada siswa apakahs udah mengetahui/mempelajari tentang congratulations and hopes dan menjekaskan kembali.
- e. Peneliti memberikan contoh soal dengan mendengarkan lagu bahasa Inggris dan siswa menjawab contoh soal berdasarkan instruksi yang ada.

f. Peneliti memberi test kepada siswa dengan mendengarkan lagu bahasa Inggris dan siswa menjawab soal berdasarkan instruksi yang ada.

g. Setelah selesai mengisi jawaban soal peneliti menyuruh siswa untuk menggaris bawahi kalimat yang menunjukkan ucapan congratulations atau hopes yang terdapat dalam test tersebut.

h. Peneliti dan siswa berdiskusi bersama mengoreksi test setelah siswa selesai menjawab test.

8. Penutup

a. Peneliti dan siswa bersama-sama menyimpulkan pelajaran.

b. Peneliti menanyakan kesulitan siswa ketika mereka mendengarkan lagu dan menuliskan kata nya.

c. Peneliti menutup pelajaran

d. Peneliti member salam kepada guru.

G. Sumber Belajar

Buku yang relevan, internet, kamus Bahasa Inggris, papan tulis, spidol dan penghapus.

H. Penilaian

:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
a. Siswa mampu menempatkan kata yang benar b. Siswa mampu mengartikan jawaban dari test tersebut.	Tes Tulis	Fill in the blank	Answer the question based on listening to English songs.

1. Pedoman penilaian

a. Jumlah skor maksimal keseluruhan adalah 100.

b. Setiap jawaban benar diberi skor 50 Skor keseluruhan $50 \times 100 = 100$.

c. Nilai maksimal = jumlah jawaban yang benar

Jumlah soal

- d. Instrumen : Menjawab pertanyaan berdasarkan mendengarkan lagu.
- e. Rubrik penilaian

Uraian	Skor
Jawaban benar	10
Jawaban salah	0

**Knowing,
Validator**

**Padangsidempuan, 2018
Researcher**

**Listini Siregar, S.Pd
NIP. 19820424 201212 2003**

**Annisa Mardia Octia
14 203 00011**

APPENDIX I I

SIKLUS II (CYCLE I I)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP Negeri 8 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: IX/ Satu
Materi Pokok	: Congratulations and Hopes
Alokasi Waktu	: 2 x 40menit (2 x Pertemuan)

I. Standar Kompetensi: 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

J. Kompetensi Dasar: Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk test lagu.

K. Indikator :

4. Melafalkan beberapa ekspresi tentang harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk teks lagu.
5. Mengidentifikasi beberapa beberapa ekspresi tentang harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya di dalam teks lagu yang tersedia.
6. Mengklasifikasikan beberapa ekspresi tentang harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya di dalam teks lagu yang tersedia

L. Tujuan Pembelajaran :

1. Melafalkan beberapa ekspresi tentang ucapan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk teks lagu.
2. Mengidentifikasi beberapa ekspresi tentang ucapan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi, serta menanggapi dalam teks lagu sesuai dengan konteks penggunaannya.
3. Mengklasifikasikan beberapa ekspresi tentang ucapan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk teks lagu.
4. Menggunakan struktu rteks yang tepat untuk melaksanakan fungsi sosial dari ungkapan ucapan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya dalam bentuk teks lagu.
5. Menulisucapan selamat/ ucapan harapan, doa atas suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat.

M. Materi Pembelajaran: Congratulations and Hopes

Petunjuk/ Instruction :

5. Isilah liriklagu yang kosong dengan mendengarkan lagu
6. Isilah jawaban denga nmenggunakan bahasa Inggris
7. Tentukanlah expression of congratulations/hopes yang terdapat dalam test tersebut
8. Test ini bertujuan untuk mengetahui kemampuan murid-murid dalam menguasai kosa kata

HAPPY BIRTHDAY TO YOU

I CAN DO IT!

Don't ever think the road's to long!

Or the stars are too high

Have confidence have you'll be strong you'll be touching the sky

1)

So count to tent, and start again, and keep on telling your self

2)

I will do it!

Nothing's going to get in my way!

I can do it!

3)

Never going to stop till I can say, I did it!

Don't ever think you'll drop the ball- you're as good as the rest!

4)

You should never be afraid, I know you'll be making the grade

(Making grade)

So count to ten, and start again, and keep on telling your self

I can do it!

I will do it!

Nothing's going to get in my way!

I can do it!

I will do it!

Key Answer

1. You should never be afraid I know you'll be making grade = Hopes (kamu tidak perlu khawatir aku tahu kau akan naik kelas)
2. I can do it = Hopes (aku bisa melakukannya)
3. I will do it = Hopes (aku akan melakukannya)
4. Have confidence and stand up tall- you'll be passing the test = Hopes (memiliki kepercayaan diri dan berdiri tegak- agar kamu lulus ujian)

N. Langkah- Langkah Kegiatan:

1. Kegiatan Pendahuluan

- e. Peneliti membuka pembelajaran dengan salam dan mengajak berdoa bersama dipimpin oleh seorang siswa dengan penuh khidmat.
- f. Peneliti mengabsen siswa.
- g. Peneliti bertanya kepada siswa tentang materi yang berkaitan.

h. Peneliti menjelaskan tujuan pembelajaran yang akan dicapai

2. Kegiatan Inti

i. Peneliti menjelaskan sekilas mengenai materi yang akan diajarkan.

j. Peneliti menjelaskan materi mengenai definisi vocabulary, tujuan vocabulary, macam vocabulary.

k. Peneliti menjelaskan definisi listening to English song, tujuan listening to English song, keuntungan dan kelemahan listening to English song.

l. Peneliti bertanya kepada siswa apakah sudah mengetahui/mempelajari tentang congratulations and hopes dan menjekaskan kembali.

m. Peneliti memberikan contoh soal dengan mendengarkan lagu bahasa Inggris dan siswa menjawab contoh soal berdasarkan instruksi yang ada.

n. Peneliti memberi test kepada siswa dengan mendengarkan lagu bahasa Inggris dan siswa menjawab soal berdasarkan instruksi yang ada.

o. Setelah selesai mengisi jawaban soal peneliti menyuruh siswa untuk menggaris bawahi kalimat yang menunjukkan ucapan congratulations atau hopes yang terdapat dalam test tersebut.

p. Peneliti dan siswa berdiskusi bersama mengoreksi test setelah siswa selesai menjawab test.

q. Peneliti menyelesaikan masalah yang ada pada siklus pertama

C. Penutup

e. Peneliti dan siswa bersama- sama menyimpulkan pelajaran.

f. Peneliti menanyakan kesulitan siswa ketika mereka mendengarkan lagu dan menuliskan kata nya.

g. Peneliti menutup pelajaran

h. Peneliti member salam kepada guru.

O. Sumber Belajar

Buku yang relevan, internet, kamus Bahasa Inggris, papan tulis, spidol dan penghapus.

P. Penilaian

:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
c. Siswa mampu menempatkan kata yang benar d. Siswa mampu mengartikan jawaban dari test tersebut.	Tes Tulis	Fill in the blank	Answer the question based on listening to English songs.

2. Pedoman penilaian

- f. Jumlah skor maksimal keseluruhan adalah 100.
- g. Setiap jawaban benar diberi skor 50 Skor keseluruhan $50 \times 100 = 100$.
- h. Nilai maksimal = $\frac{\text{jumlah jawaban yang benar}}{\text{Jumlah soal}}$
- i. Instrumen : Menjawab pertanyaan berdasarkan mendengarkan lagu.
- j. Rubrik penilaian

Uraian	Skor
Jawaban benar	10
Jawaban salah	0

Knowing,

Padangsidimpuan,

2018

Validator

Researcher

Listini Siregar, S.Pd
NIP. 19820424 201212 2003

Annisa Mardia Octia
14 203 00011

APPENDIX II

Test I

Name :

Class :

Petunjuk/ Instruction :

9. Isilah lirik lagu yang kosong dengan mendengarkan lagu
10. Isilah jawaban dengan menggunakan bahasa Inggris
11. Tentukanlah jenis vocabulary yang terdapat dalam jawaban test tersebut
12. Test ini bertujuan untuk mengetahui kemampuan murid-murid dalam menguasai kosa kata
13. Masing-masing score tiap kosa kata adalah 5

“We Are Young” - (feat. Janelle Monae)

1)me a second I

I need to get my story 2)

My friends are in the bathroom getting 3) than the Empire State

My love she’s waiting for me 4) across the bar

Me seat’s been taken by some 5)..... asking about a scar, and

I know I gave it to you months 6).....

I know you’re 7) to forget

But 8) the drinks and subtle things

The holes in my apologies, you 9)

I’m trying 10) to take it back

So if by the 11)the bar closes

And you feel like falling 12)

I’ll carry you home

Tonight

We are young

So let's set the 13) on fire

We can burn brighter than the sun

Tonight

We are young

So let's 14) the world on fire

We can burn brighter than the sun

Now I know that I'm 15).....

16) that you got

I guess that I, I just thought

Maybe we could 17) new ways to fall apart

But our 18) are back

So let's 19) a toast

Cause I found someone to carry me home

Tonight

We are young

So let's set the world on fire

We can burn brighter than the sun

Tonight

We are 20)

So let's set the world on fire

We can burn brighter than the sun

Carry me home tonight (Nanananana)

Just carry me home tonight (Nanananana)

Carry me home tonight (Nanananana)

Just carry me home tonight (Nananana)

Tonight

We are young

So let's set the world on fire

We can burn brighter than the sun

Tonight

We are young

So let's set the world on fire

We can burn brighter than the sun

So if by the time the bar closes

And you feel like falling down

I'll carry you home tonight

Test II

Name :

Class :

Petunjuk/ Instruction :

14. Isilah lirik lagu yang kosong dengan mendengarkan lagu
15. Isilah jawaban dengan menggunakan bahasa Inggris
16. Tentukanlah jenis vocabulary yang terdapat dalam jawaban test tersebut
17. Test ini bertujuan untuk mengetahui kemampuan murid-murid dalam menguasai kosakata
18. Masing-masing score tiap kosa kata adalah 5

Rachel Platten-“Fight song”

Like a 1) boat

On the 2)

Sending 3) waves

Into 4).....

5) how a single word

Can make a 6) open

I might 7) have one match

But I can 8) an explosion

And 9) those things I didn't say

10) balls inside my brain

I will 11) them loud tonight

Can you 12) my voice this time?

This is my fight song

Take 13)my life song

My power's turned on

14) right now I'll be strong

I'll play my fight song

And I don't really care if nobody 15)believes

Cause I've 16) got a lot of fight left in me

Losing friends and I'm 17) sleep

Everybody's worried about me

In too deep

Say I'm in 18) deep (in too deep)

And it's been two years

I miss my home

But there's a fire burning in my bones

Still believe

Yeah, I still believe

And all those things I didn't say

Wrecking balls inside my brain

I will scream them loud tonight

Can you hear my voice this time?

This is my fight song

Take 19) my life song

My power's turned on

Starting right now I'll be strong

I'll play my fight song

And I don't really care if nobody else believes

Cause I've still got a lot of fight left in me

A lot of fight left in me

Like a small boat

On the ocean

Sending big waves

Into motion

Like how a single word

Can make a heart open

I might only have one match

But I can make an explosion

This is my fight song (Hey)

Take back my life song (Hey)

Prove I'm alright song (Hey)

My power's turned on

Starting right now I'll be strong (I'll be strong)

I'll play my fight song

And I don't really care if nobody else believes

Cause I've 20) got a lot of fight left in me

No I've still got a lot of fight left in me

APPENDIX XIII

TEST III

Name :

Class :

Petunjuk/ Instruction :

19. Isilah lirik lagu yang kosong dengan mendengarkan lagu
20. Isilah jawaban dengan menggunakan bahasa Inggris
21. Tentukanlah jenis vocabulary yang terdapat dalam jawaban test tersebut
22. Test ini bertujuan untuk mengetahui kemampuan murid-murid dalam menguasai kosakata
23. Masing-masing score tiap kosa kata adalah 5

Harris J – I Promise

1) anytime you call me

It don't matter 2) I am

I'll 3) be there, like you've been there

If you 4) me closer, I'll be right over

I swear, I 5)

6) time that I need you by my side

Every time I lose my way in 7)

You've my circle of my life, 8) and guide

9) behind me

And one day when the tables finally 10)

And it's me you're 11) on

I'll put you first, hold you 12)

Like you taught me

Know that I'll be there for you, for you

I promise anytime you call me

It don't 13) when I am

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

If you need me 14) , I'll be right over

I swear, I swear

I promise anytime you call me

It don't matter when I am

I'll always be there for you, go anywhere for you

If you need me closer, I'll be 15) over

I swear, ooh

There are days 16) when I just don't want to talk

And your 17) hit a wall

But that won't change

The love you've 18) inside this family

Everything that I do is to make you proud

I 19) want to say it, and say it loud

You're my heat when I'm cold

The place I call home, and always will be

Knows that I'll be there for you, for you

I promise anytime you call me

It don't matter when I am

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

If you need me closer, I'll be right 20)

I swear, I swear

I promise anytime you call me

It don't matter when I am

I'll always be there for you, go anywhere for you

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

I swear, ooh

Having someone to go to

Having someone to love

Having both is a blessing

That was sent from above

Oh I know that wherever I'll go

You'll be forever in my heart

I promise anytime you call me

It don't matter when I am

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

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

I swear, I swear

I promise anytime you call me

It don't matter when I am

I'll always be there for you, go anywhere for you

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

I swear, ooh

APPENDIX VI

Test IV

Name :

Class :

Petunjuk/ Instruction :

- 24. Isilah lirik lagu yang kosong dengan mendengarkan lagu
- 25. Isilah jawaban dengan menggunakan bahasa Inggris
- 26. Tentukanlah dengan menggaris bawah expression of congratulations/hope yang terdapat dalam test tersebut
- 27. Test ini bertujuan untuk mengetahui kemampuan murid-murid dalam menguasai kosa kata

“ONE DAY-MAHER ZEIN”

Lying here wide awake on my own now

Silence is the loudest cry

I'm safe but I've lost everything I've known

I can smile because the pain has gone

But cry because it's where I'm from

1).....

2).....

3).....

4).....

5).....

6).....

That's all I imagine

One day

I wish I could go back tomorrow

If it's only for just one second

Put warmth back into a town that's frozen

I can smile because the pain has gone

But cry because it's where I'm from

God I turn to you to make me strong again

I have cried so many times

And all those tears have washed my eyes

I see clearly into the light

7).....

8).....

9).....

I believe that

10).....

One day

Key answer:

- 1) God I turn you to make me strong again = Hopes (tuhan, kuberpaling pada-Mu untuk kuatkan aku lagi)
- 2) One day I can reach that rainbow = Hopes (kelak bisa kuraih pelangi itu)
- 3) Watch the sweet reflection = Hopes (saksikan bayangan yang indah)
- 4) Shining off my first home == Hopes (sinari rumah pertamaku)
- 5) I'd give anything to see my family again = Hopes (kan kuberikan apa saja untuk bertemu keluargaku lagi)
- 6) And say how much I love them = Hopes (dan ungkapkan betapa aku mencintai mereka)
- 7) Cause I believe I know one day I'll be home again = Hopes (karena aku yakin, aku tahu kelak aku kan pulang lagi)
- 8) To start a new life, with peace everywhere = Hopes (untuk memulai hidup baru, dengan kedamaian di segala penjuru)
- 9) Right from the start until the end = Hopes (mulai dari awal lagi hingga akhir)
- 10) I believe that one day = Hopes (aku yakin suatu hari nanti)

APPENDIX VII

Observation Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : English

Class/Semester : IX-7/ I

Cycles : I

No.	Activities	Yes	No
1.	Students are active learning English		✓
2.	Students are active learning English song	✓	
3.	Students are active singing song together	✓	
4.	The English song motivated the students in study English	✓	
5.	Students are answer the task while listening English song	✓	
6.	Students are collects the task on time		✓

Observation Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : English

Class/Semester : IX-7/ I

Cycles : II

No.	Activities	Yes	No
1	Students are active learning English	✓	
2	Students are active learning English song	✓	
3	Students are active singing song together	✓	
4	The English song motivated the students in study English	✓	
5	Students are answer the task while listening English song	✓	
6	Students are collects the task on time	✓	

APPENDIX VIII

Observation Sheet

Teacher Activity in Teaching learning Process Classroom Action Research

Subject Matter : English

Class/Semester : IX-7/ I

Cycles : I

Observant : Listini Siregar, S.Pd

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher check students' present list	✓	
	3. Teacher give motivation		✓
2. Content	1. Teacher give the material and explain about vocabulary, kinds, purpose. The teacher explain about listening, purpose, advantages and disadvantages using English song method.	✓	
	2. Teacher give the explanation about differences of noun, verb, adverb and adjective	✓	
	3. The teacher turn on the English song from the laptop and speaker will be listen to and answer by the students	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test	✓	
	4. Teacher collected and analyzes the students Test	✓	

Observation Sheet

Teacher Activity in Teaching learning Process Classroom Action Research

Subject Matter : English

Class/Semester : IX-7/ I

Cycles : I

Observant : Listini Siregar, S.Pd

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher check students' present list	✓	
	3. Teacher give motivation	✓	
2. Content	1. Teacher give the material and explain about vocabulary, kinds, purpose. The teacher explain about listening, purpose, advantages and disadvantages using English song method.	✓	
	2. Teacher give the explanation about differences of noun, verb, adverb and adjective	✓	
	3. The teacher turn on the English song from the laptop and speaker will be listen to and answer by the students	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test	✓	
	4. Teacher collected and analyzes the students Test	✓	

APPENDIX IX

List of Interview

A. Interview to the students

1. Do you like study English?

Answer

- a. Otomosi : no miss, because study English is difficult,
- b. Diva Nurjannah : yes miss, because study English is fun.
- c. Sri Indah : yes miss, because I like study English in enjoyable situation, like study and play.

2. How many vocabularies have you got until now?

Answer

- a. Otomosi : still a little bit miss
- b. Diva Nurjannah : not too much miss
- c. Sri Indah : not bad miss

3. Do you like listening English song?

Answer

- a. Otomosi : yes miss, because it is my hobby
- b. Diva Nurjannah : yes miss, because the pronounce is interesting
- c. Sri Indah : yes miss, because I can study when listening English song

4. Do you like study English using English song?

Answer

- a. Otomosi : yes miss, because it can improve my vocabulary
- b. Diva Nurjannah : yes miss, because English song can improve my knowledge
- c. Sri Indah : yes miss, because English song help me to memorized vocabulary and I like it

5. What are the difficulties in listening English song?

Answer

- a. Otomosi : difficult in differentiate between pronounce and writing miss
- b. Diva Nurjannah : difficult in differentiate between pronounce and writing miss
- c. Sri Indah : difficult in differentiate between pronounce and writing miss

6. What is the effects of English song to your vocabulary?

Answer

- a. Otomosi : improve my vocabulary miss
- b. Diva Nurjannah : improve my vocabulary miss
- c. Sri Indah : improve my vocabulary miss

B. Interview to the Teacher

1. What are the students' ability in study English?

Answer:

I think the students' ability in study English is enough. But not all of them is interesting in study English, they like study English appropriate the material and the method.

2. What are the method you need in teaching English?

Answer:

- a. Discussion
- b. Role play
- c. Games
- d. English song
- e. Skimming and scanning

3. Are you ever used English song to teaching English?

Answer:

Yes, I ever

But still seldom used this method, because much material will teach to them. And English song just focus on the listening ability.

4. Are the students' interesting study English by using English song?

Answer:

Yes, because it is fun and enjoyed them. And then, English song improved their vocabulary mastery.

5. What are the students' difficulties in listening English song are pronunciation and the writing the words. The students' very difficult in different between the pronunciation and the writing the word they hear.

KEMENTERIAN AGAMA
AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIVIAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4, Sihatang 22733,
Telp (0634) 22080 Fax (0634) 24022

No. 14/E 6a/PP 00 0 100/2017

Padangsidimpunan, 05 September 2017

Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

Bapak/Ibu:

1. Dr. Fitriadi Lubis, M. Pd
2. Fitri Rayani Siregar, M. Hum

Di-

Padangsidimpunan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : ANNISA MARDIA OCTIA
Nim : 1420300011
Fak/Jurusan : FTIK/Tadris Bahasa Inggris-3
Judul Skripsi : IMPROVING VOCABULARY MASTERY THROGH LISTENING TO ENGLISH SONGS AT THE GRADE IX STUDENTS OF SMP N 8 PADANGSIDIMPUAN

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

[Signature]
Rayendriani Fatma Lata, M. Pd
NIP. 19710510 20062 2 001

[Signature]
Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

[Signature]



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sititang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1297 /In.14/E.4c/TL.00/08/2018
Hal : Izin Penelitian
Penyelesaian Skripsi.

15 Agustus 2018

Yth. Kepala SMP N 8 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Annisa Mardia Octia
NIM : 1420300011
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Rantiauprapat

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Vocabulary Mastery Through Listening to English Songs at the Grade IX Students SMP N 8 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Wakil Dekan Bidang Akademik

Nizar Ranguti, S.Si., M.Pd.
413 200604 1 002