

THESIS

**"THE USE OF ENGLISH SONG OF “HOLD ON” BY JUSTIN BIEBER IN
TEACHING LISTENING SKILL AT NINTH GRADE STUDENTS OF
JUNIOR HIGH SCHOOL DARUSSALAM IN ACADEMIC YEAR 2021-
2022"**



BY :

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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2022"**

THESIS

Presented To The Faculty Of Education And Teacher Training In A Partial
Fulfillment Of The Requirement For The Degree Of Strata 1 In English Education
Departement

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This certifies that thesis of **Faizzatul Ummah** has been approved by thesis advisor for further approval sheet by the board of examiners.

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DEDICATION

*"I dedicate this thesis to the
people I love the most in this
world*

*(Mr. Abdullah Faqih and
Mrs. Nurfuatin)*

*The people who always
support and encourage me
anytime"*

MOTTO

Feel it. Believe it. Dream it. Be it

“Justin Bieber”

If you don't dream big
There's no point in dreaming
If you don't have faith
Nothing to believe in.

“Justin Bieber”

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Here with, I:

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Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Banyuwangi, May 27th 2022

Declator,



Faizzatul Ummah

ABSTRACT

Ummah, Faizzatul. 2022. *The Use of English Song of "Hold On" By Justin Bieber in Teaching Listening Skill at Ninth Grade Students of Junior High School Darussalam in Academic Year 2021-2022*. Thesis. English Education Department. Faculty of Education and Teacher Training. Advisor: Ridwan, M.Pd.

Key Word: Song, Teaching English, Listening Skill

Expression language is a spoken language used to convey information to others. Speech that the listener or interlocutor can express the language employed is straightforward, clear, brief, and straightforward. When a Student enjoys a song that his teacher has taught them, they are excited to perform it. And it's at this point that they inadvertently discover something. Students can improve their listening abilities by listening to songs. The students are also more familiar with the music. According to the findings, using music as a medium for teaching tenth graders to listen was a success. When a student enjoys a song that his teacher has taught them, they are excited to perform it. And it's at this point that they inadvertently discover something. Students can improve their listening abilities by listening to songs. The students are also more familiar with the music. According to the findings, using music as a medium for teaching tenth graders to listen was a success. Almost all students stated that learning to listen to music while performing assignments, rather than learning to listen in class, was more interesting and motivating to them.

This study was designed using a qualitative descriptive strategy. The participants in this study were students from Darussalam class IX D SMP Plus. Methods, observations, interviews, and document gathering are all used to gather study data. Based on the data and conversation, it is clear that students have a lot of difficulty strengthening their listening abilities.

Discussion among researchers based on their results It has been mentioned that using English songs to increase listening skills is very helpful in enhancing students' English teaching in listening abilities, especially in class IX D. This practice considerably aids the requirement for schools to increase students' skills.

ABSTRAK

Ummah, Faizzatul. 2022. *Penggunaan Lagu Bahasa Inggris "Hold On" Dari Justin Bieber dalam Pembelajaran Kemampuan Mendengar pada siswi kelas Sembilan SMP Plus Darussalam Tahun Ajaran 2021-2022*. Tesis. Departemen Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Pelatihan Guru. Pembimbing: Ridwan, M.Pd.

Kata Kunci: Lagu, Pembelajaran Bahasa Inggris, Kemampuan Mendengar

Bahasa ekspresi adalah bahasa lisan yang digunakan untuk menyampaikan informasi kepada orang lain. Tuturan yang dapat diungkapkan oleh pendengar atau lawan bicara dengan bahasa yang digunakan adalah lugas, jelas, singkat, dan lugas. Ketika seorang Siswa menikmati lagu yang telah diajarkan gurunya, mereka bersemangat untuk menyanyikannya. Dan pada titik inilah mereka secara tidak sengaja menemukan sesuatu. Siswa dapat meningkatkan kemampuan mendengar dengan mendengarkan lagu. Para siswa juga lebih akrab dengan musik. Menurut temuan, menggunakan musik sebagai media untuk mengajar siswa kelas sepuluh untuk mendengarkan adalah sebuah keberhasilan. Ketika seorang siswa menikmati lagu yang telah diajarkan gurunya, mereka bersemangat untuk menyanyikannya. Dan pada titik inilah mereka secara tidak sengaja menemukan sesuatu. Siswa dapat meningkatkan kemampuan mendengar dengan mendengarkan lagu. Para siswa juga lebih akrab dengan musik. Menurut temuan, menggunakan musik sebagai media untuk mengajar siswa kelas sepuluh untuk mendengarkan adalah sebuah keberhasilan. Hampir semua siswa menyatakan bahwa belajar mendengarkan musik sambil mengerjakan tugas, daripada belajar mendengarkan di kelas, lebih menarik dan memotivasi mereka.

Penelitian ini dirancang dengan menggunakan strategi deskriptif kualitatif. Partisipan dalam penelitian ini adalah siswa kelas IX D SMP Plus Darussalam. Metode, observasi, wawancara, dan pengumpulan dokumen semuanya digunakan untuk mengumpulkan data studi. Berdasarkan data dan percakapan, terlihat jelas bahwa siswa banyak mengalami kesulitan dalam memperkuat kemampuan menyimaknya.

Diskusi antar peneliti berdasarkan hasil penelitian Telah disebutkan bahwa penggunaan lagu berbahasa Inggris untuk meningkatkan keterampilan mendengarkan sangat membantu dalam meningkatkan pengajaran bahasa Inggris siswa dalam kemampuan mendengarkan, terutama di kelas IX D. Praktik ini sangat membantu kebutuhan sekolah untuk meningkatkan keterampilan siswa. keterampilan.

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Alhamdulillah, we give thanks to Allah SWT, for giving us the strength to complete this thesis, and secondly, to all parties who have assisted in the composition of the thesis, despite the fact that the authorship is imperfect. We always pray for grace and intercession later in life, sholawat and greetings. The outcome of this thesis is the sum total of all of the parties' contributions to its completion. The author spent time with all parties at the end of the work, in this instance we say to:

1. Dr. Ahmad Munib Syafa'at, Lc, M.E.I as the Rector of IAIDA Darussalam.
2. Dr. Siti Aimah, S. Pd. I, M. Si as the Dean of FTK.
3. Dr. Hj. Zulfi Zumala Andriani, S.S., MA. As the Head of the Department of English Education.
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5. Beloved family who provide motivation every day.
6. Lastly, the parties. Who cannot be mentioned one by one who have supported the author in completing this thesis.

The author realizes that the writing of the thesis is far from perfect and according to procedures. However, from the author's efforts from the beginning until now, the author hopes that the writings in this study can be useful for all parties. Amin

Banyuwangi, 05 April 2022

The Writer

TABLE OF CONTENT

COVER	i
INSIDE COVER	ii
TITLE PREREQUISITE	iii
APPROVAL SHEET	iv
AGREEMENT	v
DEDICATION	vi
MOTTO	vii
DECLARATION OF AUTHORSHIP	viii
ABSTRACK	ix
ABSTRAK	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENT	xii
LIST OF TABLE	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Problem Formulation.....	10
C. The Objective of The Research.....	10
D. The Significant of The Research.....	10
E. The Definition of Key Terms.....	11
CHAPTER II LITERATURE REVIEW	13
A. Theoretical Description.....	13
1. The Nature of Foreign Language Learning.....	13
2. The Nature of Songs as Learning Media.....	17
3. The Nature of Listening Skills	20
4. The Concept of Teaching Listening.....	22
5. Listening Assessment Criteria.....	22
B. Song	25
1. The Definition of Songs	25
2. The Benefit of Songs.....	27
3. The Selection of the Songs.....	28
4. The Procedure in Applying the Songs	30
6. Previous Study	31

CHAPTER III RESEARCH METHOD	34
A. Research Method	34
B. The Site and Time of The Research.....	35
C. Researcher Presence.....	35
D. Subject and Object of The Research	35
E. Data Source	36
F. Data Collecting Technique.....	36
G. Data Analysis Technique	38
H. Data Validity Technique	39
I. Research Stages	40
J. Writing Systematic Researcher Presence.....	40
CHAPTER IV RESEARCH FINDING AND DISCUSSION	42
A. The History of SMP Plus Darussalam	42
B. Data Description.....	45
C. Finding	60
D. Discussion	61
CHAPTER V CONCLUSION AND SUGESTION	63
A. Conclusion	63
B. Suggestion	63
C. Closing	64
REFERENCES	66
APPENDIX	68

LIST OF TABLE

Table 4.1 The Result Score Of The Use of English Song..... 57

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is an expression that contains the intention to convey something to others. Something intended by the speaker can be understood and understood by the listener or interlocutor through the language expressed. The languages used are simple, clear, solid and simple languages. According to Kridalaksana and (Chaer, 2014: 32) Djoko Kentjono, language is any communication and identified phonetic symbol used by members of social groups working together. According to another viewpoint, language is a symbol of meaningful and articulate sound (produced by speech instruments) that is arbitrary and conventional. Wibowo (2001: 3), used by groups of people as a communication tool to evoke emotions and thoughts. In the book *Pesona Bahasa: Langkah Awal Memahami Linguistik (2005)* by Untung Yuwono, language is a communication tool owned by humans that comes from the human speech or mouth.

Language is a media of communication for everyone to express their goals and objectives, every nation has its own language. Therefore, a person may not be able to interact with the other party if both parties do not understand each other's language. This diversity of language is part of the signs of Allah's power, explained in the Qur'an Surah Ar-Rum: 22

وَمِنْ آيَاتِهِ خَلْقَ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافِ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Translate:

" The creation of the heavens and the earth, as well as the differences in your language and skin color, are examples of His signs. Indeed, there are signals for those who are aware of this."

Chaer and Agustina (1995:14) The main function of language is as a communication function. This is in line with Soeparno (1993:5) It claims that language's primary role is to facilitate social communication. Language, according to sociolinguistics, is a social behavior that is employed in social communication. In addition, the main function of language is as a learning method in the scope of the language itself. In addition to the above functions, language also functions as the identity of a tribe or nation because of its uniqueness. This is because the language is different for each tribe and country.

Songs are a very good 'tool' to help students learn English, more specifically it is believed to be able to motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds, learning a language is simply a matter of memorizing many types of significant sounds. Songs can also help to make a session more engaging and lively. When a student likes a song taught by his teacher, they are happy and enthusiastic about doing it. And that's when they are indirectly learning something.

There are numerous benefits of employing songs as a learning resource, according to Brewster et al (2002:162). First, the song is a linguistic resource. In this case, the song is a media for introducing a new language, as well as a medium for strengthening grammar and vocabulary. Songs also present a language that students already know in a new and fun way. Songs also allow for natural and fun repetition of language. Songs can be used to develop all language skills in a comprehensive way, including improving student pronunciation.

Second, the song is an affective/psychological resource. Besides being fun, songs are also able to motivate students as well as foster a positive attitude towards English. The song is neither scary nor threatening to the students. Even songs can help increase students' self-confidence. As proof that they have mastered something in English, students can proudly sing English songs in front of a crowd.

Third, the song is a cognitive resource. Songs help improve memory, concentration and coordination. Students become more sensitive to rhyme as a tool to interpret meaning. Fourth, songs can also be a culture resource and a social resource. Brewster et al (2002) also revealed that songs provide tremendous benefits for learning pronunciation. Some important pronunciation features such as stress and rhythm as well as intonation can be trained naturally through songs.

In the book "The Art of Listening", Mutia Sayekti, the author of the book, invites readers to understand the true meaning of Listening. In English, there is a choice of three words to define listening. These three words have different levels. The lowest level is *Hearing*, which is when we hear a sound accidentally somewhere with a certain radius of the closest distance. For example, if we are indoors, we can hear the sound of cars passing by, but we are not focused on the sound. The second is *Overhearing*, which is when we overhear something that turns out to have important content to listen to. For example, while in the library, we hear an announcement that the library will be temporarily closed due to repairs. Suddenly our brains and ears respond to the announcement but do not look and see the announcer. The highest level, namely *Listening*, is that people from the beginning want to listen to what the other person is talking about, then he will arrange himself in such a way as to be able to understand what the other person can say.

Listening is one of four skills: speaking, writing and reading. The skill to hear is also an ability that can be considered difficult compared to other skills. That's because the skill to hear requires a high concentration and level of focus to hear what we hear. Moreover, English has several vocabularies that have the same way of reading as other words. Like "hear" which means to hear and "here" which means here, the word "then" which means then and the word "than" which means than. The meanings of these four terms are the same, however they have various readings.

The process of learning English is made more enjoyable by listening to English songs. By using song media, these four aspects can be studied simultaneously. Songs are included in teaching media, the use of songs in class can stimulate very positive associations for someone who is learning a language. A piece of song can transform and prepare students for a new activity, is entertaining, You can also establish a gratifying link between the worlds of reaction and learning.

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

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

Translate:

“Allah took you out of your mother's womb without understanding anything, and He gave you ears, eyes, and hearts to be grateful for”.

This verse according to Tafsir Al-Maraghi contains an explanation that after Allah gave birth to you from your mother, then he told you everything you didn't know previously. He has bestowed the following gifts onto you: 1). Intellect, as a tool to understand something, especially with that mind you can distinguish between good and bad, between right and wrong. 2). Ears, as a tool for listening to sound, especially with that hearing you can understand the conversation between you. 3). Eyes, as a tool to see everything, especially with those eyes you can get to know each other. 4).

Other living tools, so that you can find ways to find your sustenance and other materials you need, even you can choose the best for you and leave the bad.

The meaning of this verse is, Allah teaches you what you never knew before, when you were born knowing nothing. Allah has given you a mind and a heart to help you distinguish between good and evil. Allah opens your eyes to see what you have never seen before; Allah gave you ears to hear sounds so that you understand conversations.

Al-Aziziyah is one of the leading female dormitories at the junior high school level under the auspices of the Darussalam Islamic Boarding School Blokagung. The dormitory that is looked after by KH. Muhammad Hasyim Syafaat and Mrs. Nyai Nafisah Hasyim have several supporting facilities such as a prayer room, canteen, several bathroom rooms, 7 bedrooms, libraries etc. The school unit used in this dormitory is SMP Plus Darussalam. In addition to implementing its language activities, Al-Aziziyah also applies its Science and Tahfidz activities. Some examples of science activities are the Science Club activities which are held in the afternoon. In addition to the Science Club, Al-Aziziyah also strongly implements its Tahfidz activities which only started about 3 years ago. This Tahfidz activity is carried out by students who take part in the Al-Qur'an memorization program and this activity is carried out in the same way as in the afternoon.

During a brief observation at the Al-Aziziyah dormitory, especially in class XI, the researcher saw that the students of class IX D IPA SMP Plus Darussalam had very poor listening skills in English songs. They are still learning English by looking instead of listening to it. In addition to this problem, the researchers also found another problem, namely that some students still mispronounced words in English. Especially for words that are foreign or they have never heard or seen. The type of song used by the teacher is a song that has a slow speed level. This is done so that students do not have a hard time understanding and listening to English songs. In order for the students to absorb the material well, the teacher will play the song at least three times.

To overcome this problem, researchers must choose a good listening teaching method to improve students' listening skills. One example is listening to English songs. In this way, the researcher gave the song lyric sheet to the students, then the researcher played a song where the song was the song contained in the song lyric sheet. While listening to English songs, students can listen to the pronunciation of words and sing along. Listening to English songs is very fun and can also help improve students' vocabulary. Using English songs in class is a great way to bring your listening to life.

Students like learning activities because they can carry out learning activities in different ways. They are not required to listen to their teacher's voice, which may be limited or even boring in some cases. They can also learn different ways, such as listening to English songs. Seeing the statement

and the problem above so the researcher conducted the title of the research is *The Use of English Song of “Hold on” By Justin Bieber in Teaching Listening Skill at Ninth Grade Students of Junior High School Darussalam Academic Year 2021-2022.*

The researcher writes this thesis also supported by some previous thesis, first is Agus Widayat in 2013 entitled *Significance Of Using Songs In Improving Students’ Listening Achievement In Grade Viib At Smp N 2 Gamping In The Academic Year Of 2013/2014*, second is Dita Zahra Kirana in 2014 entitled *Keefektifan Penggunaan Media Lagu Pada Pembelajaran Keterampilan Berbicara Bahasa Jerman Peserta Didik Kelas X Di Madrasah Aliyah Negeri Purworejo*, third is Saun Lolong in 2019 entitled *Persepsi Mahasiswa Terhadap Penggunaan Lagu Bahasa Inggris Untuk Pembelajaran Bahasa Inggris*, and the fourth is Ayu Puspita Sari in 2019 entitled *The Use of English Song as the Media to Teach Listening to Tenth Graders in SMA 1 Jombang.*

Researchers chose this song because this song has a medium tempo speed and is not too fast. The goal is that students can easily catch the song and can understand and sing the song easily. In addition, this song also teaches us to try to always be there to accompany someone who is down. And this song invites us to always survive and get through the bad things that happen to us.

Reporting from Lyrics Terjemahan.id, Justin Bieber said that we all make mistakes, and it is normal in life. However, apart from making mistakes, we must also be able to solve the problems that have been done, because all these problems will be solved in time if we keep trying. Like one of the lyrics of the song hold on:

I need you to hold on

“Aku perlu kau untuk bertahan”

Heaven is a place not too far away

“Surga ialah sebuah tempat yang tidak terlalu jauh”

We all know I should be the one to say we all mistakes

“Semua dari diri kita paham, aku seharusnya menjadi orang yang musti menyatakan kita memang sosok yang pernah membuat kesalahan”

Take my hand and hold on

“Raih tanganku dan bertahanlan”

Tell me everything that you need to say

“Beritahukan diriku semua hal yang ingin kau ucapkan”

So, this song is very suitable for learning because in addition to the medium tempo, this song can also motivate students to always hold on under any circumstances as stated by Justin Bieber in the lyrics of the song "Hold On".

B. Research Problem Formulation

- a. How is the use of Justin Bieber's English song "Hold On" described in teaching English listening skill?
- b. How does the listening of Justin Bieber's English Song "Hold On" increasing English vocabulary?

C. The Objective of The Research

- a. To describe Justin Bieber's English song "Hold On" in teaching English listening skill
- b. To describe Justin Bieber's Song "Hold On" increase English vocabulary

D. The Significant of The Research

The findings of this study are expected to have both theoretical and practical importance for the teaching and learning process in English.

a. Theoretical

The research findings are expected to support existing theories about the song "Hold on" by Justin Bieber and teaching listening.

b. Practical

a) Students

It is hoped that this research can become a student who can use listening skills well. That way, students can improve their English vocabulary by listening to English well.

b) Teacher

The result of this study is expected to improve students' listening skills and to improve students' English vocabulary through English songs.

c) Researchers

Create one source to increase knowledge about listening skills through English songs.

d) Next researchers

Can be used information for further learning of listening skills through English songs.

E. The Definition of Key Terms

a. English songs are works that are very closely related to our lives.

Songs are sometimes created to express what the writer feels. Like poetry, a song has a meaning or meaning that is generally conveyed implicitly or impliedly. This is in the lyrics of the English song.

b. Justin Bieber is a singer who was born in Canada on March 1, 1994.

The singer whose real name is Justin Drew Bieber apart from being a singer he is also a songwriter. Justin Bieber started his career in 2007 until now.

c. Hold on is Justin Bieber's latest single released on March 5, 2021.

The song was featured on his next sixth album, along with several

previously released singles "Holy" with Chance the Rapper, "Lonely" with Blanco, and "Anyone".

- d. Teaching is the ability to help learners organize, direct and maximize the flow of developing their life experiences. As Dewey pointed out, this teaching is based on "the educational importance of social arrangements with means to educate young people" (1916 / Dewey 1997a, p. 89).
- e. Listening skill is a key component in language learning and teaching because in the classroom students listen more than talk (Brown 2001:24). This shows that listening is very important in everyday life. According to Wallace (2004:13), listening skills are important because they allow people to absorb insight, knowledge and information.
- f. SMP Plus Darussalam is a junior secondary education institution within the Darussalam Blokagung Islamic Boarding School which was established in 1994. SMP Plus Darussalam is also a Pesantren-based school headed by Agus Muhammad Ishaq, M.Pd.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Nature of Foreign Language Learning

Etymologically in the Big Indonesian Dictionary, learning means "trying to acquire intelligence or knowledge" (Dictionary Compilation Team, 1996). The word learning in Arabic terms is called Ta'allama and Darasa. The Koran uses the word Darasa which means studying which is often associated with studying the Bible (Al-Qur'an). Among them are listed in Surah Al-An'am verse 105 of the Qur'an.

وكذلك نصرَف الأيْت و ليقولوا ترست و لنبيّنه لقم يعلمون

Translate:

"And thus We explain Our verses over and over again so that the polytheists say that you have learned the verses (from the people of the Book) and that We explain the Qur'an to those who know" (Ministry of Religion of the Republic of Indonesia), 2004).

The word darasta which means "you have learned", according to Quraish Shihab, is reading carefully to be memorized or understood. (Shihab, 2002) The term learning in Islam is often referred to as seeking knowledge (Thalab A-'Ilm). Because by learning, a person will gain knowledge that is beneficial to himself, and the knowledge obtained must be applied so as to provide changes in students, both personality and behaviour.

Cronbach provides a definition: "learning is shown by change in behaviour as a result of experience" (Sardiman, 1994) learning is shown by changes in behaviour as a result of experience. A similar opinion was expressed by Mouly that learning is essentially a change in one's behaviour due to experience (Mufarrokah, 2009). Pidarta also defines learning as a relative change in behaviour as a result of experience (not the result of development, the influence of drugs, or accidents) and can carry it out on other knowledge and be able to communicate it to others (Komsiyah, 2012).

Meanwhile, according to Sheikh Abdul Aziz and Abdul Majid in the book *At Tarbiyatul wa Thuruqut Tadris* defines learning as follows:

ان التعلّم هو تغيير في ذهن المتلمّ يطرأ علي خبرة سابقة فيحدث فيها تغييرا جديدا

Translate:

"(Learning is a change in the self (soul) of students resulting from previous experiences so as to cause new changes)" (Majid, n.d.).

According to Pinker (in Brown, 2007: 6) Language is a difficult special skill that develops naturally in children without conscious effort or formal teaching, is used without understanding the underlying logic, is qualitatively the same in everyone, and is different. From other skills that are more general in terms of processing information or behaving intelligently. Language, on the other hand, is defined by the Merriam-Webster Collegiate Dictionary (Forester, 2003: 699) as a systematic

technique of conveying ideas or sentiments via the use of agreed-upon signs, sounds, gestures, or signals.

Lado (1997: 9) the mastery of four language abilities, namely hearing, speaking, reading, and writing, is referred to as mastering foreign language skills. In line with this statement, Richard & Schmidt (1983: 62) argues that learning a foreign language which refers to communicative competence as the goal of learning a second language (foreign language) is a major step, both in theory and practice of language learning.

Another opinion suggests that foreign language learning plays a role as the formation of correct speaking habits. Students should be able to place words and apply them into the correct sentence patterns. The habit of speaking like that can be pursued with directed practice and through an imitative process (French, 1950: 3-9). According to Atkinson (1987: 450) there is a language acquisition process when learning a foreign language. The process of language acquisition includes the learning of a foreign language. The acquisition of a foreign language depends on the provision of a stimulus because of the response from the recipient of the language, Environmental influences influence and can alter behaviour and linguistic habits. The response of a foreign language learner who has just learned a language is done through imitation or imitation of an oral stimulus that is directed at him. New language

learners will respond imitatively by imitating the auditory form they hear (Rahmat, 1985: 283).

According to Ghazali (2000: 11) foreign language learning is the process of learning a language that is not used as a communication material in one's environment, but is only learned at school and is not used as a daily communication language in the environment, for example German, English, French and Arabic. It can be concluded that the foreign language studied is the language of instruction in achieving a learning goal and is not used as a daily communication material.

Mastery of a foreign language orally or in writing is a productive activity, not reproductive as is usually done by students in using previously learned expressions, phrases and sentences. In productive activities, students can choose for themselves the words and language structures needed to express their thoughts (Hardjono, 1988: 11). Furthermore, Hardjono (1988: 11) explains that foreign language lessons must be based on the basics of education. For example, the principle of awareness by using visual tools, teaching principles such as conducting exercises, generating students' learning motivation and so on. This is so that pupils can fully develop their linguistic abilities. In addition, teachers as teaching staff must follow the flow of the development of science and technique which is very rapid and demands higher knowledge, skills and language skills. In addition, the creativity

and thinking activities as well as the responsiveness of students must be developed as well.

From some of the opinions mentioned above, it can be concluded that foreign language learning is a conscious effort of educators and students to carry out the process of acquiring language that is not used in the daily lives of students intentionally through language symbols that have meaning through a learning process that involves students so that the goal of understanding a new language will be achieved by fulfilling the aspects of language skills.

2. The Nature of Songs as Learning Media

If the learning process is smooth and enjoyable, it will go well. Song as a means of conveying information and as a medium for describing feelings is very popular with many people, be it children, teenagers and adults. Songs are included in the audio learning media according to Hamalik (1986: 50) it can be used to learn various languages, including English, in a different way. Songs are also said to be audio learning because songs are very closely related to the sense of hearing. By listening, a language learner will automatically imitate the words in the song lyrics and repeat it so that the meaning of the song lyrics can be understood.

However, we need to know that English in Indonesia itself is not the mother tongue or the first language commonly used in daily life,

therefore special and interesting methods are needed so that English is easy to learn. According to previous research conducted by Lily Chen-Hafteck, wrote that *“Music and language are the two ways that humans communicate and express themselves through sound. Babies begin to listen and make sound at birth, with no distinction made between music and language, singing and talking. Thus, the close relationship between music and language development is evident”* (Chen-Hafteck, 1997). It can be concluded that the easiest way and fun to learn English in early childhood is with music. The easiest and most enjoyable way to learn English is through music because actually when we speak, we can't escape using tone (speaking intonation).

In addition, songs are used in learning media because songs can arouse learning motivation, because through songs learning becomes more fun, so that the atmosphere that occurs in the classroom is not tense and will become a relaxed atmosphere and the material presented by the teacher can be quickly accepted and understood by the students. Songs can be used as a medium to express all the thoughts and contents of a person's heart. The song is also part of the expression of happiness, confusion, dilemma and even emotion.

The steps for applying song media in learning are as follows. (1) Prepare varied song media, and adapted to the material to be delivered, (2) Delivery of learning materials adapted to learning resources, (3) Provide the text of the song that has been prepared to students through

the LCD display and then give an example of how to pronounce the lyrics. song lyrics by singing it, then asking students to sing together, (4) Discussing the lyrics in the song, as well as the connection between the given music and the instructional material, (5) The learning process ends with making conclusions about the material that has been studied by the teacher and students and conducting question and answer activities with learners.

In addition to the advantages of using song media that have been mentioned, the use of song media in learning also has the following weaknesses. (1) A relaxed class atmosphere will make the class noisy. (2) The lyrics in the song used are very limited and do not cover the entire material to be delivered. Teachers must be able to condition their students so that they are not noisy in order to eliminate flaws in the use of song media in the classroom even though the delivery of material is done by involving the activeness of students. In addition, the teacher must also be selective in choosing the media song that will be used in learning. The song chosen must be appropriate for the topic on English speaking skills.

From some of the opinions above, it can be concluded that there are several reasons why songs are considered to be an effective medium for teaching English to students. It's also important to remember that the kids to whom English is being taught are from Indonesia, where English is a second language. So that the selection of appropriate English song

media can create a pleasant learning atmosphere (joyful learning). Since we live in Indonesia, we don't use English as a first or second language. So, to be able to master English we have to learn first. More than that, the words used in the song tend to be simpler, making it easier for students to learn English easily.

3. The Nature of Listening Skills

One aspect of language that must be mastered by students is listening, because listening skills will support other skills and are interrelated. This skill is not a type of skill that can be passed down from generation to generation, although basically naturally every human being can hear. However, formal listening skills require intensive practice and direction. Stewart and Kenneth Zimmer (in Haryadi and Zamzani, 1997: 56) believe that excellent communication is critical to an individual's or group's success.

According to Devito (2013) listening activities can be interpreted as an active process of receiving stimuli (stimulus) in the ear (aural). Listening is an action that does not just happen without awareness but must be done intentionally. A more detailed definition of listening is put forward by Tarigan (1990: 98), It is a method of obtaining information by paying close attention to spoken symbols, comprehending, appreciating, and interpreting them, capture content and understand the meaning of communication conveyed by the speaker through spoken

language utterances. Therefore, listening is an active mental process that involves not only knowledge of language, but also knowledge of the world. Listeners actively employ both of these skills in order to grasp the speaker's message. In teaching a foreign language, listening is defined as the ability to understand a foreign language text that is expressed orally (Dahlhaus, 1994: 186).

Other factors that greatly affect listening skills are the listeners themselves which include 1) the listener's physical and mental abilities such as hearing, concentration power, fatigue and memory. 2) Psychological elements affecting the listener's readiness to listen, such as the listener's attitudes and expectations. The last factor that also influences is the situation when the listening process takes place which includes the acoustic factor, disturbing sounds such as the sound of an airplane passing by, loud radio sound, etc.

Based on these opinions, it can be concluded that someone who does listening activities in addition to communicating also aims to influence others with the intention that what is heard can be well received by the interlocutor. The existence of an active reciprocal relationship in listening activities between speakers and listeners will shape communication activities to be more effective and efficient.

4. The Concept of Teaching Listening

The basic competence of listening learning is the competence to communicate and receive information that must be mastered by students. The process of mastering and developing the basic competencies of listening learning is carried out by students continuously in the learning process. The listening learning process carried out by students must be a process of listening skill that is trained and experienced. This means that the concept of listening learning carried out by students is a listening activity as experienced by students in real life in society.

Based on some of the explanations above, that the concept of listening learning can be structured as follows: 1) the concept of learning carried out by students is a listening activity as experienced by students in real life in society. 2) The concept of listening learning must provide experiences in everyday life related to the application of the concepts, rules, and principles of the knowledge learned. 3) Group learning is required for the concept of listening learning. 4) The concept of listening learning must be adapted to the specific conditions, regional potential, educational units and students.

5. Listening Assessment Criteria

The success of achieving a learning goal in learning English requires an assessment including listening skills. Assessments are held to collect

evidence or information regarding the achievement of goals pursued through educational activities or programs, Ak Prize (1988: 3). According to Djiwandono (2008: 10) in general, evaluation in the implementation of learning is understood as an effort to collect information about the implementation of learning as a basis for making various decisions. To carry out the assessment or evaluation process there are many kinds of tests that can be done.

According to Power in Safari (1997:61), the listening test has two sorts of comprehension questions:

a. Rated aspect

Aspects that are assessed in listening are based on the scope and level of depth of learning as well as Basic Competencies that have been set in the curriculum, especially in indicators. For students, it can be seen that aspects that have not been mastered in the learning experience are developed in indicators. While for teachers, it can be seen what aspects have not been taught to students. In addition, the purpose of this listening learning assessment is to find out whether everything that students' learning experiences have been in line with basic competencies. Especially in indicators.

b. Forms of Questions that are listened to

In the listening assessment, the teacher can choose the form of questions as follows:

- a. Recite (imitate) what is heard.
- b. Answering what, who, when, where, how questions (based on the questions heard).
- c. Guess the name of objects, animals or plants and other things based on the descriptions provided.

The forms of classroom-based assessment tools in Indonesian language learning, especially listening learning, are as follows:

- a. **A portfolio** is a compilation of student work, whether written or in the form of artwork. Or various appearances stored in the form of video or audio cassettes arranged for assessment purposes.
- b. **A performance** test is a competency evaluation that focuses on student performance. In the performance test, the assessor observes the appearance / work of students in accordance with the guidelines that have been developed.
- c. **Students' affective features**, student participation in learning, special attitudes of students, and student answers to participating in learning are all recorded on the Observation Sheet.

B. Song

1. The Definition of Song

According to Hornby (1990:1133), a song is a piece of music that has lyrics that are sung. In just a few verses, song can teach you about culture, vocabulary, listening, grammar, and a variety of other language abilities. Nobody can deny that music has had a significant impact on our lives. Everyone loves music. It is with us whether we are pleased or unhappy. Music is everywhere, every time we need it. Music has been demonstrated to boost focus, memory, create a sense of community in a group, stimulate learning, relax those who are overwhelmed or anxious, make studying pleasant, and aid in content absorption in studies.

Music and songs have been considered as means for teaching language because of their high value. According to Brewster (2002:162), youngsters love songs, rhymes, and chants, and their repetitive nature and rhythm make them perfect vehicles for language learning.

Murphey (1992:3) says that the use of music and songs in language acquisition has two major benefits:

1. Music leaves a lasting impression. Whether it's because it induces a state of relaxed receptivity, or because the beats match to basic body rhythms in some way, or because the messages strike deep emotional or aesthetic chords, or because the

repetitive patterning encourages learning without losing desire.

Song and music "stay" in the head for whatever reason.

2. It is extremely motivational, particularly for children, adolescents, and young adults. Popular music, in all of its manifestations, is a powerful subculture with its own technique, rituals, and priesthood. As a result, it is ingrained in the lives of students in a way that so much else we use is not. We can discharge unforeseen positive energy if we can tap into it.

Almost everyone loves songs. It has always been a part of our language and lives, even before we were born. We commonly hear our mother and father sing a song to put us to sleep in the bedroom when we were babies. We used to play, sing, and dance to rhythms when we were kids. We are consumed by the beat of popular music artists around the world as youths. As adults, we frequently hear music on television, in movies, in the theater, and even on the news. When we work or play, music is present to reinforce our moods and emotions.

Based on the foregoing, we may conclude that music is one of the most effective strategies to increase children' listening skills, particularly in junior high school. People all throughout the world have heard songs from the time they were born until they died. As a result, listening to music has become a habit that everyone enjoys. Aside from that, we can deliver a relaxing lesson by using songs.

2. The Benefit of Songs

Students can improve their listening abilities and broaden their cultural knowledge by employing songs. The pronunciation and rhythm lessons are the same as for children's songs, and the courses may help students develop an interest in many genres of songs. Students can improve their ability to listen and understand the world around them by practicing lyric reading, studying vocabulary, and listening to a variety of songs. This will help them become more familiar with popular songs and more confident in their ability to listen and understand the world around them (Brown, 2006).

Many things can be done to find out how to learn English effectively, one of them is by using music as a learning medium. Children as a child are often taught English songs to be memorized and then sung. Music and songs play an important role in the development of learning English for children. With songs, children will quickly learn how to pronounce various words properly and correctly.

The advantages of learning English using songs can improve memory and understand vocabulary more effectively. With songs, it can also help to develop Pronunciation Skills with good intonation. Children will prefer English quickly because this way of learning will create a fun atmosphere and not feel bored.

The tones contained in the song will make the mood happy too. Make the child comfortable and begin to be lulled by the tone and

language conveyed. Learning English using songs is a quick way to learn English that will make your child feel happy and want to learn more.

3. The Selection of The Songs

When a teacher wishes to use music to aid in the teaching and learning process, the instructor must first determine what type of song she or he will bring into the classroom. If the teacher wishes to use songs in class, this is an issue. Harmer (2001: 243) proposes two solutions to the dilemma of how to choose the songs to be played in class: the first is for students to bring their own favorite songs to class. However, if they do this, the teacher may want to set aside some time (a day or two) to listen to the songs and try to comprehend the lyrics. The second method is to employ older songs and ask students if they still have merit and if they like them despite their age. Teachers can then select songs that they enjoy and that are appropriate for the topic and subject matter.

However, not all songs, particularly for adolescent learners, can be employed in language acquisition. Teachers must select songs that are straightforward, easy to understand, relate to a learnt topic, and are repetitious. Furthermore, it is recommended that songs that youngsters can easily sing be chosen, as this will aid the kids in emphasizing the idea. In addition, Lynch (2008) identifies three primary music selection criteria:

- 1) When possible, use songs that are popular among the students.

Unfortunately, students regularly choose songs for classroom use that are offensive in some way, rendering the music useless.

- 2) Songs must have clear and understandable lyrics. Nothing is more irritating than a song that nearly no one understands. If you can't comprehend the lyrics after listening to them, switch to a different music. Songs should have an appropriate theme. The world already has enough bad news, negativity, and bloodshed. Negatively themed songs should be avoided at all costs. There are many songs that are uplifting, energetic, and even hilarious.

Furthermore, according to Orlova (2003), while encouraging students to choose songs for discussion, it is necessary to encourage them to meet the following criteria:

- 1) The song must be representative of a specific musical trend.
- 2) It should be free of any type of violence.
- 3) The song should contain a certain artistic image.

As a result of the preceding discussion, we should select songs with a sufficient level of difficulty. The song's suitability is a critical consideration. It is necessary to determine whether or not the kids will enjoy the music.

4. The Procedure in Applying the Songs

Songs can be used in a variety of ways in the classroom. The approach is influenced by the pupils' academic level, their hobbies and ages, the grammatical point to be studied, and the song itself. Aside from that, the teacher should be inventive in how the songs are used. In order to use songs in the classroom, the teacher must first prepare the song's application sequence.

According to Yoo (2002), the technique for song activity can be broken down into the following steps:

1) Pre-listening

- a. Ask students what they know about American pop culture as a warm-up or schema-building activity. You could want to bring some images or CDs of well-known actors or singers to class as well.
- b. Distribute the cloze activity handout, and have students read the lyrics and use their grammar knowledge to figure out what the missing words might be. Compare the students' guesses with those of their classmates. Solicit individuals to share their educated guesses with the rest of the class.

2) While-listening

Students listen for the missing words. Play the song once and then ask the students whether they want to hear it again. If they do, play it one more time.

3) Post-listening

Discuss the answers with the class after the second listening. Replay any areas where pupils have difficulty comprehending the words if necessary. Go over grammar points as necessary.

5. Previous Studdies

A number of research have been carried out to look into the usage of English songs in the teaching and learning process. In this section, the researcher discusses a number of studies that are relevant to this topic. The first research was conducted by Agus Widayat in 2013 with the title *Significance of Using Songs in Improving Students' Listening Achievement in Grade Viib at Smp N 2 Gamping in The Academic Year Of 2013/2014*. The goal of this research is to figure out what causes kids to have poor listening abilities. In truth, the issue stems not just from them, but also from their teachers and the media. The results of this study indicate that the use of English songs in learning to listen received a positive response from students. This study focuses on students' listening skills.

Another research is in the form of Dita Zahra Kirana's 2014 thesis, the thesis is in German, the meaning of the title is *The Effectiveness of Song Media Use on Learning German Speaking Skills Class X Students in Purworejo State Madrasah Alyah*. This research was conducted in German, as opposed to the researcher's research.

The third study was conducted by Saun Lolong in 2019 with the title *Persepsi Mahasiswa Terhadap Penggunaan Lagu Bahasa Inggris Untuk Pembelajaran Bahasa Inggris*. This research is qualitative. The purpose of this study was to find out how students felt about learning English through songs. The results showed that it can provide information to readers, especially students or those who want to learn English that there are so many ways to make learning English fun and easy. One of them uses songs, making lecturers believe that songs have a big impact in learning English.

The similarity between the first research and the researcher is that the two authors both use songs in learning English and both focus on listening skills. As for the difference, Agus Widayat's research focuses more on the significance and improvement of listening achievement. Meanwhile, my research only focuses on the use of English songs in learning.

The similarity of the second study lies in the use of songs in learning listening skills. As for the difference, the research from Dita Zahra Kirana uses songs in learning German, besides the skills discussed in this study are speaking skills. While my research is the use of songs in learning English and the skill discussed is listening skills.

The last one is the similarity of the third study, which is both using English songs in learning English. The difference lies in the subject in

the research. The subject in Saun Lolong's research is focused on students while the subject I am aiming for is students.

CHAPTER III

RESEARCH METHODOLOGY

The researcher explains and reviews the research methods employed in this study in this chapter. They consist of research methodologies, the site of the research, social situation, data source, data collecting technique, data analysis technique, and data validating technique.

1. Research Design

This research uses a qualitative research descriptive. Qualitative research, according to Strauss & Corbin (2003), is a type of research in which the conclusions are not derived using statistical processes or other forms of matter. According to Bogdan and Taylor (1975), as cited by Moleong (2009), a qualitative method is a research procedure that generates descriptive data in the form of written or spoken words of people and behaviors that may be witnessed. To design this research, the researcher uses the field of research supported by a qualitative approach because the results of the research are presented in narration.

Descriptive research is to draw clearly and progressively toward the research topics that have been established. By using qualitative research, the researcher wants to describe the use of

English song in learning to improve listening skill at ninth grade student junior high school Darussalam academic year 2021-2022.

2. The Site and Time of the Research

In writing this research, the research was started from October, 06th up, it was conducted at The Ninth Grade Student of SMP Plus Darussalam Blokagung, In Academic Year 2021/2022.

3. Researcher Presence

With this research approach, namely a qualitative research approach, the presence of researchers in the field is very important and needed optimally. The presence of researchers in the object of research is very necessary because with this researcher, actual data will be obtained about the object of research without any additions and engineering. In addition, with the researcher there will be a close interaction between the researcher and the object under study so that the results obtained are truly valid.

4. Subject of the Research

The research subjects in this study are informants who will provide data about the variables to be studied and observed by researchers consisting of subject teachers, and class IX D students of SMP Plus Darussalam for the academic year 2020/2021. SMP Plus DARUSSALAM is one of the Junior High Schools in the

Darussalam Islamic Boarding School that is accredited "A", which has a total of 24 students.

5. Data Source

In this case, the type of data used by the author is data Qualitative data is data that is not in the form of numbers. This research will explore and combine from two available data sources that is:

1. Primary data sources

Primary data sources are data obtained directly of the research subject by wearing a measuring device or data takers directly on the subject as a source of information sought. So, what is the main or primary data source is an English study club tutor and students.

2. Secondary Data Source

Secondary data sources are data obtained through the other party, not directly obtained by the researcher from the subject study. So, the secondary data source is other hostel administrators besides the subject.

6. Data Collecting Technique

The researcher employed three data collection strategies to acquire qualitative data. Furthermore, the following strategies are described:

1) Observation

This observation is carried out to see the real situation of teaching and learning in the classroom. The points observed were the behavior of students while in the dormitory, considering that the dormitory they occupied was a superior dormitory where students were required to be able to communicate using English. Observations were made from October 6, 2021 to November. The observations made by the researcher were together with the English study club tutor.

2) Interview

Interview The informant of this research is the head of the Language Department and a small number of students who join the English study club.

3) Documents

Documents are records of events that have passed. Documents can be in the form of writing, pictures, or monumental works from someone. Documents in the form of writing such as diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images such as photos, live images, sketches and others. Documents in the form of works, such as works of art, which can be in the form of pictures, film sculptures, and others. Document study is complementary to the use of

observation and interview methods in qualitative research (Sugiyono, 2007:240).

7. Data Analysing Technique

After completing compiling the data collection techniques used, the next step is to perform data analysis. Data analysis is the middle of a number of steps in a study that serve a critical purpose (Herdiansyah, 2010:158). Researchers assessed qualitative data gathered through interviews and observations for this study.

1. Data collection

Conducting interviews, observations, and documentaries in the field to gather data.

2. Data processing

The next step is to process the data that has been obtained. Researchers looked at the responses of informants based on data from interviews and observations. The aim is to refine the data and further refine words and sentences, provide additional information and remove information that is not important.

3. Data presentation

Is a collection of information that is reported and presented in writing? The presentation of the data in this study is in the form of a description of the summary of the results of interviews and

observations produced after collecting and processing data which is also studied with the previous theories that have been described in CHAPTER II.

4. Generalization and Conclusion

Generalization is drawing a general conclusion from research analysis. Generalizations made must also be related to the theory that underlies the research carried out. The researcher derives conclusions from the research after making generalizations.

8. Data Validating Technique

Lincoln and Guba (1985) have proposed four criteria for the evaluation of qualitative research. These include internal validity, external validity, reliability, and objectivity. The above-mentioned four criteria were described by them as credibility, transferability, dependability, and conformability. Credibility refers to capability or reality in research findings. Lincoln and Guba (1985) focus to the extent findings is sensible. Participants may be given the interview transcripts and therefore the research reports and may well be asked to either agree or ail them. This check tries to make sure the credibility of the findings. Credibility may also be achieved by persistent observation and triangulation of knowledge. Credibility helps ensure the interior validity of the research findings. Credibility also can be built through prolonged

engagement within the field, persistent observation, and triangulation of information.

9. Research Stages

According to Dr. Endang S Sedyaningsih Mahamit (2006) stages qualitative research includes;

- 1) Determine the problem
- 2) Conduct a literature study
- 3) Location settings
- 4) Preliminary study
- 5) Determination of data collection methods; observations, interviews, documents, focused discussion
- 6) Data analysis during research
- 7) Data analysis after; validation and reliability
- 8) Results; story, personal, bold description, narrative, can be helped with tables frequency.

10. Writing Systematic

In order to make writing easier, and so that this thesis can be directed systematically, the author uses the following systematic discussion:

Chapter I: Introduction consisting of background of the research, problem of the research, objective of the research, significance of the research, limitation of the research, key terms.

Chapter II contains literature and research theoretical foundations that guide researchers so that their research focus is on the facts in the field so that they can provide an overview of the research background and also become the basis for discussing research results.

Chapter III contains the research methodology used. That is by exploring the approach and type of research, site and time of researchers, research presence, subject of the research, data source, data collecting technique, data analysing technique, data validating technique, research stages, and writing systematic.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher will describe The Use of English Song of “Hold On” By Justin Bieber in Teaching Listening Skill at Ninth Grade Students of Junior High School of Darussalam Academic Year 2021-2022.

A. The History Of SMP Plus Darussalam

SMP Plus Darussalam Blokagung Banyuwangi is a junior secondary school that was founded in 1994 as part of the Darussalam Islamic boarding school Blokagung. Darussalam to develop a junior secondary education institution that is different from other conventional junior secondary education, namely a junior secondary education institution that generates multi-talented graduates while yet not leaving the true meaning of pesantren alumni.

So, in 1994, a Junior High School named SMP Plus Darussalam was formed, with Plus referring to a general educational institution under the auspices of the Ministry of National Education, as well as Islamic Boarding School Education under the supervision of the Ministry of Religion. As a result, SMP Plus Darussalam is an educational institution that is very different in its management from schools in general, and it has been strengthened by the recruitment of SMP Plus Darussalam in an Islamic boarding school-based junior high school since 2008, which is under the auspices of two departments at the same time, namely the Ministry of

National Education and the Ministry of Religion, thus further strengthening the junior high school. As a result, every student/santri at SMP Plus Darussalam is required to attend a boarding school without exception, and it can be argued that SMP Plus Darussalam is the only educational institution managed by Pondok Pesantren Darussalam that follows the boarding school system.

SMP Plus Darussalam has increased its management by opening a superior class program, which previously had two outstanding programs for both male and female classes (science and tahfid).

The Science Program places a premium on math and science talents that are linked to English and IT capabilities. Similarly, the Tahfid program, which includes IT skills, has a Tahfid aim of at least 9 Juz when studying at SMP Plus Darussalam.

SMP Plus Darussalam is a school that combines three different educational systems, including:

1. The K-13 curriculum is used in the general education system (revised).
2. The Madrasah Diniyah Takmiliah education system, where students are provided with more religious material.
3. Pesantren education system, which covers all aspects of thinking, heart, initiative, and sports, all of which are quite valuable when they return home to their communities.

It also completes the necessity for complete infrastructure, including the presence of a Lab, in order to enhance the management system of SMP Plus Darussalam. There are 3 ICT rooms, each with 120 pieces of Core i5 computer equipment, as well as a lab. Lab for Science and Language.

PERSONALIZED ORGANIZATION
SMP PLUS DARUSSALAM BLOKAGUNG
TEGALSARI BANYUWANGI
2021/2022

- | | |
|--|-------------------------------|
| 1. Principal | : Muh. Ishaq, S.Pd., M.Pd.I |
| 2. Head of Curriculum & BP/BK Boys | : Mukafidhin, S.Pd. |
| 3. School Treasurer | : Akhmad Mumfadhil, S.Pd |
| 4. Team LPMI 1 | : Suryono, S.Pd., M.Pd.I |
| 5. Team LPMI 2 | : Imam Safi'I, S.Pd., M.Pd.I |
| 6. Team LPMI 3 | : Nur Fatoni, S.Sos.I, M.Pd.I |
| 7. Student Affairs Committee | : Maskub, S.Pd |
| 8. Head of Sarpras & Library | : Andik Hermawan, S.Pd. |
| 9. Head of Public Relations &
Middle School Dormitory | : M. Arif, S.Pd. |
| 10. Dormitory Language Chord | : Siswanto |
| 11. Men's Student Council Supervisor | : M. Nija Fariqi, M.Pd. |
| 12. Women's Student Council Supervisor: | Reni Fitria R, S.Pd. |
| 13. BP/BK Woman & Dansos | : Mumfarida, S.Pd.I. |

14. Coord Operator : Suseno, S.Pd.I.
15. Dapodik : Arif Rofi Qurrohman
16. Chord. Foundation Unit, LKS & Edupay: Abdul Azis, S.Pd.
17. Chief of Administrative Staff : Kanzul Fikri, S.Pd.

B. Data Description Of Research

1. The Description of Setting Study by Using English Song from Justin Bieber of "Hold On".

The teacher can perform numerous things based on the findings of researchers' observations and interviews regarding the stages for adopting "The Use Of English Song "Hold On" by Justin Bieber in Teaching Listening Skills for Class Nine Students of SMP Plus Darussalam Academic Year 2021-2022." This step begins with the teacher playing a song, leading the class in singing, reciting song lyrics, individually repeating the song, and asking simple questions about it. The teacher's song is called "Hold On," and it was written by Justin Bieber, a Canadian singer. This song has a good and touching meaning for the listener, in addition to having a reasonable tempo. The lyrics to the song "Hold On" are as follows:

Justin Bieber's "Hold On" lyrics

*You know you can call me if you need someone
I'll pick up the pieces if you come undone*

*Painting stars up on your ceiling 'cause you
Wish that you could find some feeling, yeah, you
You know you can call me if you need someone*

*I need you to hold on
 Heaven is a place not too far away
 We all know I should be the one
 To say we all make mistakes (we all make mistakes)
 Take my hand and hold on
 Tell me everything that you need to say
 'Cause I know how it feels to be someone
 Feels to be someone who loses their away*

*You're looking for answer in a place unknown
 You need the connection but you can't get close (can't get close)*

*Painting stars up on your ceiling 'cause you
 Wish that you could find some feeling, yeah, you
 You know you can call me if you need someone*

*I need you to hold on
 Heaven is a place not too far away
 We all know I should be the one
 To say we all make mistakes (we all make mistakes)
 Take my hand and hold on
 Tell me everything that you need to say
 'Cause I know how it feels to be someone
 Feels to be someone who loses their away*

2. The Objective of Teaching English Song by Using English Song from Justin Bieber of “Hold On”.

The use of song media in learning listening skills is beneficial for students' listening abilities. These can be identified in student work. The researcher found that it was easier for students to find the content and context of the song while listening. Moreover, the students are more enthusiastic in class. This can be seen when many students become very good at their work. Furthermore, the researcher observed that students could identify and explain specific information about the meaning of the song and could repeat the song well. The existence of these activities to support

acceleration of students in taking listening skills, so that students can increase focus to listen.

The use of songs in learning listening skills is a way that teachers use and which provides Sound as a tool main facilities in its implementation. Student activity in heard that there must be a container of its own, it's really hard the condition of students in listening, especially in listening material. Therefore, school institutions must provide a place for students, who automatically students can improve their listening skills well. Lack of vocabulary too greatly affects students' interest in understanding and hearing the songs provided by the teacher, this is because students lack confidence in learning English. Learning that uses songs as a medium is very effective. Students do not feel bored in studying the material.

Teaching listening using song media is very effective in improving the quality of students, starting from focus, vocabulary, and training students' confidence to come forward to sing back the song individually, the teacher is not difficult to increase vocabulary students, and students are used to being active interactive, because of the habit of listening to songs in English.

3. The Materials of Teaching English Song by Using English Song from Justin Bieber of “Hold On”.

The teacher will prepare certain teaching materials, such as a syllabus and lesson plans, before beginning the lesson. A projector, sound,

eraser, and marker, in addition to these items, are prepared by the teacher for use during teaching and learning activities. The teacher displays a lyric video for the song "Hold On" on a projector, allowing students to see the lyrics of the song, which are subsequently sung together or separately. Furthermore, the goal of the song lyric video is to allow students to witness the correct writing of the song's lyrics up close. Sound is then employed to clarify the sound that comes out of the lyric video, which has a high volume of sound. Markers and Erasers are other instructional items that are used for writing and erasing on the blackboard. After all of the teaching materials are ready, the instructor enters the classroom and greets the students, attends to their needs, introduces the material to be given, and then gets right to the heart of the learning.

4. Technic of Teaching English Song by Using English Song from Justin Bieber of "Hold On".

The Audio Lingual Method is the technical teaching English song that the teacher utilizes here. The audiolingual method is a language education method based on a structural approach. As a result, this method stresses the study and description of a language by beginning with the sound system (phonology), then moving on to the word formation system (morphology), and finally to the sentence construction system (syntax). *Students must first listen, then speak, then read, and finally write to learn the Audio Lingual method. Grammar must be presented in the form of sentence patterns or dialogues with topics from everyday life, exercises, and*

all grammatical elements must be presented from easy to difficult or gradual, and the possibility of making mistakes in responding must be avoided, because positive reinforcement is considered more effective than negative reinforcement.

Repetition is emphasized in the Audio-Lingual approach. This strategy is used in language learning to save time. This method focuses language acquisition on word pronunciation and intensive, repeated training in phrase patterns. A video of song lyrics from a laptop is projected through a projector and sound is employed as audio media in the learning process. Students can listen to the song played by the teacher appropriate to the content being studied using audio media in the form of a song, which makes them more passionate to listen to it.

The teacher develops songs that are designed for students to listen to and learn using the Audio-Lingual technique, which is aided by audio media and competency standards for listening to the songs given. Because the teacher's medium is appealing to students, students are engaged in the learning process. The steps in the Audio-Lingual method with audio media are tailored to the learning process using the Audio-Lingual method with audio media. Students are shown a song lyric video via a laptop via a projector and sound, after which they sing together and recite the lyrics of the song they just heard. The teacher does not give many lectures about the material being studied in the classroom, but instead gives many examples

of how to pronounce the song's lines so that students better understand the material being studied.

5. Teacher Roles Teaching English Song by Using English Song from Justin Bieber of “Hold On”.

Informatory, Organizer, Motivator, Director/Director, Initiator, Transmitter, Facilitator, Mediator, and Evaluator are all roles that teachers play in the learning process. One of them is as a facilitator, in which the teacher assists students in their learning tasks. Teacher facilitators help students learn by assisting with environmental modifications and assisting with a learning process that is tailored to their requirements and goals. The term "facilitator" refers to an instructor who aids in the learning process. The facilitator's job description includes leading, offering guidance, facilitating student learning activities, and encouraging students.

There are five markers of a teacher's performance as a facilitator:

1. Before learning begins, the teacher offers all necessary learning resources (such as syllabus, curriculum, lesson plans, evaluation and assessment materials).
2. In the form of methods, material, and learning equipment, the instructor provides learning facilities.
3. Teachers are partners, not bosses.
4. Teachers carry out their responsibilities and obligations in accordance with the law.

5. Teachers do not treat kids in an arbitrary manner (Wina Sanjaya: 2008:42).

As a result, the teacher's function as a facilitator entails facilitating learning processes in order to attain educational objectives. As a facilitator, the teacher has a responsibility to not only pursue, but also to encourage, guide, motivate, and provide positive reinforcement to students.

6. Evaluating Teaching English Song by Using English Song from Justin Bieber of “Hold On”.

The process of assessing the value of an item or goods based on certain references to determine certain goals is called evaluation. Evaluation can be defined as the process of determining the efficacy of the tactics used in pursuing learning objectives. If the assessment goes well, the measurement of student success and student programs will continue to improve. Implementation of learning The use of English songs to improve listening skills was evaluated at several phases in learning the use of English songs.

Evaluation of activities is formed from two directions, namely between teachers and students, in the first stage. Evaluation is based on active attendance, student learning activities, and the provision of teacher materials according to the learning structure.

Second, the results of the evaluation of teaching materials; some instructors and tutors process content with the aim of refining it to improve

students' listening skills, and from the opinions of tutors and teachers according to student needs.

Third, students are involved in evaluating learning outcomes by looking for tutors to conduct tests or experiments to test the learning or information that has been provided, so that students' strengths and weaknesses can be seen. This assessment will be used to guide the development of the use of English songs in the future. So that the use of English songs can be useful and can help students in teaching to become the next generation of English speakers.

7. The Description of Implementing Teaching English Song by Using English Song from Justin Bieber of “Hold On”.

It is very important to develop listening habits, as well as listening training, to attain a certain level of listening ability. It's as if listening skills training is an art form. It will be difficult for students to hear well and effectively without practice. Because students need space and time to become accustomed to listening to English songs to improve their skills. The use of English songs takes care of student habituation. The use of English songs takes care of student habituation. Students are given the opportunity to understand and learn to sing in English while being guided by a tutor. The addition of words by modifying the theme continues to be carried out by education to expand students' vocabulary. Based on the findings of the researcher, the researcher in this example will describe

improving English listening by applying the use of English songs to improve students' listening skills, which include:

a) The First Observation (First Meeting)

Researchers conducted observations and interviews with teachers and students at SMP Plus Darussalam as the initial stage of learning the use of English songs to improve listening skills. All students participate in the use of English songs to improve listening skills to develop their listening skills, starting at the beginning of the semester.

Students begin studying under the supervision of a tutor. Students sometimes perform activities to sing English songs outside the classroom, so that the location used does not have to be monotonous in the classroom. The purpose of moving locations is to reduce student boredom while studying. The use of English songs is very useful in learning. English has a significant impact on other students' learning settings, instilling enthusiasm and self-motivation. In terms of improving students' listening skills, the use of English songs is the right place for students to get used to learning English.

The teacher began the first meeting by playing the music and showing the lyric video of the song, which was then sung along to while watching the lyric video. The song is sung three times in total. The song lyric video is played three times to familiarize students with the tune. Also, kids should be taught how to memorize the song's lyrics. It also makes it

easier for students to memorize the song when they come forward to sing it individually.

The teacher also introduced the singer who performed the song. Starting with the full name, followed by the country of origin, age, and date of birth. The teacher also explains why the teacher chose the song and its characteristics to the students. This is so that students can respond to the teacher's easy questions during the fourth meeting.

b) The Second Observation (Second Meeting)

The next stage is for academics to find existing implementations and student development outcomes. When the teacher or tutor requests the students to sing together, the interaction between the teacher and the students is good and energetic.

Then, teacher then began to expand the material at the second meeting by: after starting the song and singing it together, the teacher would speak the song's words and repeat the song separately. By appointing three students to come forward and sing the song in turn.

The teacher can see how much they understand and grasp the song once the three designated students come forward and sing the song in turn. And their ability to remember the tune.

c) The Third and Fourth Observation (Third and Fourth Meeting)

The use of English music has various benefits and drawbacks, as evidenced by the team's review. Many factors have a good impact on students, but this does not rule out the potential of certain students having a negative impact. The negative impact of employing English songs is more unique to identical kids who do not enjoy listening to English songs, as well as students who do not have the ability to hear, who are more oriented to other skills such as reading, reciting, and so on. Because shrewd hearing is a talent that not everyone possesses, students sometimes do it because they are unsure if they can sing English songs, which has a negative impact on student achievement. On the other hand, the use of English songs provides motivation, allowing students with mental deficiencies to be built up by motivating them every day.

The usage of English songs also needs students to be engaged in expanding their vocabulary and confidence. Because it might be difficult to alter learning strategies, the instructor assesses a variety of methods and materials to ensure that all students understand what he is saying.

The teacher begins the third and fourth meetings by playing the song with a lyric video, then sings it collectively, recites the song's words, repeats the song individually, and then adds a simple question and response concerning the music. Examples of queries include: who is the singer of the song, what the song's title means, what the song's purpose is, what the song's features are, and what the artist's biodata is.

d) Fifth Observation (Fifth Meeting)

The teacher offers an evaluation during the last or fifth meeting. Oral tests and written examinations are the two types of evaluations offered to students. Students must sing the song separately for the oral exam. Also, memorize the song in a rhythm that is easy to understand. And the written test will ask students to complete a question based on the lyrics of the song "Hold On," with some words missing from the lyrics that must be filled in by the students. Consider the following scenario:

*You know you can (.....) me if you need someone
I'll pick up the pieces if you come undone*

*Painting (.....) up on your ceiling 'cause you
Wish that you could find some (.....), yeah, you
You know you can call me if you (.....) someone*

*I need you to hold on
Heaven is a (.....) not too far away
We all know I should be the one
To say we all make (.....) (we all make mistakes)
Take my hand and hold on
Tell me (.....) that you need to say
'Cause I know how it feels to be someone
Feels to be someone who (.....) their away*

*You're looking for answer in a place unknown
You need the (.....) but you can't get close (can't get close)*

*Painting stars up on your ceiling 'cause you
Wish that you (.....) find some feeling, yeah, you
You know you can call me if you need someone*

*I need you to hold on
Heaven is a (.....) not too far away
(.....) all know I should be the one
To say we all make mistakes (we all make mistakes)
Take my hand and (.....) on
Tell me everything that you need to say*

*'Cause I know how it feels to be someone
(.....) to be someone who loses their away*

Researchers display the results of using English songs to improve listening skills, the following is a table the value of the results of observations:

TABLE 4.1
THE RESULT SCORE OF THE USE OF ENGLISH SONG

No	Name	Oral Test	Writing Test	The Converted Score
1	Ahza Roshela Mecca Aganina	80	72	76
2	Azkie Nuril Ilmi	90	78	84
3	Berliana Allanis	60	66	63
4	Bertha Marchella Al Muna	100	78	89
5	Dewi Masitoh Aneira Rahma	50	76	63
6	Diana Eka Fatmasari	50	74	62
7	Fahma Rizqa Aulia Putri	100	86	93
8	Fahmidia Hilda Maulidi	80	70	75
9	Firyal Afifah Fadhoil	60	70	65
10	Flora Deswita Putri Nofarica	100	82	91
11	Hikmatul Aulia Nadiatur R	80	72	76
12	Ilma Anisatul Faidah	70	66	68
13	Marsa Qurrotul Uyun	90	70	80
14	Nabila Zakiyatul Nuvus	80	74	77
15	Nailil Mazidhah	60	72	66
16	Nazla Muzayadatul Ma`Unah	90	74	82
17	Rahma Aurellia Zahra	90	72	81
18	Sahira Az Zahra	70	74	72
19	Salsabila Firdania Putri	70	74	72
20	Susmita Cinta Haromain	70	74	72
21	Zakia Izza Royani	90	78	84
Total				1.591
Average				75,7

The results are collected from student learning outcomes the ability to listen to English songs, and the usage of English songs to develop listening skills can be seen from the results of the scores above. The results

showed that kids' listening skills increased dramatically, with 80 percent of students scoring above the average and all students receiving an excellent rating on average. In terms of the following criterion: values utilized in the performance of English songs (see Appendix 9, Table 1)

Taking the researcher's results and putting them together Flora Deswita Putri Nofarica, for example, is a student. By calculating the value, which is the sum of five areas, namely fluency, pronunciation, song understanding, vocabulary, and confidence, he received an average score of 86. As a result, the name Flora Deswita Putri Nofarica received a high rating. The following conditions were used to determine the evaluation (see Appendix 9, Table 2)

After analysing the test results and comparing them to the criteria listed above, the majority of the students received good grades. This demonstrates that through participating in the use of English songs, students can improve their English song listening skills (see Appendix 9, Table 3)

Taking the researcher's results and putting them together Flora Deswita Putri Nofarica, Bertha Marchella Al Muna, and Fahma Rizqa Aulia Putri, for example, are three students. The 3 of them received an average score of 100 with Predicate Excellent (A) on the written test, determined by how many correct questions they got. As a result, Flora Deswita Putri Nofarica Bertha Marchella Al Muna and Fahma Rizqa Aulia Putri received high marks.

The use of English songs to improve listening skills has a goal for students; the major goal is for students to be able to hear English songs clearly and correctly speak English. Students in class IX D SMP Plus Darusaalam who take English classes have a good speaking style, which demonstrates the ideals provided. Students can sing English songs in class, and teachers can help students learn to listen to English songs. The best result also demonstrates that, as a result of strong English grades, quality institutional standards have improved.

C. Finding

Based on the presentation of several interviews, observations, and documents, the researcher found that the emphasis takes the title THE USE OF ENGLISH SONG OF "HOLD ON" BY JUSTIN BIEBER IN TEACHING LISTENING SKILL AT NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL DARUSSALAM IN ACADEMIC YEAR 2021 2022 proves that the use of English songs is very effective in improving students' listening skills.

The next finding is the description of English songs to improve listening skills, namely explained, that the use of English songs is an activity to improve learning to hear English fun, focused, and fast. So material found in English is with some very effective steps, includes: 1) the teacher plays a song, 2) sings together 3) repeats the song individually, 4) simple questions and answers about the song.

This step proves that it can improve hearing student. Then the next discovery is evidenced by the average value of all students after taking the evaluation to get an average value of 90, the value is at the level of good predicate according to the provisions values applied at SMP Plus Darussalam. The average value shows good results at the value predicate level. This is the benchmark for took the title by researchers who proved the use of English songs to improve listening skills had a very good impact in helping students' listening skills well.

D. Discussion

The researcher's discussion is based on the findings It has been explained, the use of English songs to improve listening skills is very influential in improving Listening skills for students especially class IX D proved to be effective in improving students' English teaching in listening skills. The need for schools to improve students' skills is greatly helped by this activity. Further proof is proved by the value that has been found is with an average of 90 with good value predicate.

The indicator is like a researcher in thesis writing with several indicators of provisions for the use of English songs to improve listening skills, the most important indicators for them are: 1) High hope to try students, 2) Using Fun, Focus, and Fast Methods, 3) The material taught is very effective and relative, 4) Precise and detailed support and programs, 5)

Instructions are clear and focused, 6) When students do not understand what is needed vocabulary, there is a walking dictionary of the facilitator.

Final exam data shows that most of the junior high school students Ability to hear English at SMP Plus Darussalam, especially Class IX D, significantly improved especially for listening skills. With the predicate Proficient, the use of English songs can increase students' listening skills by an average of 75.7 points.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher will conclude based on the research problem. The use of English songs used as teaching listening is effectively applied by the teachers of SMP Plus Darussalam in Indonesia class IX D SMP Plus Darussalam. They are Language Teaching using the principles of Fun, Focus, and Fast. In their teaching their main the target is to help improve students' listening skills.

The problem during the listening teaching process is from students who sometimes lack focus in listening to the songs played by the teacher, sometimes students have different English skills so the tutor has difficulty in choosing the right materials and techniques.

The use of English songs to improve listening skills is strongly supported by several elements school because of its effectiveness in teaching. And also the results are clearly proven, many students whose level of listening ability improves and can even pronounce English songs well.

B. Suggestion

Based on the exposure of the researcher's data and conclusions, the researcher would like to provide suggestions. They:

1. For Teacher

Teachers must in still more passion in students in order to maintain control over their mentality while studying English; teachers must be more creative and innovative in selecting materials that are appropriate for students' abilities; and teachers must be more patient when instructing students.

2. For Students

Students must utilize their terminology more frequently, think more about creating the discussion topic, and be eager, hasty, and confident in their handling of the material provided by the teacher. The habit of speaking English is the most important thing for students to remember.

3. For Principle

For the principle, it is hoped that it will remain strong, that it will build on the values that have been taught, and that it will be appraised in accordance with the expected outcomes.

4. For the readers

The researcher expects that after reading this research, readers would be encouraged and passionate about improving or taking steps to improve their English skills.

C. Closing

The researcher recognizes that the study's conclusions are far from ideal as he explains the research. As a result, the researcher sincerely hopes

for constructive comments and ideas from everyone. In order to be able to write other studies, the researcher also wants for complete support. Despite the fact that this research is far from perfect, it is hoped that it will be valuable to everyone.

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APPENDIX

Appendix 1

Research Permissions Letter

	INSTITUT AGAMA ISLAM DARUSSALAM IAIDA FAKULTAS TARBİYAH DAN KEGURUAN TERAKREDITASI BLOKAGUNG - BANYUWANGI
Alamat : Pon. Pos. Darussalam Blokagung 02/IV Karangdoro Tegatsari Banyuwangi Jawa Timur - 68491 No. Hp: 085258405333 , Website: www.iaida.ac.id , E-mail: iaidablokagung@gmail.com	
Nomor : 31.5/273.3/TBIG/FTK/IAIDA/C.3/1/2022	
Lamp. : -	
Hal : PENGANTAR PENELITIAN	
Kepada Yang Terhormat:	
Ketua Asrama Al Aziziyah	
Di - Tempat	
<i>Assalamu'alaikum warahmatullahi wabarokatuh</i>	
Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:	
Nama	: FAIZZATUL UMMAH
TTL	: Banyuwangi, 03 November 1999
NIM	: 18112210005
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Waimital-Waimital-Kairatu Barat-Seram Bagian Barat-Maluku
HP	: 082199665013
Dosen Pembimbing	: Ridwan, M.Pd.
Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.	
Adapun judul penelitiannya adalah:	
<i>The Use of English Song of "Hold on" by Justin Bieber in Teaching Listening Skill at Ninth Grade Students of Junior High School Darussalam in Academic Year 2021-2022</i>	
Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.	
<i>Wassalamu'alaikum warahmatullahi wabarokatuh.</i>	
 Blokagung, 04 Januari 2022 Dekan	
 Dr. Siti Aimah, S.Pd., M.Si. NIPY. 3150801058001	

Appendix 2

Research Certificate Letter



SURAT KETERANGAN

Nomor : 31.1/118/SMPD/S.5/VI/2022

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Plus Darussalam Blokagung Karangdoro Tegalsari Banyuwangi menerangkan bahwa :

Nama : FAIZZATUL UMMAH
NIM : 18112210005
Universitas : INSTITUT AGAMA ISLAM DARUSSALAM
Status : MAHASISWA
Prodi : TADRIS BAHASA INGGRIS

Telah melakukan penelitian di SMP Plus Darussalam Blokagung Banyuwangi, untuk keperluan penyusunan skripsi dengan judul "THE USE ENGLISH SONG OF "HOLD ON" BY JUSTIN BIEBER IN TEACHING LISTENING SKILL AT NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL DARUSSALAM IN ACADEMIC YEAR 2021 - 2022".

Adapun waktu penelitian dilaksanakan mulai dari tanggal 01 Januari 2022 - 14 Januari 2022.

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Blokagung, 03 April 2022

Kepala Sekolah



MUHAMMAD ISHAQ, S.Pd, M.Pd.I

Appendix 3

Guidance Card

4/6/22, 10:07 AM

SISTEM INFORMASI MANAJEMEN AKADEMIK IAJIDA BLOKAGUNG ::

NIM	18112210005	
NAMA	FAIZZATUL UMMAH	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20212	
JUDUL	THE USE OF ENGLISH SONG OF	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
I	20212	22 November 2021	05 April 2022	1. The topic of the thesis, research problem, the objective of the research Chapter 2 : previous study Chapter 3 : research methodology, research design Chapter 4. Preliminary study, cycle 1 & 2 Scoring rubric 5. Conclusion	1. 22 nov.2021 : submitting title (chapter 1) 2. 06 dec. 2021 : chapter 2 3. 09 dec. 2021 : chapter 3 4. 13 dec. 2021 : chapter 3 5. 30 march 2022 : chapter 4 6. 02 ap. 2022 : chapter 4 7. 04 ap. 2022 : chapter 4 8. 05 apr.2022 : chapter 4 & 5

Appendix 4

Lesson Plan

LEARNING IMPLEMENTATION PLAN (RPP)

ACADEMIC YEAR 2021/2022

Dormitory	: Al-Aziziyah
Subjects	: Bahasa Inggris
Subject matter	: Part of Speech and Kinds of Text.
Class / Semester	: IX / Ganjil
Time Allocation	: 60 minute

LEARNING OBJECTIVES

Through discovery learning students can understand and distinguish sentences or words from Part Of Speech through song lyrics.

LEARNING ACTIVITIES

The first meeting

- Apperception, playing music, and attending students one by one.
- Inform learning objectives.
- Stimulate students' knowledge by asking students to mention Part of Speech and examples.
- Mention the first Part of Speech along with examples.
- Provide opportunities for students to communicate, conclude, provide feedback, and present their next plan.

Second meeting

- Apperception, playing music, and attending students one by one.
- Review Part Of Speech first part.
- Stimulate students' knowledge by asking students to mention the second Part of Speech along with examples.
- Mention the second part of the Part of Speech along with examples.
- Playing a lyric music video in which there is a Part of Speech.
- Provide opportunities for students to communicate, conclude, provide feedback, and convey the next plan.

EVALUATION

- Knowledge assessment in the form of a written test.
- Skills assessment in the form of practice.
- Attitude assessment in the form of self-assessment.

Blokagung, 11th October 2021

Knowing,

Head of Dormitory

Subject teachers

Mutiatus Shofiah

Adelina Marhaeni

Appendix 5

Plagiarism



Plagiarism Checker X Originality Report

Similarity Found: 10%

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THE USE OF ENGLISH SONG OF "HOLD ON" BY JUSTIN BIEBER IN TEACHING LISTENING SKILL AT NINETH GRADE STUDENTS OF JUNIOR HIGH SCHOOL DARUSSALAM IN ACADEMIC YEAR 2021-2022 CHAPTER I INTRODUCTION

Background of The Study Language is an expression that contains the intention to convey something to others. Something intended by the speaker can be understood and understood by the listener or interlocutor through the language expressed.

The languages ??used are simple, clear, solid and simple languages. According to Kridalaksana and (Chaer, 2014: 32) Djoko Kentjono, language is any communication and identified phonetic symbol used by members of social groups working together. According to another viewpoint, language is a symbol of meaningful and articulate sound (produced by speech instruments) that is arbitrary and conventional.

Wibowo (2001: 3), used by groups of people as a communication tool to evoke emotions and thoughts. In the book Pesona Bahasa: Langkah Awal Memahami Linguistik (2005) by Untung Yuwono, language is a communication tool owned by humans that comes from the human speech or mouth. Language is a media of communication for everyone to express their goals and objectives, every nation has its own language.

Therefore, a person may not be able to interact with the other party if both parties do not understand each other's language. This diversity of language is part of the signs of Allah's power, explained in the Qur'an Surah Ar-Rum: 22 ?????? ??????? ?????? ?????????????? ?????????????? ?????????????? ?????????????? ?????? ?????? ?????? ?? ?????? ?????? Translate: " The creation of the heavens and the earth, as well as the differences in your language and skin color, are examples of His signs. Indeed, there are signals for those who are aware of this."

Chaer and Agustina (1995:14) The main function of language is as a communication

Appendix 6

Syllabus

SYLLABUS

Mata Pelajaran : Bahasa Inggris
 Satuan Pendidikan : SMP PLUS DARUSSALAM
 Kelas / Semester : VIII
 Tahun Pelajaran : 2021/2022

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan</p>	<p>Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan)</p> <p>Unsur Kebahasaan - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so., dsb.</i></p>	<p>3.1.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan meminta perhatian</p> <p>3.1.2 Menyebutkan ungkapan meminta perhatian</p> <p>3.1.3 Merespon ungkapan meminta perhatian</p> <p>3.1.4 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan mengecek pemahaman</p> <p>3.1.5 Menyebutkan ungkapan mengecek pemahaman</p> <p>3.1.6 Merespon ungkapan mengecek pemahaman</p> <p>3.1.7 Mengidentifikasi fungsi sosial dan unsurkebahasaan dari ungkapan menghargai kinerja yang baik</p>	<p>- Menyimak, menirukan, dan mempragakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</p> <p>- Mengidentifikasi ungkapan yang sedang dipelajari</p> <p>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</p> <p>- Menentukan ungkapan yang tepat secara</p>	12 JP	<ul style="list-style-type: none"> Buku bahasa Inggris Kamu bahas Inggris Internet 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Produk Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik <p>Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>3.1.8 Menyebutkan ungkapan menghargai kinerja yang baik</p> <p>3.1.9 Merespon ungkapan menghargai kinerja yang baik</p> <p>3.1.10 Mengidentifikasi fungsi social dan unsur kebahasaan dari meminta dan mengungkapkan pendapat</p> <p>3.1.11 Menyebutkan ungkapan meminta dan mengungkapkan pendapat</p> <p>3.1.12 Merespon ungkapan meminta dan mengungkapkan pendapat</p> <p>4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.</p> <p>4.1.2 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pemahaman</p> <p>4.1.3 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik.</p> <p>4.1.4 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat.</p>	<p>lisan/tulis dari berbagai situasi lain yang serupa</p> <ul style="list-style-type: none"> - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb</i>. - Ucapan, tekanan kata, intonasi, ejaan, 	<p>3.2.1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan</p> <p>3.2.2. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan</p> <p>3.2.3. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan</p> <p>4.2.1 Menulis teks lisan dan tulis sederhana untuk mengucapakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.</p>	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing 	8 JP	<ul style="list-style-type: none"> • Buku bahasa Inggris • Kamus bahasa Inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Pemugasan • Unjuk kerja • Produk • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p>tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang temuat di KI 		<p>untuk melakukan tindakan-tindakan tertentu</p> <ul style="list-style-type: none"> - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan 	<p>3.3.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan</p> <p>3.3.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait keharusan sesuai dengan konteks</p> <p>3.3.3 Menyebutkan ungkapan tindakan memberi dan</p>	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui 	12 JP	<ul style="list-style-type: none"> • Buku bahasa Inggris • Kamus bahasa Inggris 	-

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i></p> <p>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat memunculkan 	<p>meminta informasi terkait larangan sesuai dengan konteks</p> <p>3.3.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait himbauan sesuai dengan konteks</p> <p>4.3.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>atau yang berbeda</p> <ul style="list-style-type: none"> - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab 		<ul style="list-style-type: none"> • Internet 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	perilaku yang termuat di KI		- Melakukan refleksi tentang proses dan hasil belajarnya			
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Fungsi sosial <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru dan teman. Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<p>3.4.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari memberi dan meminta informasi terkait menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>3.4.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan menyuruh sesuai dengan konteks</p> <p>3.4.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan mengajak sesuai dengan konteks</p>	<ul style="list-style-type: none"> - Menentukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang 	8 JP	<ul style="list-style-type: none"> Buku bahasa Inggris Kamus bahasa Inggris Internet 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Produk Portofolio
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.1 <i>let's ... , can you ... , would you like ... , may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> 	<p>3.4.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan meminta ijin sesuai dengan konteks</p> <p>3.4.5 Menanggapi teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, dan</p>				

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p>Materi Pembelajaran</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI 	<p>Indikator</p> <p>meminta ijin, sesuai dengan konteks penggunaannya</p> <p>4.4.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Kegiatan Pembelajaran</p> <p>dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar 			
<p>3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks 	<p>3.5.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial</p> <p>3.5.2 Menyebutkan teks Kartu ucapan selamat (Greeting Cards) terkait dengan hari-hari spesial</p>	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu - Mengidentifikasi dan 	12 JP	<ul style="list-style-type: none"> • Buku bahasa Inggris • Kamus bahasa 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Appendix 7

Exercise

Name :

Class :

1. Mention the Generic Structure in the text below!

“Kancil and The Monkey”

One day, Kancil was very hungry. He walked here dann there, but didn't get food. Finally, Kancil saw Monkey engrossed in eating bananas in a tree. “It looks good”, said Kancil.

Kancil wanted eat banana. However, how do you take the banana? Climbing a tree, he can't. “Asking Monkey, surely he didn't give bananas”.

The Monkey is stingy. “Thought the Kancil. Kancil was looking for a way to get bananas from monkey, finally he got the sense to get the bananas from monkey.

He pelted monkey with a small stones. At first monkey didn't care. Kancil didn't despair, Kancil continued to pelt monkey. He tried to upset the monkey with his actions.

Eventually monkey became angry and annoyed. He finally threw back at Kancil. At first the monkey threw the Kancil with banana peel. After the banana peel was finished, the monkey pelted Kancil with bananas.

With his clever sense, Kancil pretended to be in pain. Monkey was increasingly excited about throwing bananas until all the bananas were thrown at the Kancil.

The Monkey is satisfied and leaves the tree. After Monkey left, Kancil began collecting bananas scattered and eating bananas casually. “Hmmm... This banana is delicious”.

2. Make one example from Procedure Text!
3. Mention the Generic Structure in the text below!

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

4. Mention and Explain Generic Structure of Announcement Text !
5. Look for the words in the song titled “Hold On” which contains Part Of Speech !

“Hold On”

*You know you can (.....) me if you need someone
I'll pick up the pieces if you come undone*

*Painting (.....) up on your ceiling 'cause you
Wish that you could find some (.....), yeah, you
You know you can call me if you (.....) someone*

*I need you to hold on
Heaven is a (.....) not too far away
We all know I should be the one
To say we all make (.....) (we all make mistakes)
Take my hand and hold on
Tell me (.....) that you need to say
'Cause I know how it feels to be someone
Feels to be someone who (.....) their away*

*You're looking for answer in a place unknown
You need the (.....) but you can't get close (can't get close)*

*Painting stars up on your ceiling 'cause you
Wish that you (.....) find some feeling, yeah, you
You know you can call me if you need someone*

*I need you to hold on
Heaven is a (.....) not too far away
(.....) all know I should be the one
To say we all make mistakes (we all make mistakes)
Take my hand and (.....) on
Tell me everything that you need to say
'Cause I know how it feels to be someone
(.....) to be someone who loses their away*

Good Luck ! ☺

Appendix 8

Interview

Interview 1

Headmaster of SMP Plus Darussalam

P : Principal / Headmaster

R : Researcher

R : “Assalamualaikum pak, Mohon maaf mengganggu waktunya sebentar, ini saya mau minta izin untuk mengajukan permohonan kepada bapak”.

P : “Walaikumsalam, ohh iya mbak silahkan”

R : “Begini pak, ini saya Faizzatul Ummah dari Institut Agama Islam Darussalam, sekarang saya sedang menempuh semester akhir saya, dan berkeinginan untuk mengadakan penelitian di SMP Plus Darussalam”

P : “Oh, iya. Kami dengan senang hati mempersilahkan mbak, mbak ambil jurusan apa? dan kira – kira mau meneliti di bidang apa ?”

R : “Alhamdulillah, saya dari Jurusan Falkultas Tarbiyah dan Keguruan, lebih tepatnya di jurusan tadrif Bahasa Inggris, kemarin saya sedikit mengobrol dengan teman saya yang menjadi pengurus di asrama Al-Aziziyah atau asrama SMP program unggulan , namanya Dek Adel. Dari hasil bincang-bincang saya dengan Dek Adel, rencananya saya mau meneliti tentang program English Study yang khususnya pada pembelajaran kemampuan mendengar, yang menjadi prioritas siswa – siswa untuk mengangkat kemampuan mendengarnya.”

P : “Oh, iya mbak, kira – kira akan melaksanakan penelitian mulai kapan ya ?”

R : “Insyallah di bulan ini pak, untuk tanggal dan jadwalnya sudah tercantum dalam jadwal yang saya berikan dengan bersamaan surat ini pak.”

P : “Oh iya mba, kami selaku dari perwakilan pihak SMP Plus Darussalam membuka lebar untuk mbak Faizz dalam memohon izin mengadakan penelitian ini”

R : “Alhamdulillah terimakasih ya pak”

- P : "Iya sama sama mbak, nanti anda bisa langsung bersangkutan kepada yang terkait saja, seperti, Tutor English Study Club Program, dan siswa – siswa kelas IX D, seperti pengajuan surat yang anda berikan, yaa harapan dari saya sendiri, semoga dengan adanya penelitian ini, Mbak Faizz bisa mempublikasikan progam ini, dan juga bisa memberikan penilaian dan masukan yang bisa membangun kami lagi, supaya kami bisa lebih berkualitas lagi"
- R : "Iya pak, siap pak. Terimakasih ya pak atas izinnya dalam melakukan penelitiannya, sebisa mungkin saya akan memberikan yang terbaik buat SMP Plus Darussalam"

Interview 2

Tutor English Study Club of SMP Plus Darussalam

T : Tutor English Study Club

R : Researcher

R : " Hello Mrs, Would I ask to you about students of SMP Plus Darussalam?"

T : "Yes, Please"

R : "Begini Mrs, Sebagai Tutor dari progam English Study Club ini, kendala yang sering terjadi kira-kira apa Mrs?"

T : "Untuk kendala dalam penjalanan progam ini, sebenarnya tidak terlalu berat mbak, hanya saja kondisi dari siswa semua tidak sama, ada karakter siswa yang memang mereka punya skill di bidang Bahasa Inggris, ada juga siswa yang memang dari dasar dan ada juga siswa yang memang belum bisa sama sekali dan tidak tertarik kepada Bahasa Inggris"

R : "Terus kira – kira solusi yang diterapkan bagaimana Mrs?"

T : "Progam ini memiliki fashion atau ciri khas tersendiri mas, yaitu kita berpedoman dengan cara menggerakan Triple F (Fun, Focus, and Fast), dengan begitu, permasalahan yang ada pada siswa alhamdulillah bisa kami atasi meskipun tidak semua"

R : "Tripel F, Boleh di gambarkan Mrs, bagaimana itu penerapannya?"

T : “Dalam mengajar atau membimbing siswa alangkah baiknya kita selalu memakai atau mengondisikan posisi siswa dengan keadaan kelas yang selalu menyenangkan mbak, jadi siswa bisa dengan enjoy dan senang kepada bahasa inggris, kemudian jangan lupa kita focus dan bergerak cepat dalam memberikan langkah – langkah percepatan siswa dalam berbahasa inggris, jadi seperti kata – kata yang mudah, kemudian penghafalan vocabulary dengan metode senang dan yang lain – lain. Oleh karena itu kita menamai hal tersebut dengan Triple F”

R : “Jadi dengan begitu siswa dapat terkondisikan dengan baik ya Mrs, terimakasih informasinya Mr”

Interview 3

Student of SMP Plus Darussalam

F : Flora

R : Researcher

R : “Hay, How are you?”

F : “Yes I am Fine, really Spirit In my day”

R : “Woooooww, keren banget bahasa inggris nya. Mau tanya-tanya dek, gimana rasanya ikut progam English Study Club?”

F : “Sangat – sangat senang kak”

R : “Udah bisa ngomong bahasa inggris belum dek, gimana pengajarannya disini waktu progam English Study Club itu?”

F : “Boleh di coba yok kak, asik banget kak, bisa jadi seru banget, mudah, dan bisa cepet juga tiba – tiba bisa bahasa inggris”

Interview 4

Student of SMP Plus Darussalam

L : Marsella

R : Researcher

R : “Hai dek, kakak mau Tanya – Tanya ni?”

M : “Ohh yaa silahkan kak, jadi grogi ni Hehhehe”

R : “Santai aja kakak ngak Tanya aneh – aneh kok, pengajaran English Study Club gimna dek, fasilitas yang di berikan kepada sekolah kira – kira apa saja ?”

M : “Hehe, seru banget kak, membantu banget kak, asik lagi, kalau mengenai fasilitas menurutku sudah cukup kak, kak tutornya biasa bawa proyektor, bawa sound system, jadi model pembelajarannya bisa asik banget, bisa dengerin music-music inggris saat pembelajaran, selain itu pada saat mendengarkan music, tutornya juga mengajari kita melafalkan lagu Bahasa inggris jadi seneng banget, bisa lebih semangat”

R : “Semangat ya, semoga sukses selalu, makasih infonya”

Appendix 9

Table of Score

TABLE 1
THE PREDICATE INTERVAL SCORE

Predicate Interval	Interval	Description
90-100	5	Excellent
70-80	4	Proficient
60-50	3	Satisfactory
40-30	2	Limited
20-10	1	Poor

TABLE 2
SCORING RUBIC SPEAKING

Fluency	Pronunciation	Song Understanding	Vocabulary	Confidence
5 – 10	5 – 10	5 – 10	5 – 10	5 – 10

TABLE 3
SCORING RUBIC WRITING

Component of Writing	Score	Level
Content	4	Excellent
Vocabulary	3	Good
Grammar	2	Fair
Machanics	1	Poor

Suggested Point Scale:

88 – 100 = A

75 – 87 = B

62 – 74 = C

50 – 61 = D

0 – 50 = F

Appendix 10

Picture of Research



Picture 1. Opening of PPL Activities at Al-Aziziyah Dormitory



Picture 2. Giving materials to students



Picture 3. Group photo with class IX D



Picture 4. Photo with tutor and class leader



Picture 5. Students working on evaluation questions



Picture 6. Student attendance process

THE RESEARCHER'S AUTOBIOGRAPHY



Personal Data

Name : Faizzatul Ummah
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TK : TK DHARMAWANITA BUMIHARJO (2005-2006)
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SMP : SMP AL-HILAAL KAMAL (2012-2015)
SMA : SMA DARUSSALAM BLOKAGUNG (2015-2018)
COLLAGE : IAI DARUSSALAM BLOKAGUNG (2018-Present)