

**THE USE OF SONGS AS MEDIUM IN TEACHING ENGLISH
AT THE SECOND GRADE OF SMPN 1 KEDUNGBANTENG
BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
Requirements of *Sarjana Pendidikan*
(S. Pd.)**

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2024**

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Declare that the thesis I have compiled with the title, "**The Use of Songs as Medium in Teaching English at The Second Grade of SMPN 1 Kedungbanteng Banyumas**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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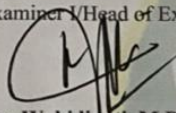
Written by Oktafiani Nurahmah (Student Number 1917404080) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on January, 10 2024 and declared qualified for achieving the Sarjana Pendidikan (S.Pd) Degree.

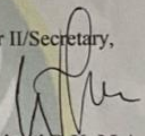
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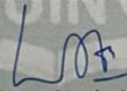
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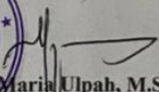
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MOTTO

“ And so God gave them both the rewards of this world and the excellent rewards
of the hereafter: God loves those who do good.”

(Ali Imran: 148)

DEDICATION

Thank you to my beloved parents Mrs. Umiati and Mr. Rudin Hartono who always support in every condition to your daughter who is very fussy and easily overthinking. Thank you for your prayers that are always prayed every second, every time. You are everything.

Thank you to my brother Delva Saputra who also always supports your sister in various ways. Hopefully, we are destined to truly become the pride of the family and prove the best to our beloved parents with the best achievements by Allah SWT.

Thank you to my friends who have struggled all this time for the completion of the final project. I know it's not easy but you guys are great for the sacrifices that matter in this case. Success in the future.

Thank you to myself for being willing to fight until this point, even with extraordinary obstacles but you can get through it and prove that you can.

PREFACE

All praises and thanks to Allah SWT, the Lord of universe, who has given strength and guidance, so that the thesis entitled THE USE OF SONGS AS MEDIUM IN TEACHING ENGLISH AT THE SECOND GRADE OF SMPN 1 KEDUNGBANTENG BANYUMAS can be completed.

Sholawat may always be devoted to Prophet Muhammad SAW who always becomes a role model for all humans in the world. This thesis presented as a partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

1. Prof. Dr. Fauzi. M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training of Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto.
2. Prof. Dr. Suparjo, M. A., as the I Deputy Dean of Faculty of Tarbiya and Teacher Training of Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto.
3. Prof. Dr. Subur, M. Ag., as the II Deputy Dean Faculty Tarbiya and Teacher Training, Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto.
4. Dr. Sumiarti, M. Ag., as the III Deputy Dean Faculty Tarbiya and Teacher Training, Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto.
5. Dr. Maria Ulpah, M.Si., as head of Tadris department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
6. Muflihah, M.Pd., the Secretary of Education Department of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

7. Desi Wijayanti Marufah, M.Pd, as the Coordinator of the English Education in Faculty Tarbiya and Teacher Training of Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto.
8. Irra Wahidiyati, M.Pd, as the my thesis advisor who always supports, motivates, and gives me help for finishing this thesis. I thank you very much for your patience and advice in guiding me to finish my thesis. I hope a good back will be for you by Allah.
9. All the lecturers in Faculty Tarbiyah and Teacher Training of Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto for teaching precious knowledge, sharing a philosophy of life, and giving the best experience study.
10. All administration staff in Faculty Tarbiyah and Teacher Training of Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto.
11. My beloved parents, My Mother (Umiyati) who prayers and supports have always been an infinite power and My Father (Rudin Hartono) who never asked me about my thesis so that makes me enjoy to wrote this thesis and happy to finished it. Also thanks to my brother (Delva Saputra).
12. Prof. Dr. K.H. Mohammad Roqib, M. Ag and Nyai Hj. Nortri Y. Muthmainah, S. Ag. is the supervisor at An Najah Islamic Boarding School for University students, who have been giving me a chance to study at the boarding.
13. Mrs. Rizki Mualiawati, S.Pd as the Teacher of SMPN 1 Kedungbanteng Banyumas who always help me about this undergraduate thesis.
14. Tsalisatun Nurhikmah who always support and encourage for the first step in every situation even on my down condition wkwk.
15. Reksanti Ma'rifatussaadah who always be my partner and remember about Janji Jiwa Coffee Shop xxi.
16. All of my part at An Najah Islamic Boarding School for University students especially An Najah 19 who cannot mention one by one.

Purwokerto, 19 December 2024



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THE USE OF SONGS AS MEDIUM IN TEACHING ENGLISH AT THE SECOND GRADE OF SMPN 1 KEDUNGBANTENG BANYUMAS

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ABSTRACT

Students encountered problems with vocabulary even though they were taught with songs. This research aimed to describe the steps and problems in teaching English using songs in SMPN 1 Kedungbanteng Banyumas. This research was qualitative, and the object of this research was the use of song then the subject was teacher. The data collection technique of this research were collected by observation, Interview, documentation and triangulation. The analysis technique of this research were data reduction, display of data, conclusion drawing. The results showed that the steps the Teacher was doing were: (1) teaching vocabularies, (2) listening the songs, (3) listening other songs, (4) noting pronunciation, (5) inviting students to do activity, (6) giving note written, and (7) reviewing the result, (8) replaying the songs, (9) presenting the meaning of songs. Futhermore the problems in teaching English using songs were categorized into three problems; (1) problems related teachers, (2) problems related students, and (3) problems related audio visual.

Keywords: *songs, medium, teaching, english.*

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CHAPTER I

INTRODUCTION

This chapter shows subchapters about background research, operational definition, research question, purpose and benefits, review of relevant studies, and the last is structure of study.

A. Background of Study

Teaching is an activity of organizing the environment as best as possible and connecting with students so that the learning process occurs. The learning process also plays an important role in acquisition of the language so that it requires interesting learning for students. According to Wrench (2009), the essence of the teaching and learning process in class is how enthusiastic, excited, and happy students are participating in learning class, not where the condition of a child feels burdened and makes the lesson something very scary and very boring. Every learning, as well as possible a teacher should be able to present it in an interesting form because there are many subjects that are considered a scourge for students so that sometimes students are very lazy to follow learning subjects as an example of learning related to foreign languages. While, English in Indonesia does not come from the mother tongue or the mother's language but comes when students get education in school. Therefore, teaching English in Indonesia is a big challenge because some Indonesian students have very little knowledge of English. In this case, of course that rely on the role of teacher in teaching that language to students.

Basically, one of the targets of teaching and learning English at school is to make the students able to communicate in English both in spoken and in written language. To achieve this, there are four language skills have to be taught; they are listening, speaking, reading, and writing. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills (Harmer, 2001). By learning the four skills above, it will be easier for students to master English. English is different from Indonesian.

English is more complex due to the grammar or structure of the language itself. It is supported by Dörnyei (2001) who states that language is more than communication code whose grammar rules and vocabulary can be taught very much the same way as any school subject.

Generally, there are still many students who have difficulty in learning English. Especially, the students who lives and attend school in the village. Their problems in English also occur due to; firstly, the lack of knowledge about English, this happened because students are not introduced in early age by their environment (Less supportive environment). Secondly, too much different writing and pronunciation, this is what often triggers students to have difficulty understanding English lessons. Third, feeling bored, students will feel bored if learning English in the classroom is too monotonous and serious. For example, in learning activities in English, the teacher still uses the old method to teach that the student are told to imitate what is said by the teacher.

In the English learning method is not a specific reference to success in teaching as it has been expressed by Ersoz (2000) who agreed that teaching English successfully is not just a question of method. He emphasized that the best lesson may fail due to the fact that the personal diversity and needs are underestimated; therefore, it is worth looking for reasons behind the passiveness which could be due to lack of fun and interest. It means the method is only used for learning procedures that are focused on achievement of goals and the opposite technique be the elaboration of a method of learning. Therefore, a teacher must act immediately to restore the enthusiasm of the students. A teacher must be smart in choosing the method to be used in teaching so that his learning becomes fun and always awaited. It is the responsibility of professional teachers to find out constantly how learners should learn. One thing is natural in a teaching and learning process if the enthusiasm for student learning fluctuates by using appropriate technique to deliver the material, one of them are using the song lyrics. Brand & Li (2009) advocated that using song lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is

necessary for students to understand English and to be understood by others. It means lyrics can help make it easier for students to learn English, not only that lyrics can make the teaching and learning process more relaxed and enjoyable, because with lyrics students are more enthusiastic in learning English.

Based on the preliminary study done through observation and interviews with the second-grade English Teacher of SMPN 1 Kedungbanteng Banyumas, the teachers used songs as a teaching medium to make students interested and easy to memorize vocabularies since 2020. The teacher claimed that the students of second grade had problems with their vocabularies of English lessons. However, teacher must always be able to anticipate this situation. A teacher must be able to recindle student's enthusiasm for learning (Rusilowati & Wahyudi, 2020). Also Brand & Li (2009) advocated that using song's lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is necessary for students to understand English and to be understood by others. This is proven by Hadi (2019) that the learning process using song makes the students become more active in their interaction, it is showed by their participation level during the teaching is increased. Considering the phenomena depicted above, it was discussed with the English teacher in teaching student's in teaching English by using song lyrics. Besides being useful for making it easier for students to understand the material, this method can also motivate students to like this lesson so that it can bring out their interest in learning.

Based on the background above, it is decided to find out and describe the use of singing methods in English learning for second grade of SMPN 1 Kedungbanteng Banyumas. That is why interested in investigating the phenomena in research entitled: " The Use of Songs as Medium in Teaching English at The Second Grade of SMPN 1 Kedungbanteng Banyumas".

B. Conceptual Definition

There are several definitions provided to make the readers understand and have some perspective. The definition decrease misunderstanding and ambiguity. There are some key terms, they are :

1. Song

According to Hornby (1990), a song is a piece of music with words that is sung. Futonge (2005) also said that song is a language package that combines culture, vocabulary, listening, and grammar also as a moderator for other language skills in just a few rhymes. Moreover, song is a good tool that can be used in lessons because song can provide relaxing learning and it can make the learning process more fun for students. By learning vocabulary through song, it can make students easier in remembering new vocabulary. Practicing listening through song can make the learning process more interesting. With this, students will be more motivated to practice their listening without any pressure.

2. Media

Media is a tool that used to convey the information to readers. The word “media” is the plural of medium which means a mediator. The word “media” obtains to several activities or efforts such as a media in message delivery, etc. The word “media” is also used in teaching and education so it appears the term of teaching media or education media (Abdulhak and Sanjaya, 1996).

Media can be used in teaching and learning process. Teaching media or the education media is a mediator which purposes to deliver the message so that the receiver is more comprehensible the information. A process of teaching is a communication process between messenger and receiver. In teaching, the teacher can play role as messenger or organizer. In the roles, the teacher should be able to create the condition which enables the communication smoothly.

3. Learning Media

Learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, willingness, attention and encourage the learning process (Miarso, 2009). Meanwhile, according to Musfiqon (2012), learning media can be defined as a tool in the form of a physical and non-physical used teacher in conveying material to students to be more effective and efficient. The use of learning media is expected to be more quickly accepted student learning materials as well as attract students to learn.

So “ The Use of Songs as Medium in Teaching English at The Second Grade of SMPN 1 Kedungbanteng Banyumas “ is how to use a piece of song with sing words to convey a messege, stimulate student’s feeling trough willingness, attention and encourage in the learning process especially for the second grade of SMPN 1 Kedungbanteng Banyumas.

4. Teaching English

Teaching English in non-English speaking countries such as Indonesian schools is called Teaching English as a Foreign Language (TEFL). English language learners have distinctive and specific traits that affect the way they learn. This results in the criteria of English language teachers and the way teachers teach which is certainly different from teaching. Therefore, teachers who teach English as a foreign language (TEFL) in schools must have specific criteria that match the nature and character of English learners in schools. In addition, the teacher must be able to fulfil the duties of an English teacher at school.

English learning will run well and smoothly if there is a smooth social interaction between students and students and students and teachers. As Suyanto (2008) argues, social interaction helps students to use language and makes learn from each other. Social interaction will run well if communication also runs well in the classroom. Openness and listening to each other can also improve the interpersonal relationship between teachers

and students so that it is hoped that the quality of English learning that takes place can be improved.

C. Research Questions

From the background of the study state above, this research is conducted to answer the questions as follows :

1. What are the steps for teaching English using songs as medium in teaching English at the second grade of SMPN 1 Kedungbanteng Banyumas ?
2. What are the problems in teaching English using songs as medium in teaching English at the second grade of SMPN 1 Kedungbanteng Banyumas ?

D. Aims and Significances of the Research

1. The Aims of the Research :

- a. To describe the steps for teaching English using songs as medium in teaching English at the second grade of SMPN 1 Kedungbanteng Banyumas?
- b. To analyze the problems in teaching English using songs as medium in teaching English at the second grade of SMPN 1 Kedungbanteng Banyumas?

2. The Significances of the Research

The result of this research will have some significances as follow :

- a. Theoretical Significances

This research expected can be able to develop knowledge about teaching english strategies to motivate students, especially for readers.

- b. Practical Significances

Pactical Significances of this research are:

- 1) For Students

This research is expected to be able to develop the ability and foster students' motivation in the use of songs as medium for teaching English.

2) For English teacher

As a consideration and input for teachers to introduce a fun motivational concept to be motivated for students through songs.

3) For the other researcher

It is expected to provide a clear and real picture of the contribution of the use of singing/song methods in teaching English and other aspects of ability development in general, thus, the results of this study are expected to be a reference in future research.

E. Organization of the Research

To make systematic research, it is necessary to classify the structure of this research. The structure of this research is explained as follows:

Chapter I contains an introduction, which consists of the background of the study, conceptual definition, research questions, aims and significances of the research, review of relevant studies, literature review, research method, and structure of the research.

Chapter II contains the theories of the use of songs as medium in teaching English at the second grade of SMPN 1 Kedungbanteng Banyumas.

Chapter III contains the research method. This chapter consists of the type of research, time and location of research, indicators of research, and technique of data collection.

Chapter IV explains the result of the research which consists of the use of songs when learning English in SMPN 1 Kedungbanteng Banyumas. There are findings and discussions about the implementation of the teaching.

Chapter V presents the conclusion and the suggestion related to the research.

CHAPTER II

LITERATURE REVIEW

In this chapter, this research reviews the related theories and literature to understand and answer the research question theoretically.

A. Teaching English

1. Definition of Teaching English

Teaching English in non-English speaking countries such as Indonesian schools is called Teaching English as a Foreign Language (TEFL). English language learners have distinctive and specific traits that affect the way they learn. This results in the criteria of English language teachers and the way teachers teach which is certainly different from teaching. According to Setyaningsih & Wahidiyati (2022), teaching means giving knowledge and making someone understand what the teacher has taught. In education, the teacher guides students to learn new knowledge. Therefore, teachers who teach English as a foreign language (TEFL) in schools must have specific criteria that match the nature and character of English learners in schools. In addition, the teacher must be able to fulfil the duties of an English teacher at school.

English learning will run well and smoothly if there is a smooth social interaction between students and students and students and teachers. As Suyanto (2008) argues, social interaction helps students to use language and makes them learn from each other. Social interaction will run well if communication also runs well in the classroom. Openness and listening to each other can also improve the interpersonal relationship between teachers and students so that it is hoped that the quality of English learning that takes place can be improved.

English is one of the important international languages to be mastered or learned. English is used to develop relations in international forums and to strengthen relations between nations. English is also used to gain

knowledge from various branches of science. People use English to communicate with people in different countries. It can connect to people around the world. On the other hand, learning English can help to reach success. It can increase the opportunity to get a job easily. Using English to communicate may also help people to know, understand and respect each other, particularly those who have different backgrounds such as languages, cultures, lifestyles, etc. (Michael Byram et al, 2002).

In Indonesia, English is only learned at school but is not used in everyday life. English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts that are realized in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates can communicate and discourse in English at a certain literacy level. English can also be called a second language because it is a foreign language that enters Indonesia to be studied in schools and other institutions. To be precise, the new era and current globalization require many people to master English as an international language. Therefore, in Indonesia, English is included as a subject in the school curriculum. The newest curriculum (Merdeka Belajar Curriculum) has provided three hours per week for English lesson for junior high school level (Pudjiastutie et al., 2018)

The Indonesian government included English as the first foreign language used in Indonesia. In Indonesia, English is a foreign language that can be learned in school and can be used in communication. It is the first foreign language learned as a compulsory subject at school (Panggabean, 2015). Thus, English is the first foreign language officially taught as a compulsory subject to students in junior secondary school in Indonesia.

2. The Importance of Teaching English

English today is used for many things, especially in the fields of education, business, politics, and technology. The importance of Teaching English is very useful and should not be ignored, this is because English is widely used by most countries in the world. English not only acts as a communication tool but also makes it easier to interact in a new environment. From this, it can be concluded that learning English is very important for most of students in adapting to the development of the existing language, especially in communicating.

Currently, English is very necessary because of the importance of understanding English which is useful in everyday life, especially in the fields of education, business and technology. If learning using effective methods can make students master several skills ranging from the ability to write, speak, listen, and read. This kind of skill is very much needed in the world of work. Therefore, this shows how important the use of English is nowadays.

3. Component of English Teaching Process

According to Brown (2000), there are some components in English Teaching process in the classroom. They are as follows:

- a. Attention, is the first step in learning anything. It is easy to pay attention to things that are interesting or exciting to the students. The teacher's job is to construct lessons that connect to the learner, relating what is to be taught to the students' lives can accomplish this.
- b. Memory, is the complex process that used three system to help a person receive, use, store, and retrieve information. Students who have difficulty with memory, may need directions both orally and in written form, and giving examples of what is expected can help all students.
- c. Language, is the primary means by which give and receive information in school, problems with language, on the other hand, can affect a student's ability to communicate effectively, understand and store verbal

and written information, understand what other say, and maintain relationships with others.

- d. Organization, in process and organize information in two main ways: simultaneous and successive. Simultaneous processing is the process used to order or organize information in space. While, successive processing is what we use to order or organize information in time and sequence.

From the explanation above, it is important to make good situation in teaching learning process. Therefore, it will make the teachers and students easy in learning process, because if there is a component which did not appropriate, it will make the teaching learning process is not running well.

B. Media in Teaching English

1. Definition of Media

Media are tools that used to convey the information to readers and the plural form of the words medium which means a mediator. The word “media” obtains to several activities or efforts such as a media in message delivery, etc. The word “media” is also used in teaching and education so it appears the term of teaching media or education media (Abdulhak & Sanjaya, 1996).

2. Function of Media

Teaching media is also used to avoid verbalism which still happens if it is only used as visual aids. Sulaeman (1988) states that the teaching media has several significances as follows:

- a. Media can make the information of materials clearly so it is too verbalistis;
- b. Media can solve the restrictiveness of room, time, and senses;
- c. Media can make the students happy in teaching and learning process, so the student can interact directly between other students, environment, and the truth. The students can study individually based on their skill and interest, so the studying is more interesting;

- d. Media can stimulate the students, give an experience, and give a perception;
- e. Media can stimulate students' attention and students' interest, so the students concentrate toward the material which will be explained by the teacher;
- f. Media can facilitate the students in connecting the knowledge that has been mastered with the knowledge that will be learned;
- g. Media can make the students happy in teaching and learning activity;
- h. Media can make the goal of teaching and learning easily;
- i. Media can make the students in organizing the information easily.

Based on the explanation above, it may be concluded that teaching and learning media is a tool that is used in teaching and learning activity. Teaching and learning media has an important role in teaching and learning process. By using a media in teaching and learning activity, it is expected that the students are happy and interested in learning the material. Moreover, the information or message will be delivered to the students and that creates the comfortable condition indirectly so the teacher is not tired to deliver the material too much to the students.

3. Types of Media

Many media are used to teach English, the use of learning media must be adjusted to the level of competence, psychology, and interests and talents of learners. Anitah (2009) mentions there are several types of media, namely:

a. Visual Media

Visual media is learning media that can only be seen and analysed for its meaning. Examples of visual media are photos and pictures. This media can be used as one of the English learning media modified into several forms such as flashcards, popup images etc.

b. Audio Media

Audio media is media that can only be heard without being seen in shape or illustration. Examples of audio media are radio, tape recorder,

and CD-CDR. Audio media can be used as English learning media to hone students' listening and speaking skills.

c. Audio-Visual Media

Audio-visual media is media that can be seen and heard. When compared to the previous two media, this audio-visual media does look more interesting. The audio-visual media include video, film, slides, and television. An example of the application of audio-visual media in high school English learning is playing an English film without subtitles in class. Then, learners are asked to write the content of the film they have seen into English as well.

From the explanation of some of these media, the use of songs is included in audio-visual, which in the teaching process students will be shown with several songs or vocabulary made into songs then students will sing together.

By using the media, there are several advantages that will be obtained by both teachers and students. The first advantage is that the teacher will indirectly be able to "embed" the new vocabulary in the minds of the students more easily. By paying attention to the media presented by the teacher, the teacher is actually introducing the new vocabulary by using it in the song so that students will remember the new vocabulary well.

4. The usefulness of Media in Teaching English

According to Sadiman et al. (2012) in general education media has several uses as follows:

- a. Clarify the presentation of information or messages so as not to be too verbalistic (in the form of written or oral words);
- b. Overcome the limitations of space, time, and sense-power, for example: objects that are too large can be replaced with pictures, films, and so on;
- c. The use of various educational media in the learning process will strengthen students' active attitudes and can motivate students to learn; and

- d. Given the characteristics, environments, and experiences of students of different educational media can be used as a tool for teachers. This is thanks to the same educational media, the same learning experience, and providing the same stimulus to the students.

C. Song as Medium in Teaching English

1. Definition of Song

According to Hornby (1990), a song is a piece of music with words that is sung. Futongo (2005) also said that song is a language package that combine culture, vocabulary, listening, grammar and also as a moderator for other language skills in just few rhymes. Moreover song is a good tool that can be used in lesson. because song can provide relax learning and it can makes the learning process be more fun for students. By learning vocabulary through song, it can make students easier in remembering new vocabulary. Practice listening through song can make the learning process more interesting. With this, students will be more motivated to practicing their listening without any pressure.

Song will always be connected with music. Music can be an important tool to achieve relaxation and harmony to improve the effectiveness of learning. Music is chosen and determined properly to help students in acquiring and mastering material easily. It was said to produce an alpha state in which the mind was relaxed and meditative but remained receptive.

According to Brewster et al (2002), there are many advantages to using songs as learning resources. First, songs are linguistic resources. In this case, songs become a medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. Songs also represent a language that students are already familiar with in a new and fun form. Songs also allow for natural and enjoyable repetition of language. Songs can be used to develop all language skills integratively, including improving students' pronunciation skills. Second, songs are effective/psychological resources. Besides being fun, songs are also able to motivate students to

cultivate a positive attitude toward English. Songs are not scary or threatening to students. Even songs can help boost students' confidence. As proof that they have already mastered something in English, students can proudly sing English songs in front of their parents.

Third, songs are cognitive resources. Songs help improve memory, concentration, and coordination. Students become more sensitive to rhyme marks as aids to interpreting meaning. The four songs can be cultural resources and social resources. Brewster et al (2002) also revealed that songs provide tremendous benefits for learning pronunciation. Some important features of pronunciation such as stress and rhythm as well as intonation can be trained naturally through songs.

Brand & Li (2009) advocated that using song's lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is necessary for students to understand English and to be understood by others. Thus, according to them, exposure to lyrics also teaches vocabulary, grammar, rhythmic speech, phrases, and meanings.

According to Shin (2006) that songs are useful teaching aids which raise and maintain students' motivation, especially in cases when they are catchy and supported with colorful visuals, reality (objects from real life used in classroom instruction), and movement. Beside that, According to Millington (2011), songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. It means, song lyrics and music are very useful in improving students' motivation in learning English. Song lyrics also make it easy to stimulate the students' brains to be able to understand and remember the words in the song for a longer period of time. Song lyrics have a colorful of visuals that make it a lightweight and fun to be applied in Learning English. Therefore, it also became an important reference in the pedagogic competence, as explained by an expert in the statement above.

From all of the opinions of experts it can be concluded that the song lyrics is an alternative media that can provide an encouragement and a

change in the mindset of a child. Furthermore, lyrics make a change of atmosphere in the teaching and learning process that is more lively and enjoyable.

2. Advantages of Song as medium in Teaching Process

Song is important tool in Teaching English because song can help the students in learning process. The advantages of song according to Brewster (2002) as follows:

- a. Song can become a medium introduction of new languages.
- b. Songs can improve students' pronunciation.
- c. Song can be give good contribution in increasing students motivation in speaking.
- d. Song can strengthen memory of students.

Hampp (2019) explains about the advantages using song as medium in learning English as follows:

- a. Music might serve to make a lesson more engaging and energetic
- b. Song can increase creativity and imagination.
- c. Song can enhance and teach other intelligence. Song has been found to increase mathematical reasoning, particularly abstract thinking skills in children, in a direct and consistent manner.
- d. Song can stimulate memory. Songs are simple to access, contain real language, give vocabulary, grammar, and cultural information, and are fun for students.
- e. They can be utilized in and out of the classroom to help students improve speaking, listening, and language abilities.

3. Disadvantages of Song as medium in Teaching Process

Although, songs have many good aspects, there are some less positive concerns about music and songs teachers should regard in the language classroom. Murphey (1992) writes that:

- a. Loudly playing songs may disturb neighbouring classes.
- b. Some learners get too excited and may forget about the discipline.

- c. Another issue is the may disagree about musical pieces and they have dissimilar musical tastes.
- d. Teachers often complain that the learners just want to listen, not work.
- e. More importantly, many songs may be intelligible for students since they contain many colloquial expressions and the pace is too fast.

According Ahmadi (2011), another disadvantages in teaching and learning English using song are:

- a. The students are not accustomed to listening and memorizing English songs.
- b. The difficulty to involve the students in learning process, teacher give an explanation again when the students has less understand and the facilities.

Siek-Piskożub and Wach (2006) add that there are songs which touch taboo topics like violence and sexism and thus such songs may confuse the learners or embarrass them.

Meanwhile, the are some teachers' efforts to solve the problem in the learning English speaking skills using songs as medium are; the students are assigned to choose a songs that they love to make them more pleasant to listen and easier to pronounce the song, the teacher was assigning the students to search English song who love and discussed with their friend, the teacher was using as medium to looking for a song that relevant with material, teacher gives an explanation again based on students' difficulties and review the material, and teachers should take own things such as laptop, speaker active and etc.

4. The Procedures in Applying Song Lyrics

According to Brewster (2002), before using the song to teach it is good noted some of the following related framework song use for teaching language.

- a. Teach first the vocabulary that is considered important by using tools;
- b. Listen to cassettes or song so students can listen;
- c. Do listening activities continued;

- d. Note pronunciation e.g identity patters of intonation, stressful words or syllables;
- e. Invite students to listen and repeat and practice;
- f. Give note written text song. Teachers can fill it into interesting activities and learning-oriented;
- g. Invite students to compare it type with similar types in their mother tongue, or nationally;
- h. Display songs together, individually, in groups, in pairs. The teacher discusses together and then the last class can sing together. After the song is finished, the teacher will ask each group of students to have a discussion and analyze the lyrics.
- i. The last, after students have finished the discussion. The teacher will tell one of the representatives from each group to advance in front of the group and tell what message is conveyed in the song.

How to apply the song lyrics in this class aims to practice compactness in the group, practice concentration, to practice understanding to process vocabulary in English sentences and practice self confidence in front of classmates. On the other hand, the procedures suggested by Haycraft (1983) states that some variation using songs recorded on tape, they are:

- a. Play the tape as many times as necessary and ask question.
- b. Get the class to using line by line, following the tape.
- c. Show the students the script and get the class to sing it following the tape.
- d. Divide up the class and have a group, each singing a line. Replay as often as necessary. Find out who has a good voice and try to get solos. Bring out the students to conduct different combination until song is familiar.

D. Review of Relevant Studies

There are some previous studies conducted by some researchers related to this study. Here are some previous from The Use of Songs as Medium in Teaching English at The Second Grade of SMPN 1 Kedungbanteng Banyumas.

A Study conducted by Tavadze (2021) about “Using Songs to Motivate Students”, the article deals with the ways songs can be used in the ESL classroom to motivate students to learn English and enhance their involvement. One of the big problems we all face, whether teaching English to children or adults, is maintaining learners’ interest throughout our lessons. The results is, using songs to motivate students can help make language learning automatic as language patterns can be processed and remembered unconsciously leading to the use of target language in a communicative way. What makes music such a great teaching tool is its ability to develop learners’ skills in listening, speaking, reading and writing and can be used in various ways to teach and practice vocabulary, pronunciation, stress, sentence structures. They can be used as language tasks, focusing on particular material and can be adapted to suit the specific purpose a teacher might wish to teach. The differences in this research is about the location of the research , and the previous study motivate students.

A Study conducted by Džanić (2016) about “The Effect of Song in Teaching English”, that songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language. This paper aims to verify these claims and confirm the effectiveness of using songs as a means to improve young learners’ English language vocabulary and to determine whether songs influence young learners’ motivation to learn English. The results showed that songs have a positive influence on vocabulary retention of young learners. Whatever setting is used, aural or aural/visual, the results prove that songs are suitable for different learning styles, they encourage positive learning experience, and enhance their knowledge. Songs aid motivation and help learners develop a love for language learning. Students

motivated in this way are imaginative, creative, and eager to learn and succeed. The differences of this research is the location and using kuantitatif research, then the pevious study wanted to find out the effectiveness of song as medium in learning English Language.

A Study conducted by Hadi (2019) about “The Use of Song in Teaching English for Junior High School Student”, that the learning process using song makes the students become more active in their interaction, it is showed by their participation level during the teaching is increased. Another finding also revealed that there is a significant improvement in the student’s English language skills using song from preliminary to cycle II stage in the research process. The average score of students at the preliminary stage is only 60 then it 16 increased to 68 in the first cycle and increased significantly in cycle II with the amount of 80. It can be concluded that action research is done by using song in teaching English for Junior High School significantly helps the students in increasing their English language skills. This study recommends the continuation of using various teaching media and tools for Junior High School student in order to improve their English language skills. The differences of this research is the previous study using kuantitatif research, then about the location , and the previous study is talk about significant improvement in the student’s English language skills using song from preliminary to cycle II stage in the research process.

A Study conducted by Hadian (2015) about “The Use of Song Lyrics in Teaching Listening”, that was aimed at investigating the students’ response toward the use of song lyrics during the teaching of listening, and the challenges faced by the teacher and students in using song lyrics in listening class. The findings of this study showed the use of song lyrics as an effective technique for teaching listening. Significantly, it can be seen that the students enjoyed their listening activity. As a result, they responded positively and enthusiastically to the lesson, and engaged easily in the whole learning process. The differences of this research is the previous research focus in teaching listening and using kuantitatif research, then about the location, and the last the

previous study showed the use of song lyrics as an effective technique for teaching listening.

Based on the explanation above, the previous research has similar object with this research that is the use of song in teaching English. On the other hand, this research has some differences from previous research that is in terms of the practice. This technique is very mild and easily applied in learning English. Then the main reference for researchers is the song, because the song are applied directly in teaching and learning process. In this study, it conducted observation to know whether the use of song in teaching English.

CHAPTER III

RESEARCH METHOD

This chapter explains about the description of the steps that are taken to conduct this study. They are research design, research site and participant, subject and object of the research, data collection technique, data analysis technique, and the data's validity.

A. Research Design

Based on the title “The Use of Songs as Medium in Teaching English at The Second Grade of SMPN 1 Kedungbanteng Banyumas“, so this study uses a qualitative approach to describe the problem and the focus of research.

Qualitative methods are social research steps to obtain descriptive data in the form of words and images. This is by what was revealed by Moleong (2007) that the data collected in qualitative research is in the form of words, pictures, and not numbers. The qualitative research approach is an approach that does not use the basis of statistical work, but based on qualitative evidence. In another article, the qualitative approach is an approach based on field reality and what is experienced by respondents is finally sought for theoretical references (Lub, 2015).

B. Research Site and Participant

This study aims to get a clearer, more complete picture and information and allows and easy to conduct observational research. Therefore, the author sets the location of the research as the place where the research was carried out. In this case, the research location is located in SMPN 1 Kedungbanteng Banyumas. This study was conducted from July 2023 to November 2023.

The reason why the researcher chose SMPN 1 Kedungbanteng Banyumas to be researched was that it came from the experience who did the field experience practice of teaching English in second grade and found that the students was less attractive so he tried to use songs as medium in learning

English and the results by using songs as medium made students interested in learning English because it was fun and easy to learn.

The results of using songs as media attract students attraction in learning English because it feels fun and becomes easy to learn. So the author found a school that uses song as medium in learning, namely SMPN 1 Kedungbanteng Banyumas.

C. Subject and Object of the Research

The subjects of this study was teacher of second grade SMPN 1 Kedungbanteng Banyumas. The reason for choosing the teacher was because taught using songs as a medium in learning English, it was because the class was categorized as needing more effort in teaching, or it could be said that the students were trouble makers, so it needed an interesting and appropriate method to be used in the class to attract students to be able to follow the learning well and achieve learning objectives. So that the teacher gets a method that succeeds in attracting students' attention to learning English, namely using songs as a medium in teaching English.

D. Data Collection Technique

In this study, the data collection methods used were as follows:

1. Observation

The observation method is an investigation that is carried out deliberately and systematically by using the senses of several events that occur or take place captured at the time the event occurs (Mulhall, 2003). The observation method is a data collection tool carried out by observing and systematically recording the symptoms investigated (Jick, 1979).

The observation carried out observed the learning process carried out by the teacher when teaching English starting from the initial activities to the end, what was observed according to the checklist, including how the teacher gave greetings, then the attendance until the closing. It was conducted 6 times observations.

In the first observation were conducted on October 9th and 11th 2023. In the first and second observations, began to observed the class with the material being taught, namely simple continuous tense. In the first learning observation, the teacher explained the material in general by using songs as medium and videos related material to introduce the verb form-ing, then the second learning observation the teacher used overlapping text media to be completed by the song-playing which is entitled “The Lazy Song”, then in the third and fourth observations, namely on October 16th and 18th, 2023 observed English teaching with songs as medium on simple past tense material. In the third learning observation as usual the teacher explained the material first followed by using song as medium related to simple past tense and singing together, in the fourth learning observation the teacher played the song lyrics and provided the overlapping text to be completed and found words that included simple past tense.

In fifth and six observations on October 23rd and 25th, 2023 was observed English learning using song medium on Recount text material. In the fifth observation as usual the teacher describes the material in general and then plays a video about words or sentences that are often used in recount text, then in the sixth learning observation students were given the task of making recount text. During learning, ice-breaking is inserted so that students are more excited, and after each lesson, students are always given the task of memorizing songs about the vocabulary that has been taught.

In collecting this observation method, it was used a form of participatory observation. Participatory observation is how engaging with the daily activities of the person who is being observed or who is used as a source of research data. With the observation of these participants, the data obtained will be more complete, sharp and until they know the level of meaning of each visible behavior. The instrument of the research is field note. According to Mandolang (2007), field note are notes made by researchers in an ethnographic study from field. These notes can be

descriptive (as observed) or reflective (containing the interpretation of the research).

Thus, in this study used observation on The Use of Songs as Medium in Teaching English at The Second Grade of SMPN 1 Kedungbanteng Banyumas.

2. Interview

The interview is a way of collecting data by holding questions and answers with people who can provide information. This method includes the method used by a person for a certain purpose, trying to get information or opinions orally directly from an informant (Moser, 2018). Researchers use a semi-structured type of interview, namely the type of interview, which has been made a series of questions that have been structured, then one by one deepened to pry further questions (Fuji, 2017). In this study, it is used semi structured interviewes for an English Teachers at the second grade of SMPN 1 Kedungbanteng Banyumas.

In the discussion of interviews, it conducted an interview with the English teacher and given 7 questions. This method was used to obtain data on The Use of Songs as Medium in Teaching English at The Second Grade of SMPN 1 Kedungbanteng Banyumas.

3. Documentation

The documentation method is a data collection technique by collecting and analyzing documents, both written, image, and 37 electronic documents (Brown, 2009). This method is a technique of retrieving data from data sources originating from nonhumans, this source is accurate and stable as a reflection of actual conditions and is easier to analyze repeatedly. According to Suharsimi Arikunto, the documentation method is a method of collecting data in the form of notes, transcripts, books, newspapers, magazines, photos, inscriptions, minutes, leggers, agendas (Arikunto, 1998).

In the discussion of documentation, this research documented the books used in learning, and lesson plan, such as examples of sentences from material taught from book or others, so that teaching is not only guided by

one book. Teachers also sometimes make hardfiles containing material to be taught, such as verb tables, and then distribute them to students for learning materials.

E. Data Analysis Technique

The data obtained in this study is analyzed starting from the results of interviews, observations, and the implementation of teaching that has been carried out then the data obtained were analyze using data reduction, display of data, and conclusion drawing.

1. Data Reduction

The sub-reduction in this study is the creativity carried out by English teachers at SMPN 1 Kedungbanteng Banyumas. In this step, the raw data is obtained from filtered. It was selects data that is required to support the research because not all data found is relevant, so sorting is needed to enable data classification.

In this case, reduced irrelevant information from the results of observations and interviews, then the information obtained was classified as needed.

2. Display of Data

Display data is a set of composed information that will provide a comprehensive picture of research in other words presenting data in detail looking for patterns and relationships. Data display is carried out to make it easier to see a comprehensive picture of the research or certain parts of the research results. The data made detailed and thorough will make it easier to understand the sub-subs studied.

3. Conclusion Drawing

Data conclusion is an effort to find meaning, meaning and explanation of the data collected and analyzed to find important problems. This effort is made by looking for patterns, themes, relationships, similarities, things that often arise. So that conclusions must always be verified during the study.

Data that has been summarized, reduced and adjusted to the focus of the research problem, then the data is analyzed and predicted its validity through several research techniques.

Moleong (2002) stated that checking the collected data is considered valid if it has gone through the validity check technique, which is as follows:

- a. Interviews conducted by researcher with respondents are conducted in calm conditions so that the information obtained can be as deep as possible.
- b. Interviews are sought to lead to the focus of the research so that the depth of the proposed language is achieved.
- c. Data obtained through interviews or documentation results are checked for validity by utilizing comparisons that are not derived from data revealed with the results of documents.
- d. The data collected after being described is then discussed, criticized or compared with the opinions of others.
- e. The data that has been collected is further classified and categorized according to the research focus.

F. Triangulation

In data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. To achieve the level of credibility of research, data from various sources are checked in various ways and at various times. In other words, triangulation of data sources, data collection techniques, and data collection techniques in different times and situations is carried out.

1. Source Triangulation

Using similar data from different sources, data sources in the form of information from teachers and students about the actions applied.

2. Method Triangulation

Collect data by data collection methods from observations, documentation and interviews that have been conducted.

G. Data Presentation

After the data is complete, the next step is data presentation which provides structured information and conclusions from the data, the results of interviews, observations and documentations.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, it presents the findings and discussion of the research about “The Use of Songs as Medium in Teaching English at the Second Grade of SMPN 1 Kedungbanteng Banyumas”. The findings and discussion were obtained from the result of observation, interview and documentation, continued with discussions this study involved an English teacher and students of SMPN 1 Kedungbanteng Banyumas.

A. The Steps for Teaching English Using Songs as Medium in Learning English

The procedures suggested by Brewster (2001) states that some variation using songs recorded on tape, they are:

1. Teaching first the vocabulary that is considered important by using tools.

Before teaching, the teacher opened with vocabulary first. The teacher gave 10 new vocabulary to the students.



Figure 4.1
(The teacher was opening with a jargon)

After that, as an introduction to learning a teaching material, the teacher used the song "Sing a Song" as a compulsory song before learning begins with the aim that students can recognize the tenses and remember the vocabulary through that song . The song is:

“ SING A SONG “
“ I sing a song
I am singing a song
I have sung a song
I have been singing a song
I sang a song
I was singing a song
I had sung a song
I had been singing a song
I will sing a song
I will be singing a song)
I will have sung a song
I will have been singing a song
I would sing a song
I would be singing a song
I would have sung a song
I would have been singing a song

After singing the tenses song, the teacher was checked the students' attendance. Before learning, the teacher gave an apperception of the lesson to be taught and conveys the learning objectives because, in designing the materials, the purpose of learning English should be identified to decided the learning objectives and the contents (Wahidiyati et al, 2023). The teacher always motivated students to study hard to reach their goals, told what will be learned at this meeting, and what tests carried out after the initial learning activities.

Based on the interview conducted with the teacher regarding things before learning, she said that introducing songs or singing first can make students excited to start learning English by enjoying the songs sung, students to know and get new vocabulary even though only a few besides that they can understand the sentence structure even though a few too.

“Before learning begins, I always apply singing tense songs together with the aim that students can recognize the structure of English sentences and know the vocabulary even a little bit, because when it

start with singing, it can encourage student become effective and passionate about learning. (Translated)."

Did the Irish ants arrive?

Did the Irish ants arrive?

Yes, they did. Yes, they did.

Did they dance? Did they fly?

Yes, they did. Yes, they did.

Did they ride? Did they drive?

Did they swim across the sea?

Yes, they did. Yes, they did. Yes, they did.

Oh, they came to us from Ireland, across the Irish sea.

They ate all the biscuits.

They didn't eat the peas.

They brought us Irish butter, but they didn't bring us cheese.

Oh, they came to us from Ireland, across the Irish sea.

Oh, they didn't take the bus and they didn't take the train.

They walked and they talked and they danced in the rain.

They didn't take a taxi, did they run and fly?

Yes, they did. Yes, they did. Yes, they did.

Yes, they did. Yes, they did. Yes, they did.

This statement is by the theory from Krashen (1982) that: "for effective learning the affective filter is must be weak. A weak affective filter means that a positive attitude to learning is present." Hence teachers' task is to provide a positive atmosphere favourable for learning. In this aspect music and songs may be one of the methods for obtaining weak affective filter (Eken 1996: 46).

Eken (1996: 46) enumerates eight reasons for the use of song in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Beyond question, songs can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the

song and then share their opinions with the rest of students. Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons. Selain itu, according to Porter (2005) there are 10 ways to use music in learning, especially as background music, one of which is Music when used at the appropriate time, will greatly help affect the mood and learning atmosphere.

“If I use the original song, I only ask students to listen then fill in the incomplete text. Meanwhile, if I use a song that is created, then I ask learners to write down the vocabulary heard or obtained as much as possible.(Translated).”

In this case, the teacher not only uses the original song to be applied in learning English but also creates words or sentences which were made into songs. So, the teacher not only uses the original song but also creates vocabulary or sentences into a song. After singing the tenses song, the teacher checks the students' attendance. Before learning, the teacher first gives an apperception of the lesson to be taught and conveys the learning objectives. The teacher always motivates students to study hard to reach their goals, tells what will be learned at this meeting.

2. Listening to cassettes or song so students can listen.

In this case, the teacher does not use cassettes but used songs and videos with music box to connected to a laptop, and plays a song or video according to the material taught to students. If using the original song, the teacher only plays the sound and displays the complete lyrics on the projector. Meanwhile, if using a song that is created, after playing the sound, the lyrics will be displayed in the video.



Figure 4.2

(*Listened to the song*)

“Media that I used does not always use songs, sometimes I use short videos related to the material. Later will be adjusted usually if I use the original song I only display the lyrics written in Microsoft Word, different from when the song used is from my creation, then after that I play a short video that already has the lyrics. (Translated).”

Using song as medium in learning does not only use cassette media. The most important thing is that it can achieve learning objectives, according to the results of an interview with the teacher who said that she used song and video media in her learning using a laptop connected to the speaker.

What did you do yesterday?
What did you do yesterday?
I cooked my dinner
I washed my dishes
I combed my hair
Where did you go last Sunday?
I went to café
I went to grandma
I went to airport
What did you wear yesterday?
I wore My T-Shirt
I wore My Pants
I wore My Socks
I wore My Belt
I wore My Shoes

Actually, the basis for consideration for having media is very simple, is that media can meet needs or achieve cool goals or not. In more assertive language Mc Connel said "*If the medium fits, use it!*" (Sadiman et al, 2002). The question is what are the size or criteria for suitability. The answer to this question is not easy. Several factors need to be considered. for example: the instructional goals to be achieved, the characteristics of students or goals, the types of learning stimuli that are desirable (audio, visual, motion, etc.), the background or environmental circumstances, local conditions, and the extent of the range to be served. Those factors should ultimately be translated into election decisions. Media selection criteria must be developed according to the goals to be achieved, conditions and limitations that exist by remembering the capabilities and characteristics (characteristics) of the media concerned.

Sadiman et al (2002) suggested that the selection of media is inseparable from the context because the media is a component of the instructional system as a whole. Therefore, even though the purpose and content are known, other factors such as student characteristics, learning-teaching strategies, study group organisation, time and resource allocation, and assessment procedures also need to be considered. As a practical approach it is advisable to consider what media exist, how much it costs, how long it takes to get it, and what format meets the taste of use (students and teachers).

Dick and Carey (in Sadiman et al, 2002) stated that in addition to being compatible with the purpose of their learning behaviour, there are at least four more factors that need to be considered in media selection, namely: first the availability of local sources, meaning that if the media in question is not available in existing sources, it must be purchased or made by itself. The second is whether to buy or produce it yourself there are funds, energy or facilities. The third is the factor that concerns the flexibility, practicality and resilience of the media concerned for a long time. This means that it can be used anywhere with equipment around it and

at any time and easy to carry and move. The last factor is the effectiveness of the cost over a long period of time. The essence of this media selection is ultimately the decision to use, not use, or adapt the media in question.

3. Doing listening activities continued

Teachers usually play vocabulary/sentences that are created into a song, where students are asked to write the vocabulary heard or obtained as much as possible, it is done several times, a maximum of 5 times, this is because the videos played do not always have a long duration compared to the original song so that even if it is played many times it does not take a long time. If the teacher has corrected the results then continue playing the original song. The difference is that when playing the original song, students only fill in the incomplete lyrics and play the song only 3 times, considering that the duration of the original song can be longer.

“So, there is the differences between using original song and If I first play a song/video containing vocabulary/sentences related to the material at that time, because the duration is shorter and does not take long, as well as a warm-up and getting to know vocab or sentence structure, because after that it is continued by playing the original song and takes longer than before. The point is how we can manage time so that the learning is structured. (Translated).”



Figure 4.3
(Continued listening to song/song vidio)

What are you doing?
What are you doing?
I'm washing, washing
I'm eating, eating
I'am dancing dancing
I'm dancing, I'm dancing now
What is he doing?
He's running, running
He's drawing, drawing
What it she doing?
She's sleeping, sleeping
She's sleeping. She's sleeping now. Shh!

In the interview with the teacher above, the teacher said that essence of how can we manage time properly so that learning is organized, this was reinforced by Fauziati (2015) that, successful teachers are very effectively managed of the classroom environment. It is the reason why classroom management is required in teaching and learning process and that way the classroom management is important to the whole education in teaching process because it offers students an ideal learning environment, helps prevent teacher burnout and makes students and teachers feel safer and happier, it involves more than just discipline and rules. It also entails organization, routines with which students come to feel comfortable.

Hamalik (2004) also said that teaching is an effort to use optimally the component of teaching to from the students who have skill and knowledge. It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching is not only activities of guiding student activities but also those which aim at helping student develop themselves and be able to adapt themselves in the group to which they are belong. In teaching activities, teachers absolutely have significant roles and close relationship with student in delivering messages or knowledge.

4. Note pronunciation e.g identity patters of intonation, stressful words or syllables

In this case, the teacher tells the correct pronunciation of the song lyrics that are played only a few words or those that are more related to the material. However, if there is still more time, the teacher sometimes utilizes the time by discussing all the lyrics and explaining how to pronounce or intonate correctly.

“If discussing how to pronounce, intonation as a whole is still not optimal, at most words or sentences related to the material being taught at that time considering the time that has been divided at the time of teaching, at most if the time is still long enough to discuss how to pronounce it as a whole. (Translated).”



Figure 4.4

(Listened and noted vocabulary)

According to Brewster (2002), there are many advantages to using songs as learning resources. One of them is that songs are unguistic resources. In this case the song becomes a medium for introducing new language, as well as a medium for strengthening grammar and vocabulary. Songs also represent language that students already recognize in a new and fun form. Songs also allow for natural and fun repetition of language. Songs can be used to develop all language skills integratively, including improving students' pronunciation skills with several important pronunciation features such as stress and rhythm as well as intonation can be trained naturally through songs.

5. Inviting students to listen and repeat and practice.

In this case, students are indeed allowed to listen to the song/video a maximum of 3 to 5 times and there is no repetition afterward. The practice is carried out only when playing the video because the song video is more related if done with movement.

“I allow students to listen to and play songs a maximum of 3 to 5 times depending on whether they are playing original songs or creations, not infrequently they ask to play songs more than the specified time. When playing a song, I ask the children to follow the movements according to the lyrics of the song being played, for example in the lyrics of the song there is the vocabulary "eat" then the children will practice how people eat, or in the lyrics, there is the word "sleep" then the children sing while practicing how people sleep. And so on. Because while practicing sometimes children remember more, because of the added movement. (Translated).”



Figure 4.5
(Student listened to the song and practiced)

In this session, when the teacher uses a song video, students are also required to follow the movements in the video according to the words, with the aim that students can more easily memorize the vocabulary.

According to Dhieni (2013), one method that can be applied to improve children's English vocabulary is motion and song activities.

What's your Job?
What's your Job? What's your Job?
I am a nurse
I am a doctor
I am a Vet
I am a pilot
What's your Job? What's your Job?
I am a farmer
I am a singer
I am a teacher
I am a writer
What's your Job? What's your Job?

Because in motion and song activities, students can remember the lyrics and interpret the song with movement. Rahmi (2010) suggests "through motion and song learners will focus their attention on parts of their own body". Motion and song activities are very closely attached and cannot be separated, especially in providing learning to students. According to Mutiah (2012) learning through movement and song is an activity in playing while learning. Activities carried out through movements and songs are expected to attract and delight learners while touching language development, especially the English vocabulary skills of learners. By doing movement and song activities regularly, it can improve English vocabulary skills so as to achieve English vocabulary acquisition standards.

According to the results of observations , English learning using song media used on Simple Continuous tense, Simple Past Tense, and Recount Text material. It was stated directly by the English teacher:

“Using song media in teaching Foreign languages must be done with fun learning, one of which is song media so that students like the language first and then want to learn it. (Translated).”

It was reinforced by one of the students in class VIII D, Septiansyah:

“Learning English using songs is fun, because I can know how to read correctly and it's nice to sing together, and it also makes me less sleepy, and I like English more. (Translated).”

From the above opinion, in addition to making students happy with English learning, song also make students know how to pronounce English words correctly and increase English vocabulary, according to Hampp (2019) explain about the advantages using songs as medium in learning English as follows:

- a. Music might serve to make a lesson more engaging and energetic.
- b. Song can increase creativity and imagination.
- c. Song can enhance and teach other intelligence. Song has been found to increase mathematical reasoning, particularly abstract thinking skills in children, in a direct and consistent manner.
- d. Song can stimulate memory. Songs are simple to access, contain real language, give vocabulary, grammar, and cultural information, and are fun for students.
- e. They can be utilized in and out of the classroom to help students improve their speaking, listening, and language abilities.

6. Giving note written text song. Teachers can fill it into interesting activities and learning-oriented.

In this case, the teacher gives incomplete lyrics to students to fill in according to the song played.

“I give a hardfile of the incomplete lyrics to the learners so that they can fill in according to the song played, sometimes students find it difficult if it is too fas, then asked to replay more and more. (Translated).”



Figure 4.6
(*Student filled the incomplete lyrics*)

What are they doing?

What is Sue doing?

She is

What is Tom doing?

He is

She is

He is

What is Ann doing?

She is

What is Nick doing?

He is

She is

He is

The interview is an English teacher's statement regarding the purpose or use of the hollow sentence itself is none other than of course to test, test, train, and assess students' skills or insights in language or in working on the problems they are facing. Another meaning of a hollow sentence can be understood as a sentence that needs to be completed. However, when listening, students have difficulty when the song played is too fast in duration.

7. Inviting students to compare it type with similar types in their mother tongue, or nationally.

After going through the phase of writing vocabulary obtained during the video playback of songs created using vocabulary or sentences related to the material, then the teacher corrects the task by playing the song again and showing the complete lyrics on the monitor screen then the students match whether the answer is correct or not.



Figure 4.7
(Student compared the result)

“If finished, I only play the song again by showing the original / complete lyrics then the students match whether the answer is correct or not, if it is not appropriate the students are asked to cross out first, and add up how many correct words they get. Usually, students are confused to catch the lyrics of the song, so the vocabulary written is not appropriate but almost similar. That's because students rarely listen to English songs, read or those related to how to pronounce correctly. (Translated).”

From the results of the explanation, the teacher said that for the correction, then match the results of the student's answers with the full text displayed by the projector, most of that were the words written usually did not match but were close to the word, it was because sometimes the pronunciation was similar so that students misfocused on the lyrics heard. The cause of students' mistakes in capturing lyrics or words in English is that they rarely do things that can improve their English skills, such as reading English books, listening to English songs, and others. In addition,

things that can be done to improve English language skills according to Sari & Lestari (2019), namely:

- a. Increase vocabulary. Before we master English communication and grammar, it is must have a vocabulary that is used every day in conversations, at least in conversations with family and friends.
- b. Reading aloud, not only to develop pronunciation skills but also to improve listening skills of grammar and vocabulary as well.
- c. Get to know simple English grammar. English grammar may be difficult for us to understand, but don't have to bother learning English grammar in more detail. At least we have a basic understanding of English grammar that becomes our capital to develop English skills at a higher level. Examples of simple grammar that we can learn are nouns, verbs, to be, adjectives, adverbs, personal pronouns, and simple tenses, such as simple present tense, continuous tense, past tense future tense etc.
- d. Reading English writing means that we like books, writing storybooks, short stories, novels, comics, magazines, newspapers, and other English versions. The habit of reading English texts/writings/readings will make us understand and enjoy the story/content/message of the text. In addition, we can find new vocabulary so that our English vocabulary increases.
- e. English conversation means that the language will quickly develop if we use it, practice in conversation with others can help us to be confident, can help us to learn from mistakes, help us learn from others.
- f. Listening to English songs is one of the media that is effective enough to quickly master English to familiarize yourself and like songs in English. We can also sing songs while listening to these songs we get used to hearing words and sentences in English. The key is to like English songs, listen to them, and not feel embarrassed to sing them.
- g. Watching English movies. Foreign movies are very interesting to watch and we can also use them to learn English, , it can learn to recognize

expressions and sentences both standard and non-standard that are spoken by foreign actors and actresses.

- h. Love English. Before learning English further, we must first like this language, such as when we like something, if our hearts have embedded a sense of pleasure, the enthusiasm for learning English increases. The basic capital to make easy in learning English is the attitude of liking the language.

8. Replaying songs together, individually, in groups, in pairs. The teacher discusses together and then the last class can sing together. After the song is finished, the teacher will ask each group of students to have a discussion and analyze the lyrics.

In this activity the teacher reinforces the results of the students' assignments and evaluates to see the extent to which students understand the lesson and the teacher's success rate in implementing the learning process. The lesson is closed with greetings. However, before closing, students are usually invited to sing together with lyrics that have been corrected together when correcting answers.

“If the learning is about to finish, we usually sing together with the lyrics that have been corrected and then review what material was delivered at that time to measure and ensure students' understanding. (Translated).”



Figure 4.8

(Watch the video and analyze the lyrics)

In this case, the teacher is not sure how to divide the students during the lesson. Sometimes groups are made, and sometimes the system is individual. After the students finish the vocabulary writing stage and fill in the incomplete lyrics, the students sing together while discussing some of the words in it.

“If finished and before the learning ends, I always play the song again and sing together, that is always done to review the material because I also explain or analyze some texts that are related to the material presented at that time. (Translated).”

The results of the interview states that after completing the series of using songs in teaching English, the students sing the song together, and review the material in the song by linking the material that has been taught. This is done so that the teacher knows the teacher's success in teaching, according to Saud (2009) which is as follows: (1) Knowing the level of student success in learning the subject matter; (2) Knowing the level of teacher success in teaching students; and (3) Helping students to know the relationship between the experiences they have mastered and the things they have just learned.

9. The last, after students have finished the discussion. The teacher will tell one of the representatives from each group to advance in front of the group and tell what message is conveyed in the song.

Before close the class, the teacher evaluates by reciting English vocabulary and how much they know the meaning of the vocabulary in a song. This was expressed directly by the teacher during the interview, as follows:

“How to evaluate the children, first for the pronunciation, so after we model how to sing then we play the song and then ask the children to sing so that we know the pronunciation. To evaluate the vocabulary, after playing the song, there is a discussion. We tell them to interpret it because children prefer to interpret lyrics rather than reading because they are curious about what the song means. Then after they

understand, I ask them what vocabulary they have acquired. At least they know through the song. Unlike us who interpret manually, they quickly memorize and quickly forget but if the song can be remembered continuously. (Translated)."

From the results of these interviews, the evaluation process is very important to find out the extent to which students absorb the lessons that the teacher has conveyed. Based on observations that have been made, the teacher evaluates students into several groups and goes to the front of the class to be assessed on how to pronounce vocabulary and how much vocabulary they have mastered.

In other side, the teacher asks several groups to present the message contained and the conclusion of the song that has been played. This is limited because groups/individuals who dare to present will be given plus points.

"And every time at the end, I definitely give the opportunity first to groups/individuals who are willing to explain the meaning of the song with a plus. So the system is a scramble. (Translated)."



Figure 4.9
(Explain the meaning of the song)

At the end of the lesson according to the results of the interview above, the teacher said that every time he finished singing at the end of the lesson. Of course needed to convey the message contained in it. It can also be motivation or advice for students, because all students need good

motivation or encouragement. According to Kompri (2016) The position of motivation in learning not only provides the right direction for learning activities, but more than that, with motivation, a person will get positive considerations including in learning activities.

B. The Problems in Teaching English Using Songs as Medium in Learning English

The teachers choose songs as medium in teaching English is because songs can be hummed by anyone, fun, and easy to apply. But there were problems found in teaching such as:

1. Problems related Teachers

This problem was directly related to the users of learning media, namely teachers. Some teachers at SMPN 1 Kedungbanteng Banyumas in utilizing advances in information technology as a learning media were still lacking in technology mastery. They did not use another technology or electronic media for the learning process. On the other hand, with the various types of information technology-based learning media available, teachers still had difficulty in choosing which one was suitable for the material and learning objectives that will be taught. Another problems faced by SMPN 1 Kedungbanteng Banyumas teachers were the lack of preparation in the form of computer and internet courses/training. The school rarely organized training or sent teachers to attend computer and internet training. Only teachers who held Information and Communication Technology subjects were sent to attend computer and internet training. The problems above were problems originating from the teachers themselves that need immediate attention so that the teaching and learning process can run effectively later.

2. Problems related Students

The problems of students in learning using songs as a medium mostly relied on the unaware sound perception. Some students felt worried and stressed when they missed some words of the lyrics. Moreover,

students can only understand if the lyrics repeated. They could not understand fast, natural native-sounding. The students found it difficult to keep up with incoming information. But apart from these problems, the use of songs also had several advantages, that was songs could improve students' pronunciation and increase students' motivation in speaking, listening, and language abilities. The song could stimulate memory, give vocabulary, grammar, and cultural information, and are fun for the student, according to Brewster (2002) as follows:

1. Song could become a media introduction to new languages.
2. Songs could improve students' pronunciation.
3. Song could make a good contribution to increasing students' motivation to speak.
4. Song could strengthen the memory of students.

“Yes that is it, I like that even though this class is quite difficult, it turns out that with the song method, they can achieve learning goals. They are more able to know the vocabulary and remember easily which can motivate them to be more enthusiastic in learning English. (Translated).”

However, there were some teachers' efforts to solve the problem of learning English using songs as medium; the students were assigned to choose songs that they loved to make them more pleasant to listen to and easier to pronounce the song, and the teacher assigned the students to search English songs they loved and discussed with their friend, the teacher was using media to look for a song that relevant with material, teacher gave an explanation again based on students' difficulties and reviewed the material.

3. Problems related Audiovisual

Audiovisual learning media in school played a big role in the success of learning. However, not all teachers could easily to utilize information technology-based learning media. Several things hindered teachers from utilizing audiovisual learning media. At SMPN 1 Kedungbanteng Banyumas, the facilities available to support audiovisual learning were still limited. The school only provided LCD and internet network, even it had not been utilized optimally by teachers of SMPN 1 Kedungbanteng Banyumas.

Some of the obstacles that teachers faced in trying to utilize audiovisual learning media included the limitations of audiovisual learning media itself. So that teachers who already knew and were skilled in using audiovisual learning media rarely applied it in the learning process because the desired tools were limited in number. As experienced by one of the teachers of SMPN 1 Kedungbanteng Banyumas who expressed that the availability of LCDs were limited, so sometimes teachers had to move the learning media from one class to another, sometimes there were even teachers who brought their own from home. This limitation of learning media was due to limited funds to buy it. Another problems that often occurred were when the learning process was taking place in the classroom by utilizing the LCD as the main learning media, suddenly the electricity went out so that it hampered the learning process and the teacher was confused to overcome it. Because the school had not provided backup energy supplies such as diesel and generators that could be utilized at any time in an urgent situation.

CHAPTER V

CONCLUSION, LIMITATION, SUGGESTION

This chapter presents the conclusion, limitation of the study, and suggestion. It will summarize the findings based on the observation and interview results

A. Conclusion

Based on the findings and discussion it was found that students encountered problems with vocabulary even though they were taught with songs. This research aimed to describe the steps and problems in teaching English using songs in SMPN 1 Kedungbanteng Banyumas. The results showed that the steps the teacher was doing were: (1) teaching vocabularies, (2) listening the songs, (3) listening other songs, (4) noting pronunciation, (5) inviting students to do activity, (6) giving note written, (7) reviewing the result, (8) replaying the songs, and (9) presenting the meaning of songs. Futhermore the problems in teaching English using songs were categorized into three problems: (1) problems related teachers, (2) problems related students, and (3) problems related audio visual.

B. Limitation of the Study

This research was limited by the focus of the study. This research only discussed the analysis of steps and problems in teaching using songs as medium in teaching English, not measuring its effectiveness. In addition, the research on the using songs for education allows other researchers to complement and find deeper understanding in the English classroom.

C. Suggestion

Based on the findings and conclusion in the previous chapter, there are some suggestions to deliver. The suggestions are as follows:

1. For Teachers

Trough this research, it is hoped the teachers implement the use of songs in every class, also the teachers can use another media in teaching, more creative and always support in every condition with always motivates to students, the teachers need to give the students practice in selective ignoring of what they heard information or something, they do naturally in their mother tongue. Then not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest was found.

2. For School

With this research, it is hoped that the school hold a training or upgrading for all subject teachers on information technology. Make a special training for ICT subject teachers, so that later they can become tutors for other subject teachers, also hold a seminars on education, especially on the utilization of information technology in learning.

3. For Future Researcher

Hopefully, this research can provide benefits for future researchers who will discuss this matter. Future researchers are expected to be able to develop this research so that it can complement existing shortcomings and provide benefits to readers.

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APENDICES

APPENDICES

APPENDIX I

OBSERVATION CHEKLIST

The Observation Checklist

Date:

Observation Guildness for Teacher

Teacher :

Meeting :

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Opening	Greetings			
		The Teacher checks the students' attendance.			
		The Teacher gives an apperception of the lesson to be taught and conveys the learning objectives.			
		The teacher always motivates students to study hard to reach their goals, tells what will be learned at this meeting, and tells what tests carried out .			
		The Teacher arrange learning material			
		The Teacher prepare learning media			
		The Teacher starting with jargon			
2.	The Implementation	The Teacher deliver the material			

		The Teacher give assignment			
		The Teacher divides students into groups or sometimes individuals and plays a song according to the material presented by distributing paper with incomplete lyrics to students which will be filled by students.			
		The Teacher goes around the class checking who is still not too able to pronounce the vocabulary of the song and then explains the core of the video that has been played or reviewed.			
		The Teacher correcting the answer			
3.	Closing	The Teacher evaluate the students			
		The Teacher review the material			
		Students sing a song together			
		Greetings			

The Observation Checklist

Date: 9th / Oct -2023

Observation Guildness for Teacher

Teacher : Mrs. Risty

Meeting : 1

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Opening	Greetings	✓		
		The Teacher checks the students' attendance.	✓		
		The Teacher gives an apperception of the lesson to be taught and conveys the learning objectives.	✓		
		The teacher always motivates students to study hard to reach their goals, tells what will be learned at this meeting, and tells what tests carried out .	✓		
		The Teacher arrange learning material	✓		
		The Teacher prepare learning media	✓		
		The Teacher starting with jargon	✓		
2.	The Implementation	The Teacher deliver the material	✓		
		The Teacher give assignment	✓		
		The Teacher divides students into groups or sometimes individuals and plays a song according to the material presented by distributing paper		✓	

		with incomplete lyrics to students which will be filled by students.			
		The Teacher goes around the class checking who is still not too able to pronounce the vocabulary of the song and then explains the core of the video that has been played or reviewed.		✓	
		The Teacher correcting the answer	✓		
3.	Closing	The Teacher evaluate the students	✓		
		The Teacher review the material	✓		
		Students sing a song together	✓		
		Greetings	✓		

The Observation Checklist

Date: 11 . October . 2023

Observation Guidelines for Teacher

Teacher : Mrs. Remy

Meeting : 2

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Opening	Greetings	✓		
		The Teacher checks the students' attendance.	✓		
		The Teacher gives an apperception of the lesson to be taught and conveys the learning objectives.	✓		
		The teacher always motivates students to study hard to reach their goals, tells what will be learned at this meeting, and tells what tests carried out .	✓		
		The Teacher arrange learning material	✓		
		The Teacher prepare learning media	✓		
		The Teacher starting with jargon	✓		
2.	The Implementation	The Teacher deliver the material	✓		
		The Teacher give assignment	✓		
		The Teacher divides students into groups or sometimes individuals and plays a song according to the material presented by distributing paper	✓		



		with incomplete lyrics to students which will be filled by students.			
		The Teacher goes around the class checking who is still not too able to pronounce the vocabulary of the song and then explains the core of the video that has been played or reviewed.	✓		
		The Teacher correcting the answer	✓		
3.	Closing	The Teacher evaluate the students	✓		
		The Teacher review the material	✓		
		Students sing a song together	✓		
		Greetings	✓		



The Observation Checklist

Date: 16th, Oct - 2023

Observation Guidness for Teacher

Teacher : Mrs. Anny

Meeting : 3

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Opening	Greetings	✓		
		The Teacher checks the students' attendance.	✓		
		The Teacher gives an apperception of the lesson to be taught and conveys the learning objectives.	✓		
		The teacher always motivates students to study hard to reach their goals, tells what will be learned at this meeting, and tells what tests carried out .	✓		
		The Teacher arrange learning material	✓		
		The Teacher prepare learning media	✓		
		The Teacher starting with jargon	✓		
2.	The Implementation	The Teacher deliver the material	✓		
		The Teacher give assignment	✓		
		The Teacher divides students into groups or sometimes individuals and plays a song according to the material presented by distributing paper		✓	

		with incomplete lyrics to students which will be filled by students.			
		The Teacher goes around the class checking who is still not too able to pronounce the vocabulary of the song and then explains the core of the video that has been played or reviewed.		✓	
		The Teacher correcting the answer	✓		
3.	Closing	The Teacher evaluate the students	✓		
		The Teacher review the material	✓		
		Students sing a song together		✓	
		Greetings	✓		

The Observation Checklist

Date: 18th. Oct 2015

Observation Guidelines for Teacher

Teacher : Mrs. Nitya

Meeting : 9

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Opening	Greetings	✓		
		The Teacher checks the students' attendance.	✓		
		The Teacher gives an apperception of the lesson to be taught and conveys the learning objectives.	✓		
		The teacher always motivates students to study hard to reach their goals, tells what will be learned at this meeting, and tells what tests carried out .	✓		
		The Teacher arrange learning material	✓		
		The Teacher prepare learning media	✓		
		The Teacher starting with jargon	✓		
2.	The Implementation	The Teacher deliver the material	✓		
		The Teacher give assigment	✓		
		The Teacher divides students into groups or sometimes individuals and plays a song according to the material presented by distributing paper	✓		

		with incomplete lyrics to students which will be filled by students.			
		The Teacher goes around the class checking who is still not too able to pronounce the vocabulary of the song and then explains the core of the video that has been played or reviewed.	✓		
		The Teacher correcting the answer	✓		
3.	Closing	The Teacher evaluate the students	✓		
		The Teacher review the material	✓		
		Students sing a song together	✓		
		Greetings	✓		

The Observation Checklist

Date: 15th - Oct - 2023

Observation Guidelines for Teacher

Teacher : Mrs. Litty .

Meeting : 5

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Opening	Greetings	✓		
		The Teacher checks the students' attendance.	✓		
		The Teacher gives an apperception of the lesson to be taught and conveys the learning objectives.	✓		
		The teacher always motivates students to study hard to reach their goals, tells what will be learned at this meeting, and tells what tests carried out .	✓		
		The Teacher arrange learning material	✓		
		The Teacher prepare learning media	✓		
		The Teacher starting with jargon	✓		
2.	The Implementation	The Teacher deliver the material	✓		
		The Teacher give assigment		✓	
		The Teacher divides students into groups or sometimes individuals and plays a song according to the material presented by distributing paper		✓	

		with incomplete lyrics to students which will be filled by students.			
		The Teacher goes around the class checking who is still not too able to pronounce the vocabulary of the song and then explains the core of the video that has been played or reviewed.		✓	
		The Teacher correcting the answer		✓	
3.	Closing	The Teacher evaluate the students	✓		
		The Teacher review the material	✓		
		Students sing a song together	✓		
		Greetings	✓		

The Observation Checklist

Date: 17th - Oct - 2021

Observation Guidness for Teacher

Teacher : Ms Pitty.

Meeting : 6

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Opening	Greetings	✓		
		The Teacher checks the students' attendance.	✓		
		The Teacher gives an apperception of the lesson to be taught and conveys the learning objectives.	✓		
		The teacher always motivates students to study hard to reach their goals, tells what will be learned at this meeting, and tells what tests carried out .	✓		
		The Teacher arrange learning material	✓		
		The Teacher prepare learning media	✓		
		The Teacher starting with jargon	✓		
2.	The Implementation	The Teacher deliver the material	✓		
		The Teacher give assigment	✓		
		The Teacher divides students into groups or sometimes individuals and plays a song according to the material presented by distributing paper	✓		

		with incomplete lyrics to students which will be filled by students.			
		The Teacher goes around the class checking who is still not too able to pronounce the vocabulary of the song and then explains the core of the video that has been played or reviewed.	✓		
		The Teacher correcting the answer	✓		
3.	Closing	The Teacher evaluate the students	✓		
		The Teacher review the material	✓		
		Students sing a song together	✓		
		Greetings	✓		

APPENDIX II

LESSON PLAN

Present Continous Tense

MODUL AJAR BAHASA INGGRIS

Nama Penyusun	Rizki Muliawati
Institusi	SMPN 1 Kedungbanteng
Mapel	Bahasa Inggris
Kelas	8 (Delapan)
Alokasi waktu	2 pertemuan 2 x 40 menit (4 JP)
Konten utama	Present Continous Tense
Tujuan pembelajaran	Melalui Metode Songs peserta didik diharapkan mampu mengidentifikasi, menyusun dan mendesain fungsi sosial, struktur teks, dan unsur kebahasaan teks Present Continous Tense tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
Target profil pelajar Pancasila	<ol style="list-style-type: none">1. Beriman, Bertakwa Kepada Tuhan YME, dan Berakhlak Mulia2. Bergotong royong3. Mandiri4. Kreatif5. Bernalar kritis
Jumlah siswa	31 siswa
Model pembelajaran	Using Songs
Kegiatan Pembelajaran	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none">a. Guru memberi salam (greeting);b. Guru bersama peserta didik berdoa;c. Guru memeriksa kehadiran siswa;d. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran;e. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;f. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;g. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai; <p>Kegiatan inti (60 menit)</p> <p>1) Tahap-1 Pengenalan masalah (mengajukan pertanyaan esensial)</p> <ol style="list-style-type: none">a. Siswa melihat video lagu yang berkaitan dengan Simple Past Tense https://youtu.uoke/Hjhf_nfgysUInb. Dengan bimbingan dan arahan guru, siswa melakukan tanya jawab

tentang lagu khususnya mengenai jenis teks yang akan dibahas (Present Contionus Tense)

- c. Siswa diperkenalkan lagu terkait Present Contionus Tense
 - d. Siswa diberikan lagu terkait Present Contionus Tense
- 2) Tahap-2 Penyusunan jadwal project
- a. Siswa melakukan listening session kembali pada lagu selanjutnya terkait lagu Present Contionus Tense, mengisi teks rumpang
 - b. Siswa dibagi menjadi beberapa kelompok dan dari setiap anggota kelompok diberikan nomor
 - c. Siswa bertukar pekerjaan mereka dengan kelompok lain dan meminta mereka memeriksa pekerjaan satu sama lain
 - d. Setelah diskusi, guru memanggil satu nomor untuk menentukan siswa dalam setiap kelompok mempresentasikan hasil diskusi dalam kelompoknya
 - e. Kelompok lain diberi kesempatan untuk memberikan tanggapan.
 - f. Siswa memperhatikan umpan balik dari guru mengenai tugas yang sudah dikerjakan

	<p>Kegiatan penutup (10 menit)</p> <ol style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. Siswa menyanyi lagu terkait materi bersama sama Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Guru bersama peserta didik berdo'a; Siswa dan guru mengucapkan salam perpisahan.
Asesmen	<p>Formatif:</p> <ul style="list-style-type: none"> Ketika siswa sedang berkegiatan, guru berkeliling, dan berhenti sejenak di salah satu kelompok untuk mengamati kompetensi siswa Ketika satu kelompok tampil, guru memperhatikan keaktifan peran murid dalam kelompok Ketika menemukan siswa yang kurang aktif, atau mengalami kendala, guru bisa melakukan perbaikan dengan cara menjadi pasangan siswa. <p>Sumatif:</p> <ul style="list-style-type: none"> Siswa secara berkelompok menyusun teks rumpang lagu terkait Present Continuous Tense
Pedoman Penilaian	Rubrik terlampir
Refleksi pembelajaran	Siswa menyampaikan refleksi pembelajaran melalui jamboard https://padlet.com/hgJHfroyltYh

<p>Kegiatan Pembelajaran</p> <p>PERTEMUAN KE - 2</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> Guru memberi salam (greeting); Guru memeriksa kehadiran siswa; Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran; Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai; <p>Kegiatan inti (60 menit)</p> <p>4) Tahap-4 Pelaksanaan dan monitoring project</p> <ol style="list-style-type: none"> Siswa secara berkelompok mengisi lagu yang masih rumpang (C4=menyusun)
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	<p>b. Siswa memberikan penjelasan tentang hasil yang telah dikerjakan</p> <p>5) Tahap-5 Menguji hasil</p> <ol style="list-style-type: none"> Siswa diberikan penilaian untuk hasil kinerja yang sudah dilakukan Siswa diberikan umpan balik dan penguatan positif oleh guru terhadap proses dan prestasi belajar Siswa diberikan penjelasan yang benar terkait materi yang belum jelas <p>6) Tahap-6 Evaluasi dan refleksi</p> <ol style="list-style-type: none"> Siswa menyampaikan refleksi melalui perwakilan kelompok terhadap proses pembuatan proyek <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Siswa dan guru mengucapkan salam perpisahan.
Asesmen	<p>Formatif:</p> <ul style="list-style-type: none"> Ketika siswa sedang berkegiatan, guru berkeliling, dan berhenti sejenak di salah satu kelompok untuk mengamati kompetensi siswa Ketika satu kelompok tampil, guru memperhatikan keaktifan peran murid dalam kelompok Ketika menemukan siswa yang kurang aktif, atau mengalami kendala, guru bisa melakukan perbaikan dengan cara menjadi pasangan siswa. <p>Sumatif:</p> <ul style="list-style-type: none"> Siswa secara berkelompok mengisi teks rumpang lagu terkait Present Continuous Tense
Pedoman Penilaian	Rubrik terlampir
Refleksi pembelajaran	Siswa menyampaikan refleksi pembelajaran melalui jamboard https://padlet.com/ujjk/se4jfufoghnrkjx

BAHAN AJAR

Definition of Present Continuous Tense

Present continuous tense adalah bentuk continuous atau progressive tense yang digunakan untuk menjelaskan masa atau rentang waktu sekarang. Sederhananya, present continuous tense digunakan untuk menyatakan tindakan atau peristiwa yang sedang berlangsung pada saat berbicara atau untuk menyatakan apa yang sedang kita kerjakan saat ini.

Untuk menandai penggunaan present continuous tense, sering kali digunakan keterangan waktu (time signal) tertentu yang menunjukkan saat tindakan tengah terjadi.

Keterangan waktu yang digunakan untuk menandai present continuous tense antara lain now (sekarang), right now (sekarang juga), at the moment (saat ini), currently (saat ini), at present (saat ini).

Selain itu, ketika ada kata kerja imperatif (seruan) seperti "look!", "listen!", "watch!", atau "notice!", maka tenses yang digunakan adalah present continuous tense.

Fungsi present continuous tense

Penggunaan present continuous tense memiliki beberapa fungsi. Berikut fungsi dari present continuous tense, dikutip dari Buku Super Complete SMP/MTs oleh Tim Guru Inspiratif (2019).

1. Menyatakan tindakan yang sedang berlangsung
Present continuous digunakan untuk menyatakan tindakan yang sedang berlangsung sekarang saat kalimat diutarakan. Contohnya, "My brother is studying for exam." (Adik laki-lakiku sedang belajar untuk ujian.)
2. Menyatakan rencana masa depan
Present continuous bisa digunakan untuk menyatakan rencana atau kegiatan yang akan dilakukan di masa depan. Contohnya, "I am meeting my friend tomorrow." (Saya akan bertemu dengan teman saya besok.)
3. Menyatakan suatu perubahan yang terjadi
Present continuous bisa digunakan untuk menyatakan tindakan atau perubahan yang terjadi. Misalnya, "She is getting bored with this conversation." (Dia mulai bosan dengan percakapan ini.)

Contoh Present Continuous Tense Text Pendek

MOVIE TICKET

Chiya is **helping** to cut some onions, chilies, carrots, potatoes and other vegetables. She is also **writing** her grandmother's recipe. She plans to make chicken soup at home next Monday. She is **making** the chicken soup for her mother. Next Monday is her mother's birthday.

An hour later, Chiya and grandparents have finished **eating** chicken soup. Now, Chiya is **listening** to her grandfather's story. Chiya also loves **listening** to her grandpa's story.

Her grandpa has many stories about life, joke, culture and many more. Now, Chiya with grandmother are **listening** to one story of The Arabian Nights (1001 nights). They're **enjoying** their time together.

Contoh lagu pada materi Present Continuous Tense

What are you doing?

What are you doing?

I'm washing, washing

I'm eating, eating

I'm dancing dancing

I'm dancing, I'm dancing now

What is he doing?

He's running, running

He's drawing, drawing

What is she doing?

She's sleeping, sleeping

She's sleeping. She's sleeping now. Shh!

What are they doing?

What is Sue doing?

She is singing

What is Tom doing?

He is dancing

She is singing

He is dancing

Singing dancing Singing dancing singing dancing

What is Ann doing?

She is cooking

What is Nick doing?

He is eating

She is cooking

He is eating

Cooking eating cooking eating cooking eating

What's your Job?

What's your Job? What's your Job?

I am a nurse

I am a doctor

I am a Vet

I am a pilot

What's your Job? What's your Job?

I am a farmer

I am a singer

I am a teacher

I am a writer

What's your Job? What's your Job?

MEDIA

PEMBELAJARAN

1. Youtube1

https://www.youtube.com/watch?v=urt6d_iilbcx



LKPD

• KISI KISI SOAL LKPD 1

No.	Kompetensi Dasar	IPK	Materi Pokok	Indikator Soal	Level
1	3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present continuous, past continuous, will continuous)	1. Mengidentifikasi unsur kebahasaan dari Present Continuous Tense sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	Present Continuous Tense	Peserta didik dapat menuliskan kalimat tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	C1

• RUBRIK PENILAIAN LKPD 1

ASPEK	KETERANGAN	SKOR
Kelengkapan kalimat	Lengkap dalam menemukan kalimat Present Continuous Tense dalam paragraf	4
	Cukup dalam menemukan kalimat Present Continuous Tense dalam paragraf	3
	Kurang dalam menemukan kalimat Present Continuous Tense dalam paragraf	2
	Tidak menemukan kalimat Present Continuous Tense dalam paragraf	1

Pedoman penilaian

Example: Total maximal score = 12

Score = 9

Mark = $\frac{\text{Score}}{\text{Max score}} \times 100 = \frac{9}{12} \times 100 = 75$

Max score 12

- **LKPD PERTEMUAN KE 2**
Mengisi teks rumpang (The Lazy song)

• KISI KISI SOAL

No.	Kompetensi Dasar	IPK	Materi Pokok	Indikator Soal	Level	Bentuk Soal	Nomor Soal
1	3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan / kegiatan/ kejadian yang sedang dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present continuous, past continuous, will continuous)	1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks Present Continuous Tense sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 2. Menyusun teks Present Continuous Tense tulissangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	Present Continuous Tense	Peserta didik dapat menyusun teks Present Continuous Tense tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	C4	Uraian	1

• **RUBRIK PENILAIAN**

Aspect	Score	Remarks
Content	3	Esai dikembangkan secara menyeluruh
	2	Esai membahas mengenai topik yang diberikan tetapi melewatkan beberapa poin
	1	Esai tidak lengkap
Organization	3	Identification dan description lengkap
	2	Hanya ada bagian identification/description saja
	1	Tidak adanya generic structure yang jelas
Language	3	Mahir menggunakan tata bahasa yang digunakan dalam Simple Past Tense
	2	Masalah tata bahasa terlihat jelas tetapi masih kurang tepat
	1	Banyak masalah tata bahasa yang serius
Mechanic	3	Huruf kapital, tanda baca dan ejaan; sangat rapi.
	2	Beberapa masalah dengan penulisan atau tanda baca, kesalahan ejaan
	1	Kesalahan masalah serius dalam tanda baca kalimat dan tanda baca akhir

Pedoman penilaian

Example: Total maximal score = 12

Score = 9

Mark = $\frac{\text{Score}}{\text{Max score}} \times 100 = \frac{9}{12} \times 100 = 75$

Max score 12

• **PROYEK**

Instruction:

Make short and simple recount text video about your “study tour experience in Yogyakarta”!

• **KISI KISI PROYEK**

No.	Kompetensi Dasar	IPK	Materi Pokok	Indikator Soal	Level
1	3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present continuous, past continuous, will continuous)	<p>1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks Present Continuous Tense tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>2. Menyusun teks Present Continuous Tense sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>3. Mendesain teks Present Continuous Tense sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	Present Continuous Tense	Peserta didik dapat menghafalkan lagu Present Continuous Tense dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	C4

• **RUBRIK PENILAIAN PROYEK**

Aspek/kategori/kriteria	4	3	2	1
Isi/teks	Isi teks menggunakan Present Continuous Tense, bagian orientation, events dan reorientation	Dua dari kriteria isi/teks yang baik dipenuhi, sementara salah satu kriteria tidak dipenuhi	Hanya salah satu dari kriteria isi/teks yang baik dipenuhi, sementara dua kriteria tidak dipenuhi	Isi teks tidak menggunakan Present Continuous Tense, bagian orientation, events dan reorientation

	lengkap, jelas keterbacaannya			lengkap, tidak jelas keterbacaannya (seluruh kriteria tidak terpenuhi)
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Kolom Aspek diisi dengan angka yang sesuai dengan kriteria berikut.

4 = sangat baik

3 = baik

2 = cukup

1 = kurang

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

REFLEKSI

PEMBELAJARAN

REFLEKSI PEMBELAJARAN

Padlet1 <https://padlet.com/oskdjnd/ovlvtvwhz3j6q85c>

Padlet2 <https://padlet.com/osklldkj/se4jfufoghnrkix>

Simple Past Tense

MODUL AJAR BAHASA INGGRIS

Nama Penyusun	Rizki Mualiawati
Institusi	SMPN 1 Kedungbanteng
Mapel	Bahasa Inggris
Kelas	8 (Delapan)
Alokasi waktu	2 pertemuan 2 x 40 menit (4 JP)
Konten utama	Simple Past Tense
Tujuan pembelajaran	Melalui Metode Songs peserta didik diharapkan mampu mengidentifikasi, menyusun dan mendesain fungsi sosial, struktur teks, dan unsur kebahasaan teks Simple Past Tense tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
Target profil pelajar Pancasila	<ol style="list-style-type: none">1. Beriman, Bertakwa Kepada Tuhan YME, dan Berakhlak Mulia2. Bergotong royong3. Mandiri4. Kreatif5. Bernalar kritis
Jumlah siswa	31 siswa
Model pembelajaran	Using Songs
Kegiatan Pembelajaran PERTEMUAN KE - 1	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none">a. Guru memberi salam (greeting);b. Guru bersama peserta didik berdo'a;c. Guru memeriksa kehadiran siswa;d. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran;e. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;f. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;g. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai; <p>Kegiatan inti (60 menit)</p> <p>1) Tahap-1 Pengenalan masalah (mengajukan pertanyaan esensial)</p> <ol style="list-style-type: none">a. Siswa melihat video lagu yang berkaitan dengan Simple Past Tense https://youtu.be/aNja_kngyftb. Dengan bimbingan dan arahan guru, siswa melakukan tanya jawab

tentang video khususnya mengenai jenis teks yang akan dibahas (simple past tense)

- c. Siswa diperkenalkan lagu terkait Simple Past Tense
- d. Siswa diberikan lagu terkait Simple Past Tense

2) Tahap-2 Penyusunan jadwal project

- a. Siswa melakukan listening session kembali pada lagu selanjutnya terkait lagu Simple Past Tense, mengisi teks rumpang
- b. Siswa dibagi menjadi beberapa kelompok dan dari setiap anggota kelompok diberikan nomor
- c. Siswa bertukar pekerjaan mereka dengan kelompok lain dan meminta mereka memeriksa pekerjaan satu sama lain
- d. Setelah diskusi, guru memanggil satu nomor untuk menentukan siswa dalam setiap kelompok mempresentasikan hasil diskusi dalam kelompoknya
- e. Kelompok lain diberi kesempatan untuk memberikan tanggapan.
- f. Siswa memperhatikan umpan balik dari guru mengenai tugas yang sudah dikerjakan

	<p>Kegiatan penutup (10 menit)</p> <ol style="list-style-type: none"> b. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. a. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. b. Siswa menyanyi lagu terkait materi bersama sama c. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. d. Guru bersama peserta didik berdo'a; e. Siswa dan guru mengucapkan salam perpisahan.
Asesmen	<p>Formatif:</p> <ul style="list-style-type: none"> • Ketika siswa sedang berkegiatan, guru berkeliling, dan berhenti sejenak di salah satu kelompok untuk mengamati kompetensi siswa • Ketika satu kelompok tampil, guru memperhatikan keaktifan peran murid dalam kelompok • Ketika menemukan siswa yang kurang aktif, atau mengalami kendala, guru bisa melakukan perbaikan dengan cara menjadi pasangan siswa. <p>Sumatif:</p> <ul style="list-style-type: none"> • Siswa secara berkelompok menyusun teks rumpang lagu terkait Simple Past Tense
Pedoman Penilaian	Rubrik terlampir
Refleksi pembelajaran	Siswa menyampaikan refleksi pembelajaran melalui jamboard https://padlet.com/putrirayhamuri/oylltvwhz3j6q85c

<p>Kegiatan Pembelajaran</p> <p>PERTEMUAN KE - 2</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> a. Guru memberi salam (greeting); b. Guru memeriksa kehadiran siswa; c. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran; d. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; e. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; f. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai; <p>Kegiatan inti (60 menit)</p> <p>4) Tahap-4 Pelaksanaan dan monitoring project</p> <ol style="list-style-type: none"> a. Siswa secara berkelompok mengisi lagu yang masih rumpang (C4=menyusun)
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	<p>b. Siswa memberikan penjelasan tentang hasil yang telah dikerjakan</p> <p>5) Tahap-5 Menguji hasil</p> <ol style="list-style-type: none"> Siswa diberikan penilaian untuk hasil kinerja yang sudah dilakukan Siswa diberikan umpan balik dan penguatan positif oleh guru terhadap proses dan prestasi belajar Siswa diberikan penjelasan yang benar terkait materi yang belum jelas <p>6) Tahap-6 Evaluasi dan refleksi</p> <ol style="list-style-type: none"> Siswa menyampaikan refleksi melalui perwakilan kelompok terhadap proses pembuatan proyek <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Siswa dan guru mengucapkan salam perpisahan.
Asesmen	<p>Formatif:</p> <ul style="list-style-type: none"> Ketika siswa sedang berkegiatan, guru berkeliling, dan berhenti sejenak di salah satu kelompok untuk mengamati kompetensi siswa Ketika satu kelompok tampil, guru memperhatikan keaktifan peran murid dalam kelompok Ketika menemukan siswa yang kurang aktif, atau mengalami kendala, guru bisa melakukan perbaikan dengan cara menjadi pasangan siswa. <p>Sumatif:</p> <ul style="list-style-type: none"> Siswa secara berkelompok mengisi teks rumpang lagu terkait Simple Past Tense
Pedoman Penilaian	Rubrik terlampir
Refleksi pembelajaran	Siswa menyampaikan refleksi pembelajaran melalui jamboard https://padlet.com/putrirayhamuri/se4jfufoghnrkjx

BAHAN AJAR



simple past tense

Definition of Simple Past Tense

The simple past tense, sometimes called the preterite, is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

My father died last year.

He lived in Fiji in 1976.

We crossed the Channel yesterday.

You always use the simple past when you say when something happened, so it is associated with certain past time expressions

frequency: often, sometimes, always

I sometimes walked home at lunchtime.

I often brought my lunch to school.

a definite point in time: last week, when I was a child, yesterday, six weeks ago

We saw a good film last week.

Yesterday, I arrived in Geneva.

She finished her work at seven o'clock

I went to the theatre last night

an indefinite point in time: the other day, ages ago, a long time ago

People lived in caves a long time ago.

She played the piano when she was a child.

Note: the word ago is a useful way of expressing the distance into the past. It is placed after the period of time: a week ago, three years ago, a minute ago.

Contoh Simple Past Tense Text Pendek – Tiket Bioskop

MOVIE TICKET

Last week I **went** to the theatre. It **was** the only theatre at my town. I **had** a free ticket to watch a movie. I **had** no idea about the movie I would like to watch and I **did** not know the schedule of that theatre. So that, I just **wanted** to come and see if there was any good movie. I **parked** my motorcycle at the parking area and I **walked** slowly at the hall of the theatre. I **took** my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I **missed** it. The ticket **was** already expired 2 days before. I **went** home and I **was** very disappointed about that.

Contoh lagu pada materi Simple Past Tense

Did the Irish ants arrive?

Did the Irish ants arrive?

Yes, they did. Yes, they did.

Did they dance? Did they fly?

Yes, they did. Yes, they did.

Did they ride? Did they drive?

Did they swim across the sea?

Yes, they did. Yes, they did. Yes, they did.

Oh, they came to us from Ireland, across the Irish sea.

They ate all the biscuits.

They didn't eat the peas.

They brought us Irish butter, but they didn't bring us cheese.

Oh, they came to us from Ireland, across the Irish sea.

Oh, they didn't take the bus and they didn't take the train.

They walked and they talked and they danced in the rain.

They didn't take a taxi, did they run and fly?

Yes, they did. Yes, they did. Yes, they did.

Yes, they did. Yes, they did. Yes, they did.

What did you do yesterday?

What did you do yesterday?

I cooked my dinner

I washed my dishes

I combed my hair

Where did you go last Sunday?

I went to café

I went to grandma

I went to airport

What did you wear yesterday?

I wore My T-Shirt

I wore My Pants

I wore My Socks

I wore My Belt

I wore My Shoes

MEDIA

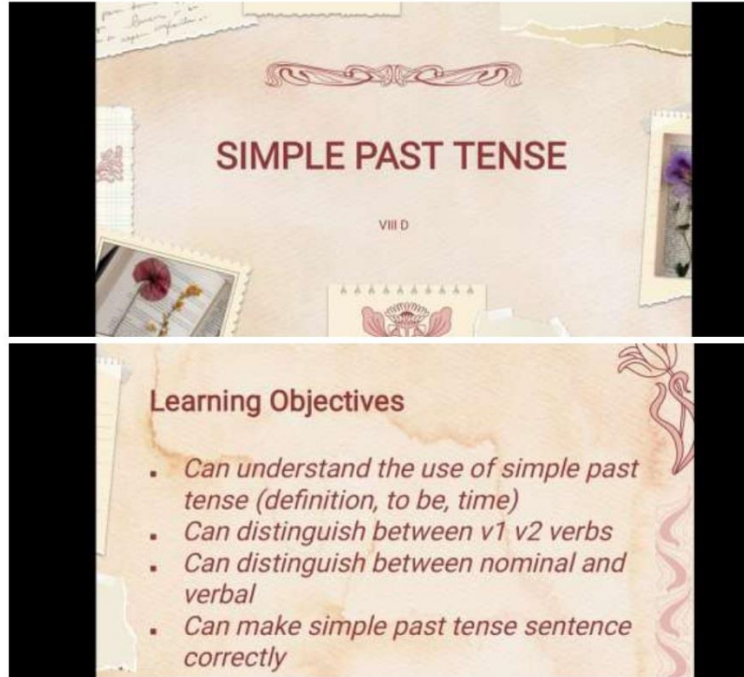
PEMBELAJARAN

1. Youtube1

https://www.youtube.com/watch?v=akefff_ojknmbg



2. Power Point



LKPD

• KISI KISI SOAL LKPD 1

No.	Kompetensi Dasar	IPK	Materi Pokok	Indikator Soal	Level
1	3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	1. Mengidentifikasi unsur kebahasaan dari Simple past tense sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	Simple Past Tense	Peserta didik dapat menuliskan kalimat tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	C1

• RUBRIK PENILAIAN LKPD 1

ASPEK	KETERANGAN	SKOR
Kelengkapan kalimat	Lengkap dalam menemukan kalimat simple past tense dalam paragraf	4
	Cukup dalam menemukan kalimat simple past tense dalam paragraf	3
	Kurang dalam menemukan kalimat simple past tense dalam paragraf	2
	Tidak menemukan kalimat simple past tense dalam paragraf	1

Pedoman penilaian

Example: Total maximal score = 12

Score = 9

Mark = $\frac{\text{Score}}{\text{Max score}} \times 100 = \frac{9}{12} \times 100 = 75$

Max score 12

• LKPD PERTEMUAN KE 2

Lily

Lily¹ a little girl
 Afraid of the², wide world
 She³ up within her castle walls
 Now and then, she⁴ to⁵
 And then on a night with the setting sun
 She⁶ in the woods away
 So afraid, all alone
 They⁷ her, don't go there
 There's creatures who are⁸ in the dark
 Then somethin'⁹ creepin'
 It¹⁰ her, "Don't¹¹ worry." just

REFF :

.....¹² everywhere I go
 Top of all the mountains or valley low
¹³ you everything you've been dreamin'
 of
 Just let¹⁴ in, ooo

.....¹⁵ you want in gold
 I'll be the magic story you've been¹⁶
 And you'll be¹⁷ under my control
 Just¹⁷ me in, ooh

She¹⁸ she¹⁹ hypnotized
 And²⁰ on cold, thin ice
 Then it²¹, and²²²³ again

Then she²⁴ faster and
²⁵ screamin', *²⁶ there someone out
 there?

Please²⁷ me, come get²⁸
 Behind²⁹³⁰ can hear it³¹

Back to REFF

Lily

Lily¹ a little girl
 Afraid of the², wide world
 She³ up within her castle walls
 Now and then, she⁴ to⁵
 And then on a night with the setting sun
 She⁶ in the woods away
 So afraid, all alone
 They⁷ her, don't go there
 There's creatures who are⁸ in the dark
 Then somethin'⁹ creepin'
 It¹⁰ her, "Don't¹¹ worry." just

REFF :

.....¹² everywhere I go
 Top of all the mountains or valley low
¹³ you everything you've been dreamin'
 of
 Just let¹⁴ in, ooo

.....¹⁵ you want in gold
 I'll be the magic story you've been¹⁶
 And you'll be¹⁷ under my control
 Just¹⁷ me in, ooh

She¹⁸ she¹⁹ hypnotized
 And²⁰ on cold, thin ice
 Then it²¹, and²²²³ again

Then she²⁴ faster and
²⁵ screamin', *²⁶ there someone out
 there?

Please²⁷ me, come get²⁸
 Behind²⁹³⁰ can hear it³¹

Back to REFF

• KISI KISI SOAL

No.	Kompetensi Dasar	IPK	Materi Pokok	Indikator Soal	Level	Bentuk Soal	Nomor Soal
1	3.12 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan / kegiatan/ kejadian yang dilakukan/terjadi , rutin maupun tidak rutin, atau menjadi kebenaran umum diwaktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks simple past tense sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 2. Menyusun teks simple past tense tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	Simple Past Tense	Peserta didik dapat menyusun teks Simple Past Tense tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	C4	Uraian	1

• RUBRIK PENILAIAN

Aspect	Score	Remarks
Content	3	Esai dikembangkan secara menyeluruh
	2	Esai membahas mengenai topik yang diberikan tetapi melewatkan beberapa poin
	1	Esai tidak lengkap
Organization	3	Identification dan description lengkap
	2	Hanya ada bagian identification/description saja
	1	Tidak adanya generic structure yang jelas
Language	3	Mahir menggunakan tata bahasa yang digunakan dalam Simple Past Tense
	2	Masalah tata bahasa terlihat jelas tetapi masih kurang tepat
	1	Banyak masalah tata bahasa yang serius
Mechanic	3	Huruf kapital, tanda baca dan ejaan; sangat rapi.
	2	Beberapa masalah dengan penulisan atau tanda baca, kesalahan ejaan
	1	Kesalahan masalah serius dalam tanda baca kalimat dan tanda baca akhir

Pedoman penilaian

Example: Total maximal score = 12

Score = 9

Mark = $\frac{\text{Score}}{\text{Max score}} \times 100 = \frac{9}{12} \times 100 = 75$

Max score 12

- **PROYEK**

Instruction:

Make short and simple recount text video about your "study tour experience in Yogyakarta"!

- **KISI KISI PROYEK**

No.	Kompetensi Dasar	IPK	Materi Pokok	Indikator Soal	Level
1	3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	<p>1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks Simple Past Tense tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>2. Menyusun teks Simple Past Tense sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>3. Mendesain teks Simple Past Tense sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	Simple Past Tense	Peserta didik dapat menghafalkan lagu Simple Past Tense dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	C4

- **RUBRIK PENILAIAN PROYEK**

Aspek/kategori/kriteria	4	3	2	1
Isi/teks	Isi teks menggunakan simple past tense, bagian orientation, events dan reorientation	Dua dari kriteria isi/teks yang baik dipenuhi, sementara salah satu kriteria tidak dipenuhi	Hanya salah satu dari kriteria isi/teks yang baik dipenuhi, sementara dua kriteria tidak dipenuhi	Isi teks tidak menggunakan simple past tense, bagian orientation, events dan reorientation

	lengkap, jelas keterbacaannya			lengkap, tidak jelas keterbacaannya (seluruh kriteria tidak terpenuhi)
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Kolom Aspek diisi dengan angka yang sesuai dengan kriteria berikut.

4 = sangat baik

3 = baik

2 = cukup

1 = kurang

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

**REFLEKSI
PEMBELAJARAN**

REFLEKSI PEMBELAJARAN

Padlet1 <https://padlet.com/oskdjnd/ovlltvwhz3j6q85c>

Padlet2 <https://padlet.com/osklldkj/se4jffufoghnrkjx>

Recount Text

MODUL AJAR BAHASA INGGRIS

Nama Penyusun	Rizki Mualiawati
Institusi	SMPN 1 Kedungbanteng
Mapel	Bahasa Inggris
Kelas	8 (Delapan)
Alokasi waktu	2 pertemuan 2 x 40 menit (4 JP)
Domain konten (skill focus)	Writing
Konten utama	Recount text
Tujuan pembelajaran	Melalui Metode Songs peserta didik diharapkan mampu mengidentifikasi, menyusun dan mendesain fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
Target profil pelajar Pancasila	<ol style="list-style-type: none">1. Beriman, Bertakwa Kepada Tuhan YME, dan Berakhlak Mulia2. Bergotong royong3. Mandiri4. Kreatif5. Bernalar kritis
Jumlah siswa	31 siswa
Model pembelajaran	Using Songs
Kegiatan Pembelajaran PERTEMUAN KE - 1	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none">a. Guru memberi salam (greeting);b. Guru bersama peserta didik berdoa'a;c. Guru memeriksa kehadiran siswa;d. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran;e. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;f. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;g. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai; <p>Kegiatan inti (60 menit)</p> <p>1) Tahap-1 Pengenalan masalah (mengajukan pertanyaan esensial)</p> <ol style="list-style-type: none">a. Siswa melihat tayangan video tentang recount text https://youtu.be/aNy0a_OM3JQb. Dengan bimbingan dan arahan guru, siswa melakukan tanya jawab

tentang video khususnya mengenai jenis teks yang akan dibahas (personal recount) dan unsur kebahasaan pada personal recount text (simple past tense)

- c. Siswa diperkenalkan lagu terkait Recount text
- d. Siswa diberikan teks recount
- e. Siswa menuliskan hasil identifikasi pada padlet

<https://padlet.com/putirayhanmuri/w8xhopv349sxho50>

2) Tahap-2 Penyusunan jadwal project

- a. Siswa melakukan listening session kembali pada lagu selanjutnya
- b. Siswa dibagi menjadi beberapa kelompok dan dari setiap anggota kelompok diberikan nomor
- c. Siswa bertukar pekerjaan mereka dengan kelompok lain dan meminta mereka memeriksa pekerjaan satu sama lain
- d. Setelah diskusi, guru memanggil satu nomor untuk menentukan siswa dalam setiap kelompok mempresentasikan hasil diskusi dalam kelompoknya
- e. Kelompok lain diberi kesempatan untuk memberikan tanggapan.
- f. Siswa memperhatikan umpan balik dari guru mengenai tugas yang sudah dikerjakan

	<p>Kegiatan penutup (10 menit)</p> <ol style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. Siswa menyanyi lagu terkait materi bersama sama Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Guru bersama peserta didik berdo'a; Siswa dan guru mengucapkan salam perpisahan.
Asesmen	<p>Formatif:</p> <ul style="list-style-type: none"> Ketika siswa sedang berkegiatan, guru berkeliling, dan berhenti sejenak di salah satu kelompok untuk mengamati kompetensi siswa Ketika satu kelompok tampil, guru memperhatikan keaktifan peran murid dalam kelompok Ketika menemukan siswa yang kurang aktif, atau mengalami kendala, guru bisa melakukan perbaikan dengan cara menjadi pasangan siswa. <p>Sumatif:</p> <ul style="list-style-type: none"> Siswa secara berkelompok menyusun teks recount tentang momen di Yogyakarta
Pedoman Penilaian	Rubrik terlampir
Refleksi pembelajaran	Siswa menyampaikan refleksi pembelajaran melalui jamboard https://padlet.com/putrirayhamuri/oylltvwhz3j6q85c
<p>Kegiatan Pembelajaran</p> <p>PERTEMUAN KE - 2</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> Guru memberi salam (greeting); Guru memeriksa kehadiran siswa; Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran; Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai; <p>Kegiatan inti (60 menit)</p> <p>4) Tahap-4 Pelaksanaan dan monitoring project</p> <ol style="list-style-type: none"> Siswa secara berkelompok menyusun teks recount tentang momen study tour di Yogyakarta (C4=menyusun) Siswa secara berkelompok mengembangkan kreativitasnya dengan menuliskan teks yang sudah dibuat dalam sebuah video

	<p>(C4=mendesain)</p> <p>c. Siswa memberikan penjelasan tentang hasil yang telah dikerjakan</p> <p>5) Tahap-5 Menguji hasil</p> <ol style="list-style-type: none"> Siswa diberikan penilaian untuk hasil kinerja yang sudah dilakukan Siswa diberikan umpan balik dan penguatan positif oleh guru terhadap proses dan prestasi belajar Siswa diberikan penjelasan yang benar terkait materi yang belum jelas <p>6) Tahap-6 Evaluasi dan refleksi</p> <ol style="list-style-type: none"> Siswa menyampaikan refleksi melalui perwakilan kelompok terhadap proses pembuatan proyek <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Siswa dan guru mengucapkan salam perpisahan.
Asesmen	<p>Formatif:</p> <ul style="list-style-type: none"> Ketika siswa sedang berkegiatan, guru berkeliling, dan berhenti sejenak di salah satu kelompok untuk mengamati kompetensi siswa Ketika satu kelompok tampil, guru memperhatikan keaktifan peran murid dalam kelompok Ketika menemukan siswa yang kurang aktif, atau mengalami kendala, guru bisa melakukan perbaikan dengan cara menjadi pasangan siswa. <p>Sumatif:</p> <ul style="list-style-type: none"> Siswa secara berkelompok mendesain teks recount tentang momen di Yogyakarta pada media canva
Pedoman Penilaian	Rubrik terlampir
Refleksi pembelajaran	Siswa menyampaikan refleksi pembelajaran melalui jamboard https://padlet.com/putrirayhannuri/se4jfufoghnrkxjx

BAHAN AJAR



Recount Text

Definition of Recount Text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. (sebuah teks yang menceritakan sebuah cerita, aksi ataupun aktifitas. Tujuan recount text adalah untuk menghibur atau memberi informasi kepada pembaca) Or (atau) Recount is a text which retells event or experiences in the past. (sebuah teks yang menceritakan kembali kejadian atau pengalaman di masa lampau)

Generic Structure of Recount Text

1. Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
2. Events : A series of events, ordered in a chronological sequence.
3. Re-orientation : A personal comment about the event or what happened in the end.

The Characteristics / Language Feature of Recount Text:

Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Using temporal sequence, e.g. On Saturday, On Monday, On Sunday

Focus on specific participant, e.g. I (the writer)

Using the conjunctions, such as: then, before, after, etc.

Using action verb, e.g. went, stayed

Contoh Recount Text Pendek – Tiket Bioskop

MOVIE TICKET

Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie. I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before. I went home and I was very disappointed about that.

Orientation

Last week I went to the theatre. It was the only theatre at my town.

I had 1 free ticket to watch a movie.

I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

Event

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre.

I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.

Unfortunately, I missed it. The ticket was already expired 2 days before.

Reorientation

I went home and I was very disappointed about that.

Contoh lagu pada materi Recount Text

Recount text to retell : Cerita Kembali kejadian lampau

Last n ago: V2, was n were: menjadi cirinya

Go jadi went: pergi

Buy jadi bought: beli

Promise jadi promised: janji

Has jadi had

Speak jadi spoke: bicara

Will jadi would : akan

N get jadi get: mendapatkan

Fall jadi felt: terjatuh

Do not jadi did not

Give jadi gave : memberi

Write jadi wrote : menulis

I, he, she, it : was

N you, they, we: were

That's all about Recount

MEDIA PEMBELAJARAN

1. Youtube1

https://www.youtube.com/watch?v=aNy0a_OM3JQ



2. Power Point

RECOUNT TEXT

Learning Objectives

- Melalui penjelasan materi tentang pengalaman masalah, peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount dengan benar dan bertanggung jawab.
- Melalui kegiatan mengamati video tentang pengalaman masalah, peserta didik dapat menentukan teks terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan bertanggung jawab.
- Melalui kegiatan diskusi, tanya jawab dan kelompok, peserta didik dapat merangkum terkait teks recount sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau dengan benar dan tanggung jawab.

PURPOSE

- Why is the text **written** ?
 - The text is **written for**...
 - What is the **purpose** ...
 - What is the **social function** ...
 - What is the writer's **intention**...
- To share unique or unusual experience
 - To relate something unforgettable
 - To give information about an incident
 - To make the readers to learn something.

LKPD

• LKPD PERTEMUAN KE 1



• KISI KISI SOAL LKPD 1

No.	Kompetensi Dasar	IPK	Materi Pokok	Indikator Soal	Level
1	3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	1. Mengidentifikasi unsur kebahasaan dari teks recount tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	Teks recount	Peserta didik dapat menuliskan kalimat simple past tense dari teks recount tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	C1

• RUBRIK PENILAIAN LKPD 1

ASPEK	KETERANGAN	SKOR
Kelengkapan kalimat	Lengkap dalam menemukan kalimat simple past tense dalam paragraf	4
	Cukup dalam menemukan kalimat simple past tense dalam paragraf	3
	Kurang dalam menemukan kalimat simple past tense dalam paragraf	2
	Tidak menemukan kalimat simple past tense dalam paragraf	1

Pedoman penilaian

Example: Total maximal score = 12

Score = 9

Mark = $\frac{\text{Score}}{\text{Max score}} \times 100 = \frac{9}{12} \times 100 = 75$

Max score 12

- LKPD PERTEMUAN KE 2

Recount Text

Name of the group: _____ Class : _____

Member of the group :

Write short and simple recount text about your "study tour experience in jogja"!

Title:

Orientation:

Events:

Reorientation:

• KISI KISI SOAL

No.	Kompetensi Dasar	IPK	Materi Pokok	Indikator Soal	Level	Bentuk Soal	Nomor Soal
1	3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 2. Menyusun teks recount tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 3. Mendesain teks recount tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	Teks recount	Peserta didik dapat menyusun teks recount tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	C4	Uraian	1

• RUBRIK PENILAIAN

Aspect	Score	Remarks
Content	3	Esai dikembangkan secara menyeluruh
	2	Esai membahas mengenai topik yang diberikan tetapi melewatkan beberapa poin
	1	Esai tidak lengkap
Organization	3	Identification dan description lengkap
	2	Hanya ada bagian identification/description saja
	1	Tidak adanya generic structure yang jelas
Language	3	Mahir menggunakan tata bahasa yang digunakan dalam descriptive text
	2	Masalah tata bahasa terlihat jelas tetapi masih kurang tepat
	1	Banyak masalah tata bahasa yang serius
Mechanic	3	Huruf kapital, tanda baca dan ejaan; sangat rapi.
	2	Beberapa masalah dengan penulisan atau tanda baca, kesalahan ejaan
	1	Kesalahan masalah serius dalam tanda baca kalimat dan tanda baca akhir

Pedoman penilaian

Example: Total maximal score = 12

Score = 9

Mark = $\frac{\text{Score}}{\text{Max score}} \times 100 = \frac{9}{12} \times 100 = 75$

Max score 12

• **PROYEK**

Instruction:

Make short and simple recount text video about your "study tour experience in Yogyakarta"!

• **KISI KISI PROYEK**

No.	Kompetensi Dasar	IPK	Materi Pokok	Indikator Soal	Level
1	3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>2. Menyusun teks recount tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>3. Mendesain teks recount tulis sangat pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	Teks recount	Peserta didik dapat menghafalkan lagu teks recount dan sederhana tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	C4

• **RUBRIK PENILAIAN PROYEK**

Aspek/kategori/kriteria	4	3	2	1
Isi/teks	Isi teks menggunakan simple past tense, bagian orientation, events dan reorientation	Dua dari kriteria isi/teks yang baik dipenuhi, sementara salah satu kriteria tidak dipenuhi	Hanya salah satu dari kriteria isi/teks yang baik dipenuhi, sementara dua kriteria tidak dipenuhi	Isi teks tidak menggunakan simple past tense, bagian orientation, events dan reorientation

	lengkap, jelas keterbacaannya			lengkap, tidak jelas keterbacaannya (seluruh kriteria tidak terpenuhi)
Desain	Vidio lagu menarik, ukuran font yang digunakan proposional, teks yang ingin disampaikan menjadi pusat perhatian (ketiga kriteria terpenuhi)	Dua dari kriteria desain yang baik dipenuhi, sementara salah satu kriteria tidak dipenuhi	Hanya salah satu dari kriteria desain yang baik dipenuhi, sementara dua kriteria tidak dipenuhi	Warna, ukuran font yang digunakan tidak proposional, pusat perhatian tidak menunjukkan teks yang ingin disampaikan (seluruh kriteria tidak terpenuhi)

Kolom Aspek diisi dengan angka yang sesuai dengan kriteria berikut.

4 = sangat baik

3 = baik

2 = cukup

1 = kurang

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

**REFLEKSI
PEMBELAJARAN**

- **LKPD PERTEMUAN KE 2**
Mengisi teks rumpang (The Lazy song)

APPENDIX III

INTERVIEW GUIDELINE

Interview Guideline for Teacher

Research focus	The Use of song or Media in Teaching English as a Second Language (ESL) in the classroom.
Interviewer	Uctia
Date	22 nd - Oct - 2023

Question:

1. Why do you use song media in learning?
2. How do you use song media in class?
3. What media is used in teaching using songs?
4. Is there any target when teaching using songs?
5. How do you evaluate students when teaching using songs?
6. Are there any advantages and disadvantages when teaching to use again?
7. Are the results satisfactory in teaching using songs?

Interview Guideline for Teacher

Research focus	
Interview	
Date	

Question:

1. Why do you use song media in learning?
2. How do you use song media in class?
3. What media is used in teaching using songs?
4. Is there any target when teaching using songs?
5. How do you evaluate students when teaching using songs?
6. Are there any advantages and disadvantages when teaching to use again?
7. Are the results satisfactory in teaching using songs?

APPENDIX IV

INTERVIEW RESULT TRANSCRIBE

With Teacher

Q: Mengapa Ibu menggunakan media lagu dalam pembelajaran?

A: Menurut saya, mengajar bahasa asing harus dilakukan dengan pembelajaran yang menyenangkan, salah satunya dengan media lagu agar siswa menyukai bahasa tersebut terlebih dahulu baru mau mempelajarinya. Mengajar bahasa Inggris dengan menggunakan lagu itu menyenangkan, karena saya bisa tahu cara membaca yang benar dan menyenangkan untuk bernyanyi bersama, dan juga membuat saya tidak mengantuk, dan lebih menyukai bahasa Inggris. Kemudian bisa dikatakan bahwa kelas ini adalah salah satu kelas yang kurang memiliki kemampuan dalam pembelajaran bahasa Inggris, dan saya mencoba untuk melakukan pembelajaran dengan menggunakan lagu, yang biasanya siswa suka bernyanyi sehingga mereka lebih menikmatinya.

Q: Bagaimana Ibu menggunakan media lagu di kelas?

A: Jika saya menggunakan lagu asli, saya hanya meminta siswa untuk mendengarkan kemudian mengisi teks yang belum lengkap. Sedangkan jika saya menggunakan lagu yang diciptakan, maka saya meminta siswa untuk menuliskan kosakata yang didengar atau didapatkan sebanyak mungkin. Saya memberikan hardfile lirik yang belum lengkap kepada pembelajar agar mereka dapat mengisi sesuai dengan lagu yang diputar, terkadang siswa merasa kesulitan jika terlalu cepat, kemudian diminta untuk mengulang kembali. Saya memberikan waktu kepada peserta didik untuk mendengarkan dan memainkan lagu maksimal 3 sampai 5 kali tergantung apakah mereka memainkan lagu original atau kreasi, tidak jarang mereka meminta untuk memainkan lagu lebih dari waktu yang ditentukan. Ketika memutar lagu, saya meminta anak-anak untuk mengikuti gerakan sesuai dengan lirik lagu yang sedang diputar, misalnya dalam lirik lagu tersebut ada kosakata "makan" maka anak-anak akan mempraktekkan bagaimana cara orang makan, atau dalam lirik tersebut ada kata "tidur" maka anak-anak bernyanyi sambil mempraktekkan bagaimana cara orang tidur. Begitu seterusnya. Karena sambil mempraktekkan terkadang anak lebih

mengingat, karena ditambah gerakan. Jika membahas cara pengucapan, intonasi secara keseluruhan masih belum maksimal, paling-paling kata atau kalimat yang berkaitan dengan materi yang diajarkan saat itu mengingat waktu yang sudah dibagi pada saat mengajar, paling-paling jika waktunya masih cukup panjang baru membahas cara pengucapan secara keseluruhan. Jika sudah selesai, saya hanya memutar kembali lagu tersebut dengan menunjukkan lirik asli/lengkap kemudian siswa mencocokkan apakah jawabannya sudah tepat atau belum, jika belum tepat siswa diminta mencoret terlebih dahulu, dan dijumlahkan berapa kata yang benar yang mereka dapatkan. Biasanya siswa kebingungan menangkap lirik lagu, sehingga kosakata yang dituliskan tidak sesuai namun hampir mirip. Hal itu dikarenakan siswa jarang mendengarkan lagu-lagu berbahasa Inggris, membaca atau yang berhubungan dengan cara pengucapan yang benar. Jika selesai dan sebelum pembelajaran berakhir, saya selalu memutar kembali lagu tersebut dan bernyanyi bersama, hal tersebut selalu dilakukan untuk mereview materi karena saya juga menjelaskan atau menganalisa beberapa teks yang berhubungan dengan materi yang disampaikan saat itu.

Q: Media apa yang digunakan dalam mengajar dengan menggunakan lagu?

A: Media yang saya gunakan tidak selalu menggunakan lagu, terkadang saya menggunakan video pendek yang berhubungan dengan materi. Nanti akan disesuaikan biasanya kalau saya menggunakan lagu asli saya hanya menampilkan lirik yang ditulis di Microsoft Word, berbeda dengan ketika lagu yang digunakan adalah hasil ciptaan saya, baru setelah itu saya memutar video pendek yang sudah ada liriknya. Jadi, ada perbedaan antara menggunakan lagu asli dengan jika saya memutar lagu/video terlebih dahulu yang berisi kosakata/kalimat yang berhubungan dengan materi saat itu, karena durasinya lebih pendek dan tidak memakan waktu lama, sekaligus sebagai pemanasan dan mengenal vocab atau struktur kalimat, karena setelah itu dilanjutkan dengan memutar lagu asli dan memakan waktu lebih lama dari sebelumnya. Intinya bagaimana kita bisa mengatur waktu agar pembelajarannya terstruktur

Q: Apakah ada target ketika mengajar dengan menggunakan lagu?

A: Sebenarnya saya hanya ingin sukses dalam menyampaikan materi, seperti mereka tahu tentang objektivitas dalam pembelajaran bahasa Inggris, mereka sekarang bisa tentang vocab, bagaimana pronoun, dll.

Q: Bagaimana cara Ibu mengevaluasi siswa saat mengajar menggunakan lagu?

A: Cara mengevaluasi anak, pertama untuk pengucapan, jadi setelah kita mencontohkan cara bernyanyi kemudian kita putar lagunya lalu meminta anak untuk bernyanyi sehingga kita tahu pengucapannya. Untuk mengevaluasi kosakata, setelah memutar lagu, ada diskusi. Kita suruh mereka mengartikannya karena anak-anak lebih suka mengartikan lirik daripada membaca karena mereka penasaran dengan arti lagu tersebut. Kemudian setelah mereka mengerti, saya tanyakan kosakata apa saja yang sudah mereka kuasai. Setidaknya mereka tahu melalui lagu. Berbeda dengan kita yang mengartikan secara manual, mereka cepat hafal dan cepat lupa tapi kalau lagu bisa diingat terus.

Q: Apakah ada kelebihan dan kekurangan saat mengajar menggunakan media lagu?

A: Menggunakan media lagu untuk pembelajaran juga tidak sepenuhnya menguntungkan, terkadang anak-anak terlalu bersemangat untuk bernyanyi atau pada saat pelajaran berlangsung terlalu heboh, sehingga biasanya kelas sebelah terganggu, dan saya harus mengkondisikan agar suasana kelas terkondisikan dan tetap terkendali.

Q: Apakah hasilnya memuaskan dalam mengajar dengan menggunakan lagu?

A: Ya begitulah, saya suka meskipun kelas ini cukup sulit, ternyata dengan metode lagu, mereka bisa mencapai tujuan pembelajaran. Mereka lebih bisa mengetahui kosakata dan mengingat dengan mudah sehingga dapat memotivasi mereka untuk lebih semangat dalam belajar bahasa Inggris.

With Students

Q: What is your opinion about learning using a song?

Citra : Sangat asik, bisa nyanyi nyanyi, trus jadinya gampang paham

Ica : Saya bisa tau bagaimana membaca bahasa inggris yang benar dan bernyanyi bersama, dan jadi tidak ngantuk dan menyukai bahasa inggris.

Septiansyah:Jadinya bisa lebih paham

Aisyah :Lebih bisa dicerna materinya dengan baik dan benar

Bagus :Karna saya juga suka menyanyi jadi tambah suka sama pelajaran ini

Rifki :Jadi tahu banyak kosa kata bahasa Inggris dan membaca dengan benar.

Abi :Jadi suka pelajarannya, ternyata ngga susah banget.

Ana :Asik karena menyanyi dan bisa cara ngomong bahasa Inggris

Rina :Yang tadinya nggasuka jadi suka, bisa menguasai banyak kosa kata dan pinter bahasa Inggris.

APPENDIX V

THE SONGS

Did the Irish ants arrive?

Did the Irish ants arrive?

Yes, they did. Yes, they did.

Did they dance? Did they fly?

Yes, they did. Yes, they did.

Did they ride? Did they drive?

Did they swim across the sea?

Yes, they did. Yes, they did. Yes, they did.

Oh, they came to us from Ireland, across the Irish sea.

They ate all the biscuits.

They didn't eat the peas.

They brought us Irish butter, but they didn't bring us cheese.

Oh, they came to us from Ireland, across the Irish sea.

Oh, they didn't take the bus and they didn't take the train.

They walked and they talked and they danced in the rain.

They didn't take a taxi, did they run and fly?

Yes, they did. Yes, they did. Yes, they did.

Yes, they did. Yes, they did. Yes, they did.

What did you do yesterday?

What did you do yesterday?

I cooked my dinner

I washed my dishes

I combed my hair

Where did you go last Sunday?

I went to café

I went to grandma

I went to airport

What did you wear yesterday?

I wore My T-Shirt

I wore My Pants

I wore My Socks

I wore My Belt

I wore My Shoes

What are you doing?

What are you doing?

I'm washing, washing

I'm eating, eating

I'm dancing dancing

I'm dancing, I'm dancing now

What is he doing?

He's running, running

He's drawing, drawing

What is she doing?

She's sleeping, sleeping

She's sleeping. She's sleeping now. Shh!

What are they doing?

What is Sue doing?

She is singing

What is Tom doing?

He is dancing

She is singing

He is dancing

Singing dancing Singing dancing singing dancing

What is Ann doing?

She is cooking

What is Nick doing?

He is eating

She is cooking

He is eating

Cooking eating cooking eating cooking eating

What's your Job?

What's your Job? What's your Job?

I am a nurse

I am a doctor

I am a Vet

I am a pilot

What's your Job? What's your Job?

I am a farmer

I am a singer

I am a teacher

I am a writer

What's your Job? What's your Job?

Recount text to retell

Recount text to retell : Cerita Kembali kejadian lampau

Last n ago: V2, was n were: menjadi cirinya

Go jadi went: pergi

Buy jadi bought: beli

Promise jadi promised : janji

Has jadi had

Speak jadi spoke: bicara

Will jadi would : akan

N get jadi get: mendapatkan

Fall jadi felt: terjatuh

Do not jadi did not

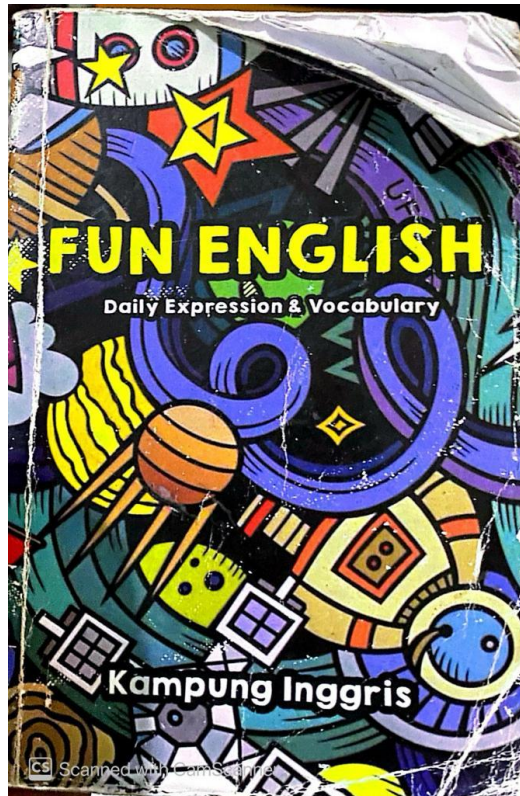
Give jadi gave : memberi

Write jadi wrote : menulis

I, he, she, it : was

N you, they, we: were

That's all about Recount



DAFTAR REGULAR VERB DAN ARTI BAHASA INDONESIA

Verb 1	Verb 2	Verb 3	Arti
adhere	adhered	adhered	mengikuti
adjoin	adjoined	adjoined	bersampingan
adjourn	adjourned	adjourned	menunda
afford	afforded	afforded	mampu
age	aged	aged	usia
agglomerate	agglomerated	agglomerated	menggumpal
agonize	agonized	agonized	menderita sekali
augment	augmented	augmented	menambah
authorize	authorized	authorized	mengesahkan
avail	availed	availed	faedah
avenge	avenged	avenged	membalas dendam
average	averaged	averaged	rata-rata
avert	averted	averted	mencegah
avoid	avoided	avoided	menghindari
await	awaited	awaited	menunggu
awaken	awakened	awakened	membangunkan
award	awarded	awarded	hadiah
babble	babbled	babbled	celoteh
back	backed	backed	kembali
bound	bounded	bounded	terikat
bow	bowed	bowed	busur
box	boxed	boxed	kotak
brace	braced	braced	penjepit
brag	bragged	bragged	membual
branch	branched	branched	cabang
brand	branded	branded	merek
breakfast	breakfasted	breakfasted	sarapan
breathe	breathed	breathed	bernafas
bribe	bribed	bribed	suap
bridge	bridged	bridged	jembatan
brighten	brightened	brightened	menerangi
bristle	bristled	bristled	meremang
broaden	broadened	broadened	memperluas

Lily

Lily¹ a little girl
Afraid of the², wide world
She³ up within her castle walls
Now and then, she⁴ to⁵
And then on a night with the setting sun
She⁶ in the woods away
So afraid, all alone

They⁷ her, don't go there
There's creatures who are⁸ in the dark
Then somethin'⁹ creepin'
It¹⁰ her, "Don't¹¹ worry, " just

REFF :

.....¹² everywhere I go
Top of all the mountains or valley low
.....¹³ you everything you've been dreamin'
of
Just let¹⁴ in, ooo

.....¹⁵ you want in gold
I'll be the magic story you've been¹⁶
And you'll be¹⁷ under my control
Just¹⁷ me in, ooh

She¹⁸ she¹⁹ hypnotized
And²⁰ on cold, thin ice
Then it²¹, and²²²³ again

Then she²⁴ faster and
.....²⁵ screamin', ".....²⁶ there someone out
there?

Please²⁷ me, come get²⁸"
Behind²⁹,³⁰ can hear it³¹

Back to REFF

Love Yourself

For all the times that you rained on my parade
And all the clubs you get in my name
You think you broke my heart, oh, girl, for goodness' sake
You think I'm on my own, well, I ain't
And I didn't wanna write a song
'Cause I didn't want anyone I still care, I don't, but
You still hit my phone up
And baby, I'll be on
And I think you should be somethin' I don't wanna hold back
Maybe you should know that

My mama don't like you and she likes everyone
And I never like to admit that I was wrong
And I've been so caught up in my job
Didn't see what's on, but now I know I'm better on my own

'Cause if you like the way you look that much
Oh, baby, you should go and love yourself
And if you think that I'm still on to somethin'
You should go and love yourself

But when you told me that you hated my friends
The only problem was with you and not them
And every time you told me my opinion was wrong
And tried to make me forget where I came from

And I didn't wanna write a song
'Cause I didn't want anyone I still care, I don't, but
You still hit my phone up
And baby, I'll be on
And I think you should be somethin' I don't

wanna hold back
Maybe you should know that

My mama don't like you and she likes everyone
And I never like to admit that I was wrong
And I've been so caught up in my job
Didn't see what's on, but now I know I'm better on my own

'Cause if you like the way you look that much
Oh, baby, you should go and love yourself
And if you think that I'm still on to somethin'
You should go and love yourself

For all the times that you made me feel small
I fell in love, now I feel nothin' at all
I never felt so low and I was vulnerable
Was I a fool to let you break down my walls?

'Cause if you like the way you look that much
Oh, baby, you should go and love yourself
And if you think that I'm still on to somethin'
You should go and love yourself

'Cause if you like the way you look that much
Oh, baby, you should go and love yourself (yeah)
And if you think (you think) that I'm (that I'm)
Still on to somethin' (..... on, no)
You should go and love yourself

Asepti

Ill-m M

^ - - - n

The Lazy Song

Today I don't feel like ~~doing~~ anything
I just wanna lay in my bed
Don't feel like ~~pickin'~~ up my phone, so leave
a message at the tone
'Cause today I swear I'm not ~~doin'~~ anything

Uh, I'm gonna kick my feet up, then stare at
the fan
Turn the TV on, throw my hand in my pants
Nobody's gon' tell me i can't, no

I'll be ~~chillin'~~ on the couch, just ~~chillin'~~ in my
Snuggie
Click to MTV so they can teach me how to
Dougie
'Cause in my castle I'm the ~~unsung~~ man

Oh, yes, I said it, I said it, I said it 'cause I
can

Today I don't feel like ~~doin'~~ anything
I just wanna lay in my bed
Don't feel like ~~pickin'~~ up my phone, so
leave a message at the tone
'Cause today I swear I'm not ~~doin'~~
anything

Nothing at all
Woo, ooh, woo, ooh, ooh
Nothing at all
Woo, ooh, woo, ooh, ooh

Tomorrow I'll wake up, do some P90X
Meet a really nice girl, have some really nice
And she's gonna scream out "This is great"
(Oh my God, this is great) Yeah

I might mess around and get my college
degree
I bet my old man will be so proud of me
But sorry, pops, you'll just have to wait

Oh, yes, I said it, I said it, I said it 'cause I
can

Today I don't feel like ~~doin'~~ anything
I just wanna lay in my bed

Don't feel like ~~pickin'~~ up my phone, so leave
a message at the tone
'Cause today I swear I'm not ~~doin'~~ anything

No, I ain't gonna comb my hair
'Cause I ain't ~~pickin'~~ anywhere
No, no, no, no, no, no, no, no, no, oh

I'll just strut in my birthday suit
And let everything hang loose
Yeah, yeah, yeah, yeah, yeah, yeah, yeah,
yeah, yeah, yeah

Oh, today I don't feel like doing anything
I just wanna lay in my bed
Don't feel like ~~pickin'~~ up my phone, so leave
a message at the tone
'Cause today I swear I'm not ~~doin'~~ anything
Nothing at all

Woo, ooh, woo, ooh, ooh
Nothing at all
Woo, ooh, woo, ooh, ooh
Nothing at all

9

APPENDIX IV

CERTIFICATE OF HAVING CONDUCTED RESEARCH



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMP NEGERI 1 KEDUNGBANTENG
Jl. Raya Kec. Kedungbanteng Kab. Banyumas ☎ 53152 📠 (0281) 7773147

SURAT KETERANGAN PENELITIAN

NOMOR : 070 / 559 / 2023

Menunjuk surat dari UIN Prof. Kiai Haji Saifuddin Zuhri Purwokerto Nomor :
B.m.4511/Un.19/D.FTIK/PP.05.3/09/2023 tanggal 21 September 2023 perihal permohonan
ijin riset individu, dengan ini menerangkan bahwa :

Nama : OKTAFIANI NURAHMAH
NIM : 1917404080
Fakultas/Prodi : FTIK / Tadris Bahasa Inggris
Judul Observasi : "THE USE SONGS AS MEDIA IN TEACHING
ENGLISH AT THE SECOND GRADE OF SMPN 1
KEDUNGBANTENG"
Obyek : Guru Bahasa Inggris dan Siswa Kelas VIII D
Tempat/Lokasi : SMP Negeri 1 Kedungbanteng
Tanggal Riset : 9 Oktober s.d. 25 Oktober 2023
Metode Penelitian : KUALITATIF

Bahwa nama tersebut diatas telah melaksanakan observasi di SMP Negeri 1 Kedungbanteng.
Demikian untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Kedungbanteng
Pada tanggal : 28 Desember 2023
Kepala SMP Negeri 1 Kedungbanteng



SUHARTO, S.Pd., MM. Pd.
NIP. 19690724 199512 1 003

Tembusan :

1. Dekan UIN Prof. Kiai Saifuddin Zuhri Purwokerto
2. Arsip Sekolah

APPENDIX VI

INTERVIEW DOCUMENTATION



APPENDIX VII

CURRICULUM VITAE

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

1. Nama Lengkap : Oktafiani Nurahmah
2. NIM : 1917404080
3. Tempat/Tgl. Lahir : Banyumas, 14 Oktober 2001
4. Alamat Rumah : Kedungwringin RT 07/RW 03, Kec.
Jatilawang, Kab. Banyumas
5. Nama Ayah : Rudin Hartono
6. Nama Ibu : Umiyati

B. Riwayat Pendidikan

1. Pendidikan Formal

- a. SD/MI, tahun lulus : SD Negeri 3 Kedungwringin, 2013
- b. SMP/MTS, tahun lulus : MTs Ma'arif Nu 1 Jatilawang, 2016
- c. SMA/MA, tahun lulus : MA Al Falah Jatilawang, 2019
- d. S1, tahun lulus : UIN Prof. K.H. Saifuddin Zuhri
Purwokerto, 2023

2. Pendidikan Non-Formal

- a. 2019-2024 : Pesantren Mahasiswa An Najah
Purwokerto

C. Pengalaman Organisasi

1. UKM Karawitan

Purwokerto, 22 Desember 2023


Oktafiani Nurahmah

NIM. 1917404080



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMP NEGERI 1 KEDUNGBANTENG
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SURAT KETERANGAN PENELITIAN

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Nama : OKTAFIANI NURAHMAH
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Bahwa nama tersebut diatas telah melaksanakan observasi di SMP Negeri 1 Kedungbanteng.
Demikian untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Kedungbanteng

Pada tanggal : 28 Desember 2023

Kepala SMP Negeri 1 Kedungbanteng



SLIKHON, S.Pd., MM. Pd.

NIP. 19690724 199512 1 003

Tembusan :

1. Dekan UIN Prof. Kiai Saifuddin Zuhri Purwokerto
2. Arsip Sekolah