THESIS

USING ALBUM "YOU" BY ALI GATIE TO ENRICH ELEVENTH GRADE STUDENTS' ENGLISH VOCABULARY AT SMK 17 AGUSTUS 1945 MUNCAR IN THE ACADEMIC YEAR 2021/2022

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2022

REQUIREMENT FOR DEGREE

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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 Department

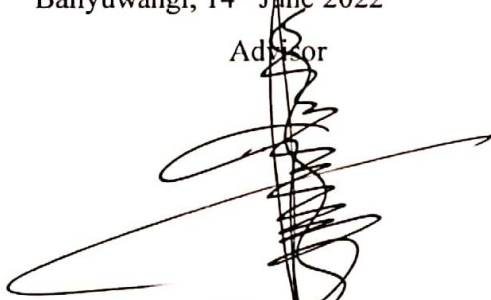**BY**

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2022

ADVISOR APPROVAL SHEET

This is certifying Sarjana's thesis on **Muhammad Khoirul Mutaqin** has been approved ˩
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Banyuwangi, 14ᵗʰ June 2022
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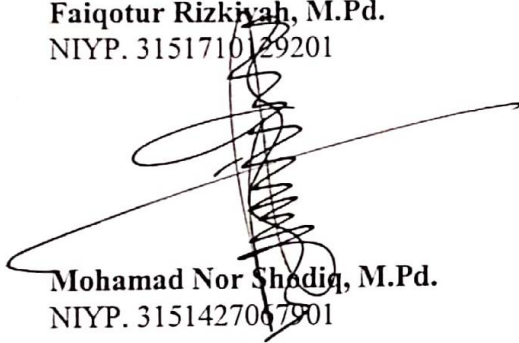This is to certify that the thesis **Muhammad Khoirul Mutaqin** has been approved by the board of examiners.

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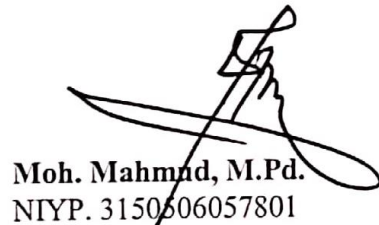
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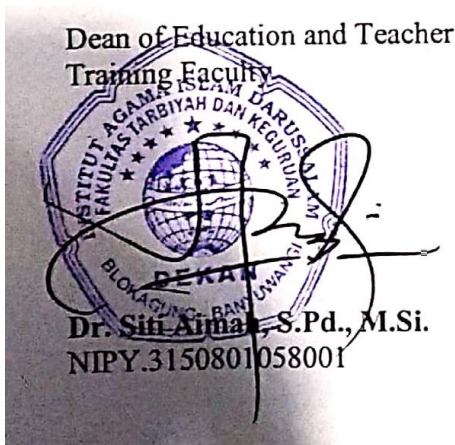
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DECLARATION OF AUTHORSHIP

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Banyuwangi, 14th June 2022

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MOTTO AND DEDICATION

Motto:

    "Not Easy Doesn't Mean It's Impossible"

Dedication:

    With a heart full of sincerity and gratitude for the presence of Allah SWT. I dedicate this thesis to:

1. My beloved parents, who have always been patient in educating me and always gave me endless love without asking for anything in return and always praying for me every step of the way in reaching my goals.

2. The entire board of caretakers of the Darussalam Islamic Boarding School Blokagung Banyuwangi who have provided me with knowledge, prayers and spiritual guidance

3. My family, relatives and friends who always support me that I can complete this process.

4. The head of study program, Lecturer and Staff of English Education Department who gave me direction also knowledge while I was studying here.

5. My classmates who have struggled together from the beginning of college u

ABSTRACT

Mutaqin, Muhammad Khoirul. (2021). *Using Album "You" By Ali Gatie to Enrich Eleventh Grade Students' English Vocabulary at SMK 17 Agustus 1945 Muncar in Academic Year 2021/2022.*

Keyword: Vocabulary, English Song, Ali Gatie, Eleventh grade at SMK 17 Agustus 1945 Muncar

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The research in this thesis is motivated by the problems that exist in teaching English at SMK 17 August 1945 Muncar, especially in class XI AKL 2. Based on the results of initial observations that have been carried out, there are several problems that occur in learning in class XI AKL 2. Among them is in the process of learning activities, teachers are more dominant in using the lecture method so that students are less actively involved in learning activities. Therefore, the researchers tried to overcome these problems through the application of using the album "You" by Ali Gatie to enrich their vocabulary. The method of using English songs in the learning process is expected to make students more fun and enjoy participating in lessons, and help students understand English subjects, so that student learning achievement increases.

The formulation of the research problem is: How is using album "You" by Ali Gatie to enrich eleventh grade students' English vocabulary at SMK 17 Agustus 1945 Muncar – Banyuwangi in academic year 2021/2022?.

The type of research used in this research is classroom action research (Class Action Research) because the problem solved comes from classroom learning practices as an effort to improve student learning achievement. The process of implementing class action includes: (1) Planning, (2) Acting, (3) Observing, and (4) Reflection. The target of this research is the students of class XI AKL 2, totaling 20 students. The data collection technique uses observation, interviews, documentation, and tests. Observations, interviews, and documentation were used to explore data about the English learning process, student responses, student and researcher conditions. Meanwhile, the test method was used to obtain data on the English learning outcomes of Class XI AKL 2 SMK students on 17 August 1945 Muncar. The data analysis used includes observation data, determining whether data, verification data, and conclusion. The indicator of success in this study is if the mastery of the material learners reaches 75% of the goals that should be achieved, namely the KKM value of 75.

The results of the study indicate that there has been an increase in the learning achievement of students in English subjects. This can be seen from the results of the evaluation given by the researchers, in the Preliminary test the average score of students was 59.75 with a percentage of completeness of 25%, followed by Cycle I the average value of students reached 68 with a percentage of completeness of 55%. and at the time of cycle II, the average value of students increased to 81.5 with a 100% completeness percentage.

ACKNOWLEDGMENT

All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish his "Thesis" after long effort of writing, Peace, blessing and salutation be upon our great prophet Muhammad, the last of his messenger, The researcher would like appreciation are addressed to:

1. H. Ahmad Munib Syafa'at, Lc, M.E.I. The Rector of Islamic Institut of Darussalam.
2. Siti Aimah, S. Pd. I., M. Si. Dean of Faculty of Education and Teacher Training.
3. Dr. Zulfi Zumala. Head of Undergraduate program in English Education Department.
4. All lecturer and staff, specially my advisor, Mr. Mohamad Nor Shodiq, M. Pd. who has given me sincere advise and available
5. All family and friends who have supported my spirit and have helped me to finish this thesis.

The researcher does expect this thesis gives advantages to the world of education. For improvement this thesis. I welcome warmly for any constructive and Suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin

Banyuwangi, 26th Mei 2022

The Writer

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CHAPTER I
INTRODUCTION

A. The Background of the study

English is quite probably the principle aspect in training to foster human sources. It is being relied upon to have the option to make people aware with regards to future where English will be applied in all fields even presently English can be observed correctly all over the place and without fail. Crystal (in McKey.2000:7) says that English is unexpectedly assuming the role of an international language, and no other language has unfold around the world so significantly, making English a really international language. Consequently, mastery of English is should. In Indonesia, English is a crucial subject in the curriculum.

English is an international language that is the language used for conversation among nations. Crystal (2000: 1) mentions that English is a global language. The principles manner of communication during the world is language. Language is a symbol system in the form of sound, arbitrary, used by the community to talk, work collectively, communicate, and to identify themselves (Keraf & Chaer, 2006; 1). From the explanation, we can conclude that English is a bridge which can connect a person from one country to someone from any other country with one language to talk. Consequently, it is very crucial to recognize and learn English.

Generally, English language has four skills, such as listening skill, speaking skill, reading skill, and writing skill. But Speaking most important than others. It cause speaking is an activity to deliver information or message to the others. According to Richard (2008: 19) on Nurhayati and Harpen (2018: 79), "for amount of foreign language learners to prioritize speaking skill in English to be mastered". Hence, it is a must for the students to acquire speaking skill.

Thereunto, in the Al- Qur'an surah Ar- Rahman verse 1-4 Allah already declared: اَلرَّحْمٰن ـ١ عَلَّمَ نَ رْأ الْق ـ٢ خَلَقَ نَ الْۣ۟۟نْسَا ـ٣ عَلَّمَه ن الْبَيَا ـ ٤

"The beneficent, hath known the Qur'an, He hath created man, He hath taught him utterance". That is supported by Uma and Ponnambala (2001) who nation that learning language skills will decide the students' communicative competence within the target language. Mastering English as a foreign language requires sufficient vocabulary to play inside the four language skills.

Vocabulary is one of the most crucial components of English. It is taken into consideration as the most critical one for students in learning English as a foreign language. Due to their limited vocabulary, they cannot speak their thoughts transmitted to them (Kufaishi, 1988). Vocabulary mastery should be received by students so that you can get different skills like listening, speaking, reading, and writing. In other hand, vocabulary mastery takes a crucial function in learning the four primary skills of English.

Based totally on its use in language skills, vocabulary in English is split into active vocabulary and passive vocabulary. Active vocabulary is the words that the speaker can apprehend and pronounce efficiently and use constructionally in speaking and writing skills, while passive vocabulary is the words that the speaker acknowledges and knows within the context, however the speaker cannot produce efficiently in speaking skills and writing (Haycraft, 1978:44). According to Charles D. Fries (1945: 959) that vocabulary (vocabulary) is an essential part of learn a foreign language, where students are required to master the word by word so that it is possible increase the student's vocabulary. Because with a good vocabulary it can increase students' confidence in learning English, it can make them feel enthusiastic to learn other skills in English.

The location of the research is SMK 17 Agustus 1945 Muncar. SMK 17 Agustus 1945 Muncar was established in 1976 under the auspices of the Yayasan Pendidikan Nasional (YAPENAS) 17 August 1945 Banyuwangi. At first SMK 17 August 1945 Muncar managed 2 skill competencies:

Accounting and Business Administration, but now there are 5 Skill Competencies: Institutional financial accounting (AKL), Marketing (PM), Hotel accommodation (APH), Software engineering (RPL), Technical light vehicle (TKR)

SMK 17 Agustus 1945 Muncar has its address at Jl. Raya Blambangan No. 37 Muncar Banyuwangi.

For the population researcher decide to looking for data at eleventh grade of SMK 17 Agustus 1945 Muncar, specially at accounting major. There are two classes of accounting majors in the eleventh grade, namely XI AKL 1 and XI AKL 2. This research will focus with students at XI AKL 2 class.

Students seem to underestimate English lessons, as evidenced when I first entered the class for introductions, they asked me to use Indonesian. Coincidentally my research activity coincided with the midterm exam, even when I was able to take part in guarding the exam there were students who looked for answers by tearing the paper into 4 or 5 parts, then writing a, b, c, d and e, and to determine the answers, they shuffled 5 of these papers and take one of them at random, whatever letters are on the paper, that's the answer to the question given. This suggests that how much they do not care approximately English lessons, so that they sense indifferent to their learning results about English

Using a learning model that is more able to attract students' attention, one of which is using songs. As we know that songs are so popular in this era, so we can stimulate students' liking and when students are starting to get interested in the lessons or models that we provide, then we give a few tasks related to the song, whether it's looking for vocabularies who don't know meaning or something else.

Students are usually not interested in English because of the lack of vocabulary, therefore the teacher must have an effective strategy to overcome it. One of them is to increase students' vocabulary by using songs, which in

this study used in the learning process is the album "You" from Ali Gatie which contains 9 songs.

The album "you" by Ali Gatie is songs with the theme of love, a good way to have an amazing effect whilst implemented to increase vocabulary for class XI SMK students, due to the fact class XI SMK is a phase in which they begin to understand what love is, so they will feel curious approximately what vocabulary is inside the songs and cause enthusiasm in following and expertise the material that will be given.

B.   Research problem

Based on the background of the study above, the research problem of formulation is:

How is using album "You" by Ali Gatie to enrich eleventh grade students' English vocabulary at SMK 17 Agustus 1945 Muncar – Banyuwangi in academic year 2021/2022?.

C.   The Objective of research

Based on the formulation of the research problem, the purpose of the research is

To descibe the using album "You" by Ali Gatie to enrich eleventh grade students' English vocabulary at SMK 17 Agustus 1945 Muncar – Banyuwangi in academic year 2021/2022.

D.   The Significant of the research

The research is expected to be useful information for many people in learning process, such as:

1. Teacher

   For teachers, hope this method can help teachers to more easily make students understand about the lesson.

2. Student

   For students, hope this method can make students feel happy with the material, so they can follow the lesson enthusiastically.

3. The next researcher

   This research study can give contribution and information for the next researcher who wants to conduct more complex research especially for enrich vocabulary.

E.   The Scope of limitation

The researcher must set a limit for the investigation. It was designed to keep her focused on the investigation by avoiding a major difficulty area. This study would focus on using album "You" by Ali Gaie to enrich eleventh grade students' vocabulary, with relation to the problem's context and identification. The researcher chose it because it is enjoyable to do and allows all students to participate actively, including the silent ones. It would, according to the study, provide students with more opportunity to practice speaking in class.

The scope of this research was specified only to find out the use of album "You" to enrich vocabulary of eleventh grade at SMK 17 Agustus 1945 Muncar – Banyuwangi in academic year 2021/2022.

F.   The definition of key terms

1. Vocabulary

   Vocabulary is one of the language aspects that is supposed to be learn when people are learning a language. Because if it is likened to a house, vocabulary is the foundation, if the foundation is solid, it will be easier to master skills in English. Vocabulary is also very important in English

teaching and learning. According to Lotfi Ghazal (2007:2) stated that words are perceived as the building blocks upon which information of the second language can be built.

2. English song

According to Merriam Webster, song is a melody for a lyric poem or ballad. Song is one of teaching media that may be used to educate any material, it is able to be used to create an extra enjoyable in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies. Song, based on the oxford dictionary, is a little part of music. In addition, Griffee states that song is a part of music which has words, and it has some elements that make song differ from the poetry or speech although they are has many similarities.

3. Ali Gatie

Ali Gatie (born May 31, 1997) is an Iraqi–Canadian singer and songwriter managed by SAL&CO. His 2019 track "it's You" charted international, charting on the United States Billboard hot 100 and carrying out the top 40 in Australia, Canada, Ireland and Sweden and the top 10 in New Zealand and in Germany.

Ali Gatie was born to Iraqi parents, in Yemen, in 1997. His family moved to Abu Dhabi, United Arab Emirates earlier than settling in Mississauga, Ontario, Canada. He grew up listening to Ed Sheeran, J. Cole and Frank Ocean, who encouraged his song. Gatie speaks each English and Arabic fluently.

4. Eleventh grade at SMK 17 Agustus 1945 Muncar-Banyuwangi

Researchers are interested in researching in the tenth grade at this vocational school because of various factors, including the fact that this is not an English class; rather, it is a Financial Accounting Institutions (AKL). As a result, even if their background does not include a degree in English, some students are interested in and require development in speaking English

CHAPTER II
LITERATURE REVIEW

This chapter presents and discusses the previews of related literature to support this research. This chapter will present the definition of vocabulary, types of vocabulary, teaching vocabulary using media, definition of English song, procedure teaching of English song, advantages and disadvantages of English song.

A. Related Literature

In this chapter, the researcher describes the theoretical framework used in the research. In this chapter, there are numerous points that will be explained related to English vocabulary and components of mastering English vocabulary.

1. Vocabulary

a) Definition of vocabulary

Vocabulary is one of the important aspects that must be learned when people learn a language. It is considered the main focus of learning a foreign language because people already master the vocabulary, it will be easier to support skills in other English skills because they already have a strong foundation, namely a good vocabulary.

Vocabulary is also very important in teaching and learning English. According to Richards (2002:255), vocabulary is the core aspect of language skill abilities and affords a whole lot of the premise for how properly learners speak, listen, read, and write. Vocabulary is the entire number of words in a language; all the words recognized to someone or used in a selected book, concern, and so forth; a list of words with their meaning, specifically one that accompanies a textbook (Hornby, 1995: 1331).

It means, vocabulary is the main key in learning English, because all skills in English require vocabulary in order to master it. Whether it's speaking, writing, reading or listening skills, it is impossible to be master without a good vocabulary.

b) Types of vocabulary

In language area, there are many kinds of vocabulary based on some experts.

First, dealing with the characteristic of the word, vocabulary is divided into two kinds. According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary.

1) Receptive vocabulary

Receptive vocabulary is the body of words that a person recognizes and understands well enough to comprehend them when read or heard. As James F. Shepherd said, your receptive vocabulary is the words you know when you listen or read – the words you know when you receive thoughts from others. Your productive vocabulary is the words you use when you speak or write – that is, when you express your thoughts to others (Boston: Houghton Mifflin Company, 1987).

2) Productive vocabulary

A productive vocabulary is words that are understood by someone enough to make one feel comfortable using a word while writing or speaking. A productive vocabulary is words that must be known when someone speaks or writes, when someone expresses his thoughts to another. A productive vocabulary was smaller than a receptive vocabulary, since a receptive vocabulary would almost certainly contain many words that a person would not normally use when speaking and writing.

Second, dealing with frequency and range vocabulary often occur in the language, Nation (2001) states that there are four kinds of vocabulary in the text:

1) High frequency word

These words are almost 80% of the strolling words inside the text. High frequency words are 2000-3000 words most usually. The primary priority is in vocabulary study due to the fact these words cover 80% or more of the words that stroll in any written or spoken text.

2) Low frequency word

All the relaxation of the word families which of these words are recognized or are worth learning rely on learners' personal interest, educational background or modern research, region of employment, social, cultural natural surroundings and so forth. The words just arise rarely.

3) Academic word

Words families arise a whole lot more regularly in educational texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) that in non-academic usage, across of various disciplines.

4) Technical word

Low frequency phrase families that are used specifically discipline, career, sport, culture or another special field. they are generally known only by people with an interest or information in applicable place.

Primarily based on the statements above, we are able to agglomerate the vocabulary rely its own characteristic when it is used. Moreover, words are a manner of living or equipment to communicate in language which is utilized by someone for displaying and telling our estimation and ideas primarily based on our need. Alternatively, the completeness of a personal vocabulary is usually appeared as a reflection of level education.

In teaching vocabulary, the teacher must have several techniques or ways to make students feel familiar with the vocabulary, so that they can more easily understand the new words. This technique serves not only to help students understand the meaning of words quite easily, but also to change teaching activities that initially seemed quite boring for students because they were lazy to learn English, into something more fun so that it can make students little by little feel interested to learning English. According to Allen (Oxford University Press: 1983), there are three techniques of teaching vocabulary:

1) Alphabetical order: Even for a list of new words on the textbook page, alphabetizing way is appropriate in helping students to find a word.

2) Showing the meaning of the words through pictures, explanation in mother tongue, and definition in simple English.

3) Drawing attention to meaning before drilling word.

2. Teaching vocabulary using media

Media is indispensable in the learning process. In the learning process, media has a very important role, because it can help students easier to understand the lesson.

Based on Harmer stated that as a language teacher, the teacher should use a variety of teaching aids to explain language meaning and construction and engage students in a topic or as the basic of a whole activity (Harmer: 2001).

It means that teachers must use various media or teaching aids to make it easier to give the material to students.

Based on Sudjana and Rifai Mentioned the rationales of the use of media in teaching learning process as follows:

1) The teaching learning process will be more interesting so that it can improve the students' motivation.

2) The materials will be understood easily by the students, since the media will enable them to master the teaching objectives ell.

3) The teaching methods will be various so the students will not get bored during teaching learning process.

According to Brinton, Media helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in this more communicative context. In addition, Brinton summarizes the rationales for using media in the language classroom as follow:

1) Media can be an important motivator for the students in the language teaching learning process.

2) By using audiovisual media, the students can create a contextualized situation within language items are presented and practiced. It is because the audiovisual media provides the students with context, meaning, and guidance.

3) Media can provide some authentic materials so students relate directly between the language classroom and outside world.

It can be concluded, the use of media in the teaching and learning process is very beneficial for both teachers and students. For teachers, they can change the monotonous and boring teaching and learning process into something more fun. So that the teaching and learning process will be more interesting. For students, the media can attract attention so that it can generate student interest in English lessons. Therefore, they will be happier in following the

lesson so that it is easier to understand the material.

3. **English Song**

a) Definition of English Song

According to Merriam Webster, song is a melody for a lyric poem or ballad. Song is considered one of teaching media that can be used to educate any fabric, it is able to be used to create an extra relaxing in learning foreign language. It also may be used to teach vocabulary due to the fact in the lyrics of song there are numerous varieties of vocabularies.

Song, based on the oxford dictionary, is a little part of music. Further Griffee states that song is a part of music which have words, and it has some elements that make song differ from the poetry or speech although they are have many similarities. In Indonesia, maximum of college students has difficulties in gaining knowledge of English. They are much less motivation in analyzing English because they consider that English is tough material. If so, an English instructor wishes to be aware of the scholars" circumstance. The trainer needs to make college students enthusiastic in getting to know English. Teacher also should take into account a few factors in teaching and studying manner, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, trainer as facilitator in gaining knowledge of technique must assume creatively a way to make English may be learnt nicely and make students interested by getting to know. One of the techniques that may be utilized by trainer is the use of media to aid coaching and getting to know process.

b) Procedure Teaching English Song

In this case, the writer will apply song lyrics in teaching vocabulary using the following system:

1) Introducing lessons as an easy and fun way to analyze new words.
2) Ask students to work in pairs.
3) Distribute a piece of paper containing a different song for each pair
4) Let students pay attention to the lyrics.
5) Ask students to circle a word that is unfamiliar to them they are.
6) Ask students to translate the vocabulary they know
7) Ceck their work one by one.
8) The teacher asks students about the meaning of a phrase.

From the procedures above, the researcher assumes that students will easily recognize the material and memorize vocabulary without problems and now cannot feel bored in elegance.

c) The Advantages and Disadvantages of Song

As a teaching medium, songs prevent students' boredom in language classes. The use of songs in the teaching and learning process has the right implications, namely:

1) Creating a pleasant atmosphere, so students feel comfortable with learning
2) Facilitate a positive learning atmosphere and encourage students to learn. Music facilitates students to pay attention to the material discussed and increases their attention in acquiring knowledge.
3) Connecting students with content topics. Students are expected to understand the topics studied through song lyrics.
4) Reduce the level of learning tension. As a filler, when students feel bored the teacher can stimulate students by playing music so that students are active again.
5) Deepen understanding and strengthen memory through emotional

associations because the songs are familiar to students' lives. So, students are easy to recognize the material.

6) Stimulate imagination and creativity. Songs are a good stimulus for imagination and can find students' creativity.

7) Improve grammatical structure. Students easily recognize the grammatical structure of a song by analyzing the tenses of the lyrics of a song.

8) Implanting new vocabulary. Students can enrich their vocabulary after listening to the song.

9) Teach pronunciation correctly. It is quite possible for us to imitate the pronunciation of native speakers by listening to English songs.

10) Make mastering English fun for beginners. They create a comfortable atmosphere and keep beginners inspired with enthusiasm to master.

B. Previous Studies

1. Improving the Students' Vocabulary Mastery by Using English Song at Eight Grade of Mts Islamic Zending Medan by Ummi Kalsum Batu Bara. She concludes that primarily based on the result of the studies, it is able to be concluded that teaching vocabulary by using English song could enhance the students' vocabulary mastery. In the preliminary study, quantitatively showed that score of the students was 1343 and the mean of the students' score 63,95. The percentage of the students' score of the test was 6 students who passed or got score up to 75, it was only 29%. In the cycle I, quantitatively showed that the total score of the students was 1517 and the mean of the students' score of the test was 72,23. The percentage of the students' score of the post-test I was 8 students who passed and got score 75 or up to 75 it was only 38%. In the cycle II, quantitatively confirmed that the full rating of the students was 1747 and the imply of the students' rating of the test was. 83,19. the proportion of the students' score of the post-test II was 18 students who

handed and got score 75 or up to 75 it was simplest 86 %.

2. Learning Vocabulary Through Songs by Dedin Eka Nurpratama as student Faculty of Language and Arts Universitas Kristen Satya Wacana Salatiga. He concludes that the students found that learning vocabulary through songs is fun and enjoyable, it can motivate them to learn because the song is suitable with their mood that makes them be more curious, songs have various vocabulary that the students never heard before and they also can learn how to pronounce the vocabulary directly by listening to the singer.

3. The effectiveness of using English songs from YouTube towards students' vocabulary by Febria Afia Rahmah. She concludes that from the data analysis using SPSS software, it is shown that teaching vocabulary through song is appropriate to be implemented in the classroom. In this research, the students' mean score of post-tests in experimental class was higher than pre-test with gained score was 18.16. It means that there was significant difference between students' achievement in mastering vocabulary which was taught by English song from YouTube and without English song from YouTube. Furthermore, the secondary data which was collected by using interview also showed that the student who went through the method of using song from YouTube experienced more significant improvement in their vocabulary competence. They felt more motivated in improving their vocabulary mastery. Therefore, English song from YouTube is effective to improve students' vocabulary mastery achievement at seventh grade students of RUHAMA Islamic Junior High School.

CHAPTER III
RESEARCH METHODOLOGY

This chapter the setting of research, Research design, Instrument of the study, Technique of data collection, and Technique of Data Analysis.

A. Research Design

Classroom Action Research was employed for this study (CAR). The researcher employed a collaborative action research approach, in which he and another English instructor conducted the study together. CAR, according to John Elliot, is the study of social situations with the goal of improving the quality of action in those contexts (Elliot, 1982). The researcher and collaborating instructor in this example formed a partnership to solve the difficulty of teaching speaking. The researcher acts as a teacher in this study, instructing students on how to use this method in the classroom and collaborating with an English teacher. As a result, classroom action research is a type of research undertaken by practitioners to improve educational procedures. The data for this study came from observations of the teaching-learning process in the classroom.

It strengthened by Sunyoto, (2020:33-34) as he mentioned, Classroom Action Research an investigation of a systematic approach that uses to find effectiveness and solution to solve the problem in their situation The researcher can conclude from the above explanation that classroom action research is a classroom action in research that can be done by a teacher, researcher, or teacher with his or her colleague with a group of students to improve the teaching and learning process or to increase the students' understanding of the lesson. The researcher employed Word Squares to help students learn English Speaking skill in this study. Basic Action Research Routine can be seen in appendices I.

B.   Research Setting

This classroom action research took place in the academic year 2021/2022 at SMK 17 Agustus 1945 Muncar Banyuwangi, which is located at Dusun Krajan, Blambangan, Muncar, Banyuwangi Regency, East Java 68472. This study was place during the first semester of 2021, from October 6 to November 5.

This research is done from the preliminary study I unto the cycle II is approximately 30 days. The schedule of research study can be seen in appendices II.

C.   Research Participant and Subject of the Study

The participants in this study were 20 11th grade students from the AKL 2 Department of SMK 17 August 1945 Muncar-Banyuwangi. This study was place during the first semester of the school year 2021/2022.

The writer choose SMK 17 August 1945 Muncar-Banyuwangi as the research site for two reasons.

They are:

1. It was discovered that students' English vocabulary mastery needed to be improved based on the first author's initial observations, and

2. To the researcher's knowledge, there has never been a study on using album "You" to enrich vocabulary

D.   Procedure of the Study

The researcher would want to present Kurt Lewin's model of classroom action research in order to make it apparent. It can be represented in the following. The authors employed the Kemmis & McTaggart CAR model (1998). This CAR was divided into two cycles, with cycle one being the first and cycle two being the second. According to Kemmis & McTaggart (1998), action research typically encompasses four main phases in a research cycle.

(1) Planning, (2) Action, (3) Observation, and (4) Reflection are the four phases of a cycle. The four phases are depicted in the diagram.
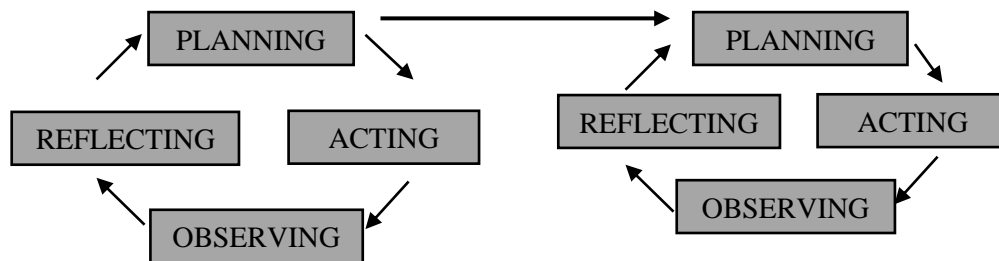
Figure 1 Classroom Action Research Design

E.   Cycle I

This study begins with cycle 1, in which the researcher assesses the process to see if the activity has to be completed in order to go on to the next step or if it should be stopped. Cycle 1 takes place from October 13 to November 19, 2021, and the results are listed below.

1. Planning

Action planning is the first step in making learning techniques adapted to the syllabus. a method of using songs to enrich the vocabulary that includes its relevance to the curriculum, course program, and even the syllabus. The researcher chose to use songs to enrich the vocabulary based on the principles and characteristics in this case. Lesson plans are used to track activities and time allotted. It is also helped by the use of lesson plan.

To enrich vocabulary, the researcher chose to use songs because it fits the focus on improving vocabulary mastery and fulfills all the requirements for success. As a result, the method of using songs is expected to increase students' motivation and interest in enriching their vocabularies.

The technique for cycle 1 is shown in the table for Live Practice Type. Table can be seen in appendices III.

The module provides specific instructional, time allocation, and methods for teaching and learning activities using song media. To argue in one session, set aside Live Practice time for each Practice while watching western video songs. The theme of the first meeting was "watching the song video". The focus of the teaching and learning process is on how the practice will be implemented. Live Practice during the first meeting is designed to introduce the methods that will be used to enrich the vocabulary. The researcher offers easy topics at the first meeting, and during the Live Practice phase, the researcher does not focus on grammar. Researchers produce teaching materials and media that will be used in the teaching and learning process after completing the lesson plans or module designs. Researchers also designed methods to collect data. Table can be seen in appendices IV.

2. Acting

Researchers carry out stages based on the teaching and learning process and schedule. The application of the method using song media to enrich the vocabulary in cycle 1 consisted of two meetings. Implementation for each meeting as described. Cycle 1 meeting starts October 13, 2021 with the topic of action planning above. The teaching land learning scenario was presented as follow:

a. Meeting

a) Pre-Activity

The researcher started the action by welcoming the participants and checking their attendance records. The researcher informed the students that they had been selected to participate in the action research. To ensure that the researcher went well, the instructor gave a promise to the students that they would not be allowed to be in dire circumstances during the action research process. After that, he

explained the research and the role of researchers and students during the research.

Researchers begin by brainstorming ideas. It is used to determine students' prior understanding of the issue. Researchers asked various questions in previous lectures to increase student motivation.

The aim of the Live Practice is to assess vocabulary mastery before applying the approach. The researcher then discussed and asked some questions to the students about the learning process of using video songs to enrich their vocabulary.

b) Main Activity

The researcher presents Direct Practice, instructional goals, and processes from Direct Practice after focusing on the topic. Because one of the hallmarks of Direct Practice is that it is casual and entertaining, it is used to encourage pupils to practice speaking properly in a timely manner.

The researcher introduced and used Direct Practice for observation for the first time at the first meeting. Before using the 'Daily. In direct Practice Activity,' the instructor decides on the same themes with activities based on the student's ability. The goal is to make it easy for pupils to obtain data or information. Despite the fact that the topic has been used earlier, the researcher uses the Direct Practice approach to give each student time to learn and prepare.

Before beginning Direct Practice, the researcher asked students if they were ready to begin by referring to the themes that had been addressed. Researchers prepare themselves to offer an assessment of these activities when students are ready to Practice.

c) Post Activity

In the post-activity activity, the teacher closed and gave feedback to the students about the Live Practice activities, assuming that they were better than before. During the learning process using song videos, the researcher asked the students about their challenges.

3. Observing

Students from SMK 17 August 1945 Muncar were on hand to observe the activity. Face-to-face instruction is being used by pupils. On the student observation sheet, the observation report is placed. During the teaching and learning process, the following issues have been discovered:

a) Students' vocabulary mastery is still lacking, especially in terms of vocabulary, pronunciation, and fluency.

b) Students struggle with unfamiliar terms. The lack of precise methods used in the teaching and learning process of students used to be the cause.

During the Practice procedure in cycle 1, the researcher assessed the students to see if they had improved their speaking skills. Researchers evaluate student actions and improvements, as well as teacher performance in using methods to increase vocabulary, during the teaching and learning process. The researcher determined that the application of enriching vocab using song videos media would be maintained in cycle 2 based on the findings obtained during cycle 1 because the development of vocab mastery did not meet all the success criteria. Only a few indicators are met, even though the main purpose of this method is to encourage students to actively practice English in the teaching and learning process, especially in enriching vocabulary, learning motivation, and creating a pleasant learning environment, and then all criteria are found to be met.

4. Reflecting

The researcher observed in his journal that students were less involved in learning English, at the first meeting of cycle 1. In class, students' achievement in speaking was low. From the initial exam, it is known that only a few students can get a score of 75 or more. That they find it difficult to speak in front of the class because of the lack of vocab they have. Because the teacher only presented the Daily Activity material and taught how to talk about information so that others could understand at the first meeting of cycle 1, most of them made noise and disturbed their friends during the learning process. Students begin to try to carry out the exercise directly at the second meeting of cycle 1. What is learned can be understood by all students. After explaining the news, the instructor was not given a test, but students were asked to discuss with their peers. The students are not required to present in front of the class, but they are allowed to have a dialogue and have fun with the song that is playing. The teacher continued the lecture about the meaning of the lyrics of the song. Students deliver the discussion in front of the class after the teacher gives an explanation, and the teacher gives a score. And at the last meeting of cycle 2, the teacher did not explain the content, but did a test on the practice of conversion using some of the words in the song in front of the class, which all students responded positively. Based on the results of the reflection of the first cycle, it has been determined that the second cycle must be completed. The second cycle is expected to produce greater results than the first. Students' grades have improved, and now they all meet the minimum completion requirements. Table can be seen in appendices V.

F.   Cycle II

Cycle 2 took place between November 25th and November 27th, 2021, and was divided into two meetings. The data from Cycle 2 was presented in the following manner:

1. Revision of Cycle I

   Based on the results of student scores in the first cycle with an average of 68. The researcher revised the strategy applied in cycle I. Because the first time students met with other friends to have a dialogue using the vocabularies they got from the song, it caused the following obstacles, students were nervous. By knowing this, the researcher uses the method using video songs in cycle II which is different from the first direct practice method used in cycle I. The difference between the two is that the information on the second Direct method to improve speaking skills is more complete than the second Direct method. before. Because the researcher provides direct examples to practice with other friends consistently. In addition, students can increase vocabulary and pronounce better and correctly according to complete information.

2. Planning

   When it comes to planning, researchers Making lesson plans, especially for vocabulary content. Using song video media, the researcher created research tools to be used in teaching. After the instructor explains the material, students have to listen. After the teacher finished explaining, the students had to try to practice it. Students try to follow the directions from the teacher by trying to practice the vocab they got after watching the video song. have a discussion about the topic with other students. Then, in front of the class, each student can voice their thoughts.

   The researcher completes the additional lesson plans prepared in cycle 1 at this stage, and corrects the previous deficiencies. In terms of news, the questions in cycle 1 and cycle 1 are the same. Cycle 1 begins with the introduction and ends with the conclusion of the teaching and learning process.

3. Acting

Implementation of cycle 2 was continued based on the reflection of the previous cycle. Implementing Direct Practice for cycle 2 cconsists of 2 meetings. Implementing for each meeting as explained. The teaching and learning sscenarios were presented as follows;

a. Meeting

a) Pre- Activity

Before beginning cycle 2, you must first complete cycle 1. The researcher began the lesson by introducing himself, inquiring about the students' health, and verifying the attendance list. The researcher informs the students that the Direct Practice form for action research will be continued. To ensure that the research was successful, the researcher made a promise to the students that they would not be given permission during the procedure. After that, the researcher explained the research and the duties of both the researcher and the students throughout cycle 2 of the research. The researcher began by doing some brainstorming exercises. Students' past knowledge on the issue is used to determine how far they grasp the topic. Ask some questions on the prior lesson to help students stay motivated.

b) Main Activity

The researcher explains and reviews, the objectives of the Direct Practice, and the methodology in this section. Since one of the advantages of using song videos is that it attracts students' attention and is entertaining, it seeks to stimulate students to understand better and motivate them to memorize the vocab without feeling obligated. To help students understand and do the Live Practice better than before, the researcher demonstrated the Live Practice by playing a

video song using the lyrics, followed by a discussion. After watching the song video, the teacher instructs the students to form groups of four to five children each. After forming the group, the researcher chose a theme from the list of songs that had been played. The researcher gave thirty minutes for each team to prepare. The teacher invites students to refer to the subjects presented before starting the Live Practice. When students are ready to practice in front of the class, the instructor uses the grading sheet to prepare for the assessment.

c) Post Activity

After the assignment is completed, the teacher checks the topic and provides feedback to encourage students to improve their Practice performance. In addition, the teacher makes decisions about the Method of using song videos, and he always asks the students about any challenges they face during the process of enriching the vocabulary before ending the meeting.

4. Observation

During the teaching and learning process, observations were made to determine student activities. When presenting Daily Activity Materials, students can use the vocabulary they have got.

As a result, researchers collect data to serve as the basis for reflection. At the same time, observations and actions are being carried out. It is designed to help students learn more about their behavior, attitudes, performance and activities by using Live Practice in the classroom. The researcher was assisted by an English instructor as a collaborator when conducting observations.

5. Reflection

Based on students' observations and examinations, it is clear that using video songs to enrich vocabulary is effective and beneficial for students. In accordance with the description in each cycle, student learning achievement is shown through the use of video songs to enrich vocabulary, which students appreciate in the teaching and learning process, and because the teacher's material is more creative, less repetitive, fun, and innovative. the use of video songs can improve students' performance in enriching vocabulary, according to this finding. The researcher found that the application of using video songs to enrich vocab in Cycle I had not been successful. KKM 75 attended. In addition, 45% of students did not pass. The problem is the ccu of the children and their ability and willingness to memorize vocab in cycle I.

Meanwhile, they should use song videos to increase their interest in memorizing and understanding vocab. As a result, the first cycle was changed in the second cycle, and the first method was added to the second cycle slightly. Furthermore, student achievement increased in cycle II, with 100% completeness of students. Table observation result of the students Cycle II can be seen in appencices VI.

Based on the findings of this cycle, the researcher concluded that the application of the use of video songs in teaching and learning activities resulted in an increase. The achievement of the success criteria shows an improvement: first, students are involved in the teaching and learning process. This is known through the activeness of students in the learning process and the results of the observation sheet and adjudication sheet in cycle 2. Second, when it is the students' turn to speak, they can practice the vocab they have gotten from the video song they have watched.

Furthermore, the action of cycle 2 has met all the success criteria. During the application of the approach using video songs, students were more involved and enjoyed following the lesson. As a result, the researcher

came to the conclusion that the activity would be stopped in cycle 2.

G.   Data and Source of Data

1. Data

These data were gathered from the students we would be examining in class, specifically the tenth graders at SMK 17 August 1945 Muncar, in order to find some data when performing research. Find the data in the following way:

a. Observation

The researcher made observations at school and then in the class to be studied before integrating learning in the classroom. There, the researchers discovered a slew of roadblocks that need to be addressed, including the application of English learning that is ineffective, causing some students to lose interest in previous learning. The researcher was then interested in looking at the AKL eleventh grade at SMK 17 AUGUST 1945 MUNCAR.

b. Survey

After surveying numerous courses, the researcher became interested in surveying the AKL eleventh class. Because there are still some pupils who need to enrich their English vocabulary.

c. Document archive

It can be shown from several photos, the results of test work in class, etc.

2. Data Source

Then, from the students and teacher who teach English in the class, determine the source of the data. The real data source will be revealed later.

H. Data Collecting Method

When researchers apply certain approaches, they use research tools. Instruments should be used by researchers to obtain more accurate data. Researchers use research instruments to collect data in order to acquire better results; they are complete and methodical. A questionnaire, a list of observations, interviews, achievement exams, and other types of instruments are examples of instruments. The researcher employed an observation, checklist, documentation, and an achievement exam in this investigation.

1. Observation

According to Creswell (2012), observation is a set of tools used to gather open data by observing people and places in the research setting. Field notes, according to Ary (2010), are brief notes taken by researchers throughout the observation process. Participant observation and non-participant observation are the two sorts of observations based on the researcher's role. Researchers in the observed group were involved in participant observation. Non-participant observation, on the other hand, is a sort of observation in which the researcher is merely an observer and not a participant in the group being studied. In this study, the researchers used participant observation. As a result, the researcher is one of 20 students who teach grade eleventh AKL, putting her in contact with the teaching and learning process. The first research topic is to determine the teacher's challenges in managing class eleventh AKL students in enrich vocabulary.

2. Interview

Interviews are used to acquire data by asking questions and receiving responses from participants. According to Emzir (2010), the interview begins with a series of preliminary questions directed at the research subjects. Furthermore, according to Creswell (2012), the interview is a period during which the researcher asks one or more participants questions and notes their responses. The researcher used the interview as a tool to collect data for the first research problem and demonstrate the second research topic, which was to discover how teachers overcome challenges in managing class eleventh AKL in enrich vocabulary.

3. Documentation

Documents are essentially written documents that deal with some area of society. Documentation connected to this study is used by researchers. The Direct Practice approach is used to create student rosters, student score lists, student workbooks, and teaching and learning photos.

4. Test

An objective test, according to Harjanto, is one that is designed in such a way that the test findings can be evaluated objectively. Everyone who takes the test receives the same result.

I. Data Analysis Method

Data analysis techniques are derived from data interpretation. Observing the teaching and learning process, as well as student test outcomes, provide data for researchers. The researcher next used descriptive quantitative percentage analysis in generating scores to determine how the Direct Practice Method improved students' ability to speak fluently and accurately.

1. Information gathered during the observation

   The observation checklist, is a criterion of scoring level. Table can be seen in appendices VII.

2. Data From Test

   The researcher also utilized the mean method in this study to determine the average of students' scores and to assess students' progress in learning English Speaking skill by Direct Practice in front of class.

J.   Data Analysis Technique

After collecting all of the data from the study devices, the researcher examined the information to find answers to the research questions. The data in this study was divided into two categories: data from research and information gathering and data from preliminary field testing. The following section explains the data analysis strategies for those two groups of data.

Following the data collection, the researcher went through the following processes to assess the data:

1. Use observation data to classify issues in managing AKL student courses and how to overcome them.
2. Determine whether the data offered sufficient information by selecting replies from interviews.
3. Analyze and verify data from observations and interviews.
4. Draw conclusions based on the information gathered from the data anal.

In order to examine the data, researchers must go through several processes of study and data collection. Indonesian was used to conduct the interviews. The findings were, however, translated into English. Row data represents the interview outcomes. In order to capture the core idea of the interview, the researcher summarized the raw data. Researchers reflected on what materials the class and students required based on the results of interviews.

CHAPTER IV
FINDINGS AND DISCUSSION

The outcomes of the research were provided in this chapter, which focused on using album "You" by Ali Gatie to enrich vocabulary.

A.   Summary of Findings

Based on data analysis, it appears that the use of video songs can improve student achievement in enriching vocabulary. Quantitative evidence supports this. Students who score more than 75 in cycle 1 are 11, while students who score more than 75 in cycle 2 are 20, and the percentage of students who score more than 75 in cycle 1 is 55%, while the percentage of students who score more than 75 in cycle 2 is 100%. Qualitative data in the form of observation sheets also supports this. As a result, using video songs was proven to improve students' ability to enrich vocabulary.

The purpose of this study was to use video songs to help students enrich their vocab. The most important aspect of implementing a song video is that it allows students to feel more relaxed and less engrossed. using video songs are selected based on language learning objectives, such as motivating students to actively participate in the teaching and learning process in class, encouraging students to communicate in English, developing positive interactions between students, improving students' speaking skills in English, providing opportunities for students to take the initiative oral communication, asking students to think critically, and enabling students to be more confident in conveying or expressing themselves.

During the teaching and learning process, student outcomes are actively involved. Their reactions to the adoption of the use of video songs had a beneficial effect on their ability to communicate. After the implementation of using the song video, the students were more involved and excited to know the meaning of the new vocab. Students become more curious about the meaning of the song. Students dare to appear and express themselves in front

of the class. With Live Practice, children love to follow the lessons. Finally, the average score from cycle 2 meets the requirements for success.

B.   Discussion

The researcher got some conclusions about the benefits of using video songs approach based on reflection and data acquired during cycles.

1. Establishing objectives

    The following are the specific objectives associated with using video songs to enrich vocabulary in this study.

    a. Provide instructors with design references for teaching and learning activities that involve the introduction of native speakers.

    b. In terms of enriching vocabulary, it is best to use video songs to make the class atmosphere enjoyable.

    c. Encourage students to be more enthusiastic in enriching vocab so that they know the meaning of the new vocabularies they find.

2. The use of media video songs Method is presented.

    The method of using songs to enrich vocab is used to train students' ability to memorize vocab. Researchers provide techniques using western song videos as a paradigm in teaching for several reasons, including:

    a. Because the approach is fun, creative, and innovative, children are motivated to be more enthusiastic in enriching vocabulary by using this method.

    b. So far, students are rarely interested in learning English, so this form of exercise is unique.

    c. Changing the perspective of students who memorize vocab is not as difficult as it seems by using this strategy.

3. Using approaches such as direct practice and observation.

Cycle 1 and cycle 2 are used to apply the use of video song to enrich vocabulary. In AKL 2 class XI SMK 17 August 1945 Muncar there are various activities that use a hands-on approach to master the material for daily activities. Before and after students receive an explanation of the material, the teacher provides direct practical procedures. Daily activities Furthermore, students pay attention to information and research it. Next, the teacher holds an oral exam for students for a good discussion based on the good facts presented by the researcher, then the teacher invites students to practice with other friends or practice alone in front of the class.

4. Observation

In cycle I and cycle II, the instructor observed various activities, including first, students' motivation in learning daily tasks to improve their vocabulary mastery. Second, the teacher observes the students' ability to learn vocabulary, besides that the teacher observes the students' abilities in subjects, such as mastery of word structure, students' pronunciation skills, and so on. Third, the teacher monitors student involvement in the practice of the material

5. Reflecting

The researcher found that the hands-on strategy did not work in my cycle. KKM 75 exists. In addition, 45% of students did not pass the course. Because their vocab is too weak. Meanwhile, children should practice speaking on topics of daily activities. As a result, in the second cycle, the first cycle was slightly changed, and the first approach was slightly revised. In addition, in the second cycle the student's score increased with 100 percent of students graduating.

CHAPTER V
CONCLUSION & SUGGESTION

A. Conclusion

This chapter describes the final results of the research using the album "You" by Ali Gatie to enrich vocabulary. This chapter will discuss conclusions and suggestions regarding the application of using songs to enrich vocabulary.

Based on students' problems in their environment, students like most students have weak vocabulary, moreover students tend to be silent during question and answer activities in the teaching and learning process. Here the researcher found that the students felt less interested in learning English. The students feel bored with English lessons so they pay less attention to what is explained by the teacher. The students do not have high motivation to learn English in the sense of enriching their vocabulary. Another factor that causes low student motivation, especially in memorizing vocabulary, can also be caused by the lack of teacher variation in teaching techniques during the teaching and learning process in the classroom.

To overcome the problems in students, the researcher chose one of the teaching techniques, namely using songs to enrich the vocabulary which was able to create a good learning atmosphere. First and foremost, this method can enhance and motivate students to think critically about information, and encourage them to engage the material broadly, deeply and personally. The method of using songs is able to improve students' skills in memorizing vocabulary. In particular, the method of using songs can make the atmosphere in a class that is usually monotonous more varied, so that students do not feel bored and are more interested in following the lesson.

From this statement, it can be concluded that using song media can increase students' motivation in learning. In short, generating students' interest in knowing the meaning of the song's lyrics can have a positive impact on students' interest and motivation in learning English and improve their

vocabulary.

The following conclusions may be derived after evaluating the data:

1. Based on reflection and data obtained during action research, the researcher found several points that refer to improving vocabulary mastery through the method of using song media.

2. Learning outcomes using songs can improve students' vocabulary. Students are easier to memorize the new vocabulary they find in the songs.

3. The ability to increase students' vocabulary can be shown from their ability to practice conversation using the new vocabulary they found in Ali Gatie's songs.

4. The use of variation strategies in the teaching and learning process in class activities can form students' learning motivation which can increase their interest in enriching vocabulary.

5. Based on reflection in cycles 1 and 2, the researcher found that all the success criteria were met in cycle 2. The results of student responses to the use of the album "You" by Ali Gatie to enrich vocabulary were satisfactory as stated.

6. The results of this study indicate an increase in student achievement in adding vocabulary, especially in class XI AKL 2 SMK 17 August 1945 Muncar. The students' average scores on the second exam demonstrate this. The average score in cycle 1 is 68, and the average score in cycle 2 is 81,5. In cycle 1 there were 11 students who scored more than 75, and in cycle 2 there were 20 students who scored more than 75. And the proportion of students who scored more than 75 in first cycle was 11 students, while the percentage of students who scored more than 75 in the second cycle is 100%. In addition, the observation sheet shows that students' vocabulary memorization skills have improved.

B.   Suggestion

The researcher offers many suggestions based on the findings of the research up to this point, which are directed at researchers, instructors, and students.

1. For other researcher

   a. This discovery of research study can aid and answer their query as a reference for future researchers who will have the same title as this research.

   b. To improve teaching and learning in the future, researchers will need sensational techniques and lots of encouragement. Based on the findings of previous researchers, the researcher recommends the use of song media to enrich students' vocabulary.

2. For the Teacher

   Teachers and researchers should use interesting materials and methods to help students become interested in following the lesson and paying attention to the lesson.

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Appendices I: Basic Action Research Routine

Activity	Explanation
Look	• Gather relevant information • Build a picture: Describe the situation (define and describe)
Think	• Explore and analyze: what is happening here? (Analyze) • Interpret and explain: How/why are thing as they are (theorize)
Act	• Plan (report) • Implement

Appendices II: The Schedule of Research Study

No.	Activity		Date	Month	Year
1	Preliminary Study		13th	October	2021
2	The Cycle I	1 st meeting 2 nd meeting	16th 22th	October October	2021
3	The Cycle II	1 st meeting 2 nd meeting	27th 2nd	October November	2021

Appendiices III: The cycle 1

No.	Stage	Activity
1	Pre-Activities	Getting ready to go Check the student attendance list and say hi. Replay Last but not least, there are activities for brainstorming. Explain what the lesson's goal is. Using songs to enrich vocabulary is introduced. Describe the use of songs to enrich vocabulary method.
2	Main Activity	The use of songs to enrich vocabulary is being implemented. Choosing instructional material Choose a situation and start a conversation. Dialogue for liryc songs that may be taught. Allow for time to teach alone. Students are being asked to change the situation and dialogue. Invite pupils to participate in translating the liryc. Getting use of songs to enrich vocabulary Started (by rules) Evaluating the performance of students
3	Post Activity	Conclusion Students' comprehension is reviewed, evaluated, and checked. Giving instructions for the following meeting's new topic, which must be prepared prior.

Appendices IV: The Activities meeting in the class

Meeting/Date	Activities	Topic	Time
I 13/10/2021	Introduction to the Rule of Using Video Songs	Watching video songs	60
II 14/10/2021	Translating the lyrics together	Have fun	60
III 15/10/2021	Practice translating lyrics	Song in the video	60
IV 16/10/2021	Practice conversation using some vocab in the songs	Lyric in the songs	60
V 18/10/2021	Practice conversation using some vocab in the songs	Lyric in the songs	60
VI 19/10/2021	Practice conversation using some vocab in the songs	Lyric in the songs	60

Appendices V: Preliminary Study Result Score

No	Student	Activity Items					Score
		1	2	3	4	5	
1	GRACE	10	20	10	10	10	60
2	LAIL	10	10	10	10	10	50
3	MELATI	20	20	10	15	10	75
4	ILHAM	10	10	10	10	10	50
5	BILA	10	10	10	20	10	60
6	LUSI	10	10	10	10	10	50
7	MALA	20	10	10	10	10	60
8	OCHA	10	10	10	10	10	50
9	OKI	10	10	10	10	10	50
10	PUTRI	20	15	10	20	10	75
11	DWI	10	10	10	10	10	50
12	RIAN	10	10	10	10	10	50
13	RISKI	20	20	10	20	10	80
14	SEPTA	20	20	10	20	10	80
15	YULI	10	10	10	20	10	60
16	SILVIA	20	15	10	20	10	75
17	TARA	10	10	10	10	10	50
18	AYU	20	10	10	10	10	60
19	FITRI	10	10	10	10	10	50
20	YULIANA	20	10	10	10	10	60
Average Score							59,75

Appendices VI: Observation Result of the students Cycle 1

No	Student	Activity Items					Score
		1	2	3	4	5	
1	GRACE	15	20	15	15	10	75
2	LAIL	20	10	10	20	10	75
3	MELATI	20	20	10	15	10	75
4	ILHAM	15	10	10	15	10	60
5	BILA	20	15	10	20	10	75
6	LUSI	10	10	10	10	10	50
7	MALA	20	10	10	15	10	65
8	OCHA	10	15	10	15	10	60
9	OKI	20	20	10	15	10	75
10	PUTRI	20	15	10	20	10	75
11	DWI	20	15	10	20	10	75
12	RIAN	15	10	10	15	10	60
13	RISKI	20	20	10	20	10	80
14	SEPTA	20	20	10	20	10	80
15	YULI	10	10	10	20	10	60
16	SILVIA	20	15	10	20	10	75
17	TARA	10	10	10	10	10	50
18	AYU	20	10	10	10	10	60
19	FITRI	20	15	10	20	10	75
20	YULIANA	20	10	10	10	10	60
Average Score							68

Appendices VII: Observation Result of the students Cycle II

No	Student	Activity Items					Score
		1	2	3	4	5	
1	GRACE	20	20	10	20	10	80
2	LAIL	20	10	10	20	20	80
3	MELATI	20	20	20	20	10	90
4	ILHAM	20	20	10	20	10	80
5	BILA	20	20	10	20	10	80
6	LUSI	20	10	10	20	20	80
7	MALA	20	20	10	20	10	80
8	OCHA	20	20	10	20	10	80
9	OKI	20	20	10	20	10	80
10	PUTRI	20	20	10	20	10	80
11	DWI	20	20	10	20	10	80
12	RIAN	20	20	10	20	10	80
13	RISKI	20	20	10	20	20	90
14	SEPTA	20	20	20	20	10	90
15	YULI	20	10	10	20	20	80
16	SILVIA	20	20	10	20	10	80
17	TARA	20	20	10	20	10	80
18	AYU	20	20	20	10	10	80
19	FITRI	20	20	10	20	10	80
20	YULIANA	20	10	10	20	20	80
Average Score							81,5

Appendices VIII: Vocabulary Scoring Rubric

No	Rated aspect	Indicator	Score
1	Translating vocabulary	students can translate English vocabulary well.	20
		students have not been able to translate English vocabulary well.	10
2	Reading vocabulary	students can read English vocabulary well.	20
		students have not been able to read English vocabulary well	10
3	Pronounce vocabulary	students can pronounce English vocabulary well.	20
		students have not been able to pronounce English vocabulary well.	10
4	Writing vocabulary	students can write English vocabulary well and quickly.	20
		students have not been able to write English vocabulary well and quickly.	10
5	Use vocabulary in lessons	students can use English vocabulary in classroom learning.	20
		students have not been able to use English vocabulary in classroom learning	10

Description

A : If the Student Scores 90-100

B : If the Student Scores 80-89

C : If the Student Scores 65-79

D : If the Student Scores <64

Appendices XI: Observation Checklist for Student

No.	Name	Paying attention	Asking the question	Responding to the question	practicing the task	Students are active in enriching vocabulary during the process of playing video songs
1.	GRACE	✓				✓
2.	LAIL	✓	✓	✓	✓	✓
3.	MELATI		✓	✓	✓	✓
4.	ILHAM		✓	✓	✓	✓
5.	BILA				✓	✓
6.	LUSI	✓	✓			✓
7.	MALA	✓				✓
8.	OCHA		✓		✓	✓
9.	OKI	✓				✓
10.	PUTRI		✓	✓		✓
11.	DWI	✓	✓	✓	✓	✓
12.	RIAN			✓		✓
13.	RISKI	✓		✓		✓
14.	SEPTA				✓	✓
15.	YULI				✓	✓
16.	SILVIA	✓	✓			✓
17.	TARA	✓			✓	✓
18.	AYU				✓	✓
19.	FITRI	✓	✓	✓	✓	✓
20.	YULIANA	✓	✓	✓	✓	✓

Appendices X: Vocabulary Scoring Rubric

No	Rated aspect	Indicator	Score
1	Translating vocabulary	students can translate English vocabulary well.	20
		students have not been able to translate English vocabulary well.	10
2	Reading vocabulary	students can read English vocabulary well.	20
		students have not been able to read English vocabulary well	10
3	Pronounce vocabulary	students can pronounce English vocabulary well.	20
		students have not been able to pronounce English vocabulary well.	10
4	Writing vocabulary	students can write English vocabulary well and quickly.	20
		students have not been able to write English vocabulary well and quickly.	10
5	Use vocabulary in lessons	students can use English vocabulary in classroom learning.	20
		students have not been able to use English vocabulary in classroom learning	10

Description

A   : If the Student Scores 90-100

B   : If the Student Scores 80-89

C   : If the Student Scores 65-79

D   : If the Student Scores <64

Appendices XI : Lyrics Album "You" by Ali Gatie

1	***It's You*** It's you It's always you If I'm ever gonna fall in love I know it's gon' be you It's you It's always you Met a lot of people But nobody feels like you So, please don't break my heart Don't tear me apart I know how it starts Trust me I've been broken before Don't break me again I am delicate Please don't break my heart Trust me I've been broken before I've been broken, yeah I know how it feels To be open And then find out your love isn't real I'm still hurting, yeah I'm hurting inside I'm so scared to fall in love But if it's you then I'll try It's you It's always you If I'm ever gonna fall in love I know it's gon' be you It's you It's always you Met a lot of people But nobody feels like you So, please don't break my heart Don't tear me apart I know how it starts Trust me I've been broken before Don't break me again I am delicate Please, don't break my heart Trust me I've been broken before I know I'm not the best at choosing lovers (lovers) We both know my past speaks for itself (for itself) If you don't think that we're right for each other (for each other) Then please don't let history repeat itself 'Cause I want you I want you

		There's nothing else I want 'Cause I want you I want you And you're the only thing I want It's you It's always you If I'm ever gonna fall in love I know it's gon' be you It's you It's always you Met a lot of people But nobody feels like you So, please don't break my heart Don't tear me apart I know how it starts Trust me, I've been broken before Don't break me again I am delicate Please don't break my heart Trust me, I've been broken before
2		***Moonlight*** Na, na, na, na, na, na, na, na Ah, yeah, yeah, yeah, ah I bought you things that I didn't even have the money for If I could make you feel so rich, I don't mind feeling poor There's something 'bout you so addictive, had me needing more Yeah, I just wanna hold you Baby, you the one I want I know I've said this all before but I'll say it again You the only one I want and girl, I can't pretend I remember cloudy days, we cuddled in my bed The thought of losing you just makes no sense inside my head You the reason I believe that love is real Ain't nobody make me feel the way you make me feel Darling, tell me, is it real? Or was I lying to myself just to make it feel so real? Ain't nobody gon' love you like I love you Ain't nobody gon' want you like I want you Ain't nobody gon' trust you like I trust you Ain't nobody gon', ain't nobody gon' Ain't nobody gon' love you like I love you Ain't nobody gon' trust you like I trust you Ain't nobody gon' want you like I want you Ain't nobody gon' wanna no no no I can't love nobody anymore You the only one that I ever want I compare her to you, she has never won Now I wanna just be all alone

	Nobody love me like you And I can't love nobody back You remind me of the moon 'Cause every night you coming back What am I supposed to do? If I'm so in love with you I can not get over you I can not get over you Since you left me, every night, I go stare at the moon Wishing it was you and I, that's something we would do Every Sunday morning, I go watch the flowers bloom I do things we used to do, hoping I'll run into you What's a lie and what's the truth I can not get over you Doesn't matter what I do Everyone just looks like you Girl, I smell you everywhere Smell your perfume and your hair I try to act like I don't care Everyone knows (that I care) You the reason I believe that love is real (love is real) Ain't nobody make me feel, the way you make me feel Darling, tell me is it real? Or was I lying to myself just to make it feel so real? Ain't nobody gon' love you like I love you Ain't nobody gon' want you like I want you Ain't nobody gon' trust you like I trust you Ain't nobody gon', ain't nobody gon', no Ain't nobody gon' love you like I love you Ain't nobody gon' trust you like I trust you Ain't nobody gon' want you like I want you Ain't nobody gon', ain't nobody gon' Trust you, like I trust you Ain't nobody gon' Love you like I love you Ain't nobody gon, la, la, love you Ain't nobody gon' Ain't nobody gon'
3	***Used to You*** How am I supposed to be alright? Ever since we split apart, no I'm not doin' fine And I can't lie, my life's been really hard It's difficult to see the light when life is feeling dark I got used to you Yeah, I got used to you Yeah, I got used to you Yeah, you and I I got used to you

	Yeah, I got used to you Yeah, I got used to you So losin' you, it hurts inside (it hurts inside) There's nothing harder than Losing the one you love the most But if I had a chance I'd try again, I'd try some more I feel it in my chest I feel it in my bones I know I'm used to pain, it just never hurts like this before I got used to you Yeah, I got used to you Yeah, I got used to you Yeah, you and I I got used to you Yeah, I got used to you Yeah, I got used to you So losin' you it hurts inside (it hurts inside)
4	***Say to You*** I don't know what to feel anymore What do I have to do? I hate and love the rain But that's just how I feel 'bout you Some days you make me feel so happy Some days I feel blue You still remind me of the rain That's why I fall for you Don't know what to say to you, yeah, yeah Everything's okay to you, yeah, yeah Lately, you've been switching up, yeah, yeah I can't even trust your love, yeah, yeah Don't know what to say to you, yeah, yeah Everything's okay to you, yeah, yeah Lately, you've been switching up, yeah, yeah I can't even trust your love, yeah, yeah How you go with someone else? How'd you leave me by myself? How'd you leave me all alone? Yeah, you used to be my home I can't even lie, want you by my side Yeah, you left me empty and it's something I can't hide Everybody knows, they say that it shows They know that I miss you so I wonder how you don't I don't know what to feel anymore What do I have to do? I hate and love the rain But that's just how I feel 'bout you

	Some days you make me feel so happy Some days I feel blue You still remind me of the rain That's why I fall for you Don't know what to say to you, yeah, yeah Everything's okay to you, yeah, yeah Lately, you've been switching up, yeah, yeah I can't even trust your love, yeah, yeah Don't know what to say to you, yeah, yeah Everything's okay to you, yeah, yeah Lately, you've been switching up, yeah, yeah I can't even trust your love, yeah, yeah Trustin' what you told me and what you show me Thought that we was homies and that you know me Didn't think you'd play me, I thought you'd save me Yeah, you drove me crazy, you're still my baby After what we've been through and all the problems I thought you would help me and we could solve 'em Didn't think you'd play me, I thought you'd save me Yeah, you're still my baby, you drove me crazy Don't know what to say to you Everything's okay to you Lately, you've been switching up I can't even trust your love, yeah, yeah Don't know what to say to you, yeah, yeah Everything's okay to you, yeah, yeah Lately, you've been switching up, yeah, yeah I can't even trust your love, yeah, yeah
5	***Love You Like That*** Love you like that Love you like that Love you like that Baby I love you like that, woah My love is deep like the ocean, high like the sky Strong like the wind, calm like July Warm like the Summer, cold like December I still remember, always remember, yeah You smell like a rose, look like a flower The way the night goes, I feel like it's ours, yeah Time is frozen, fill the hours It taste bittersweet, our love is sour I still remember, I can't forget The night I saw you, the night we met The night was young, the sky was dark You light my world, you're my spark Our love grew old and holdin' on And now your love is all I know Rare like a diamond, constantly shining

	Feel like I'm flying, this is our time, yeah Girl you know I love you and I love you like that I ain't gon' change nothing 'cause I love you like that If I ever leave you know I'm coming right back Girl you know I love you, girl you know I love you, yeah Girl you know I love you and I love you like that I ain't gon' change nothing 'cause I love you like that If I ever leave you know I'm coming right back Girl you know I love you, yeah, girl you know I love you, yeah (Girl you know I love you and I love you like that I ain't gon' change nothing 'cause I love you like that If I ever leave you know I'm coming right back Girl you know I love you, girl you know I love you, yeah) (Girl you know I love you and I love you like that I ain't gon' change nothing 'cause I love you like that If I ever leave you know I'm coming right back Girl you know I love you, yeah, girl you know I love you, yeah)
6	***Sunshine*** You're my sunshine When my vision is cloudy You taste like red wine I love the taste of your body I'm so intoxicated by your love You're the melody that's stuck on my mind You're my remedy, you've been that the whole time I'm so intoxicated by your love Are you asking me to move on? Are you asking me to forget? I been waiting for you too long So leaving you it makes no sense Let's not worry about the drama There's no need for acting upset I'm not asking for a promise I'm just saying don't give up yet You are my sunshine When my vision is cloudy You taste like red wine I love the taste of your body I'm so intoxicated by your love You're the melody that's stuck on my mind You're my remedy, you've been that the whole time I'm so intoxicated by your love And I'm so stuck on you (On you) And I'm start loving you I just miss what we had, don't you miss it too? All the things that we planned, things we meant to do I'll do everything I can just to be with you One more time

You're my sunshine
When my vision is cloudy
You taste like red wine
I love the taste of your body
I'm so intoxicated by your love
You're the melody that's stuck on my mind
You're my remedy, you've been that the whole time
I'm so intoxicated by your love

7	***How Things Used To Be***

I wonder how you are
I wonder if you think of me
And when I'm all alone
I think of how things used to be
I'm stuck here writing songs
I wonder if they're helping me
The moments when you're gone
To me they feel like eternity
The way you make me feel, make you feel so significant
You got me right in the mind, you searchin' for synonyms
The feelings that I got for you, cannot get rid of them
What you gon' say, I'm gon' trust it, don't need no evidence
When I be feelin' so sick you be like my medicine
The way we got our connection, it feel so effortless
The way we talkin', we always talkin' so intimate
And that's the reason I know our love is innocent
I've been wonderin'
I've been thinkin', are you thinkin' of me?
I wonder how you are
I wonder if you think of me
And when I'm all alone
I think of how things used to be
I'm stuck here writing songs
I wonder if they're helping me
The moments when you're gone
To me they feel like eternity
Tell me what you need, you know I got it right now
I'ma treat you right, yeah I would never treat you wrong
Girl, I know you always love to listen to my songs
I know what you love, I know exactly what you're on
You got my love, don't worry girl, yeah you got my love
And you know that you won't ever have to worry 'bout
I got your trust girl, I will never break it
Ever since I laid my eyes on you I've been thinkin'
I've been wonderin' (I've been wonderin')
I've been thinkin', are you thinkin' of me?
I wonder how you are
I wonder if you think of me
And when I'm all alone

	I think of how things used to be I'm stuck here writing songs I wonder if they're helping me The moments when you're gone To me they feel like eternity
8	***Holding On*** Don't give up so easy, we could work it out I don't wanna let you be a part of my past Way before I came up you was holdin' me down I'll always put you first, just to make sure we last I don't wanna fight about the thing that we did I don't wanna argue like we used to (Used to) I'm wonderin' why you just can't forget and forgive Just let me hold you down like I used to (Like I used to) I keep holding on I can't lose you, I won't give up The nights are feelin' long I'm losin' sleep dreaming 'bout us And after all we've done Don't you dare walk out on me 'Cause I keep holding on This can't be a memory In the past I know I lied to you I won't blame it on my ignorance Now I'd rather that you know the truth I know for us it's worth it in the end We askin' questions like an interview Always talkin', never listenin' I made mistakes but baby so did you We only did it out of innocence I keep holding on I can't lose you, I won't give up The nights are feelin' long I'm losin' sleep dreaming 'bout us And after all we've done Don't you dare walk out on me 'Cause I keep holding on This can't be a memory
9	***Lost My Lover*** Sometimes, people start movin' different And they start, feeling different thing But this is how I'm feeling right now, yeah When you told me that you love me, was it something that you meant? When I told you that I loved you, that's the only thing I felt Told you I would take a bullet for you but then you still left Never had to take that bullet but you was leavin' felt like death

Lost my lover, lost my friend
Lost my start and lost my end
I'm not fine but I'll pretend
You're my what, how, why and when
I still wonder how you are
You're so close but you're still far
I can't get to you by car
'Cause you live inside my heart
You're my sunshine, you're my storm
With you is where I belong
You feel safe, you are my home
Always been my comfort zone
And now I live all alone
I think about you daily
From the sunrise to the sunset
I watch the water move
Rememberin' days you used to move me
There's something bliss about lovin' you
Like I was born to fall for you
Like I was born to be hurt by your words
You never meant to say, your words are poison
I sip on your lies, like it's my favorite drink
It's like being addicted to something that's killin' you
But baby I'm feelin' you
You're Heaven and Hell
The warmest Summer and coldest Winter
The sweetest soul with a heart so bitter, it never made sense to me
You taught me love and heartbreak
How to gain love and then lose it (lose it)
How to feel love and abuse it (abuse it)
Love is a drug I'm usin' (I'm usin')
You're my worst nightmare and favorite dream
But isn't it ironic the one I dream about's the reason I can't sleep?
Isn't it ironic the one I dream about's the reason I can't sleep?
Tell me isn't it ironic (the one I dream about's the reason I can't sleep?)
Yeah
When you told me that you love me, was it something that you meant?
When I told you that I loved you, that's the only thing I felt
Told you I would take a bullet for you but then you still left
Never had to take that bullet but you was leavin' felt like death
Lost my lover, lost my friend
Lost my start and lost my end
I'm not fine but I'll pretend
You're my what, how, why and when
I still wonder how you are
You're so close but you're still far
I can't get to you by car
'Cause you live inside my heart
You're my sunshine, you're my storm
With you is where I belong

You feel safe, you are my home
Always been my comfort zone
And now I live all alone
I said
Isn't it ironic the one I dream about's the reason I can't sleep?
Isn't it ironic the one I dream about's the reason I can't sleep?

Nomor : 31.5/273.22/TBIG/FTK/IAIDA/C.3/II/2022
Lamp. : -
Hal   : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

SMK 17 Agustus 1945 Muncar

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

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   : **MUHAMMAD KHOIRUL MUTAQIN**
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Dosen Pembimbing : **Mohamad Nor Shodiq, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

Using Album "You" by Ali Gatie to Enrich Eleventh Grade Students' English Vocabulary in Speaking Skill at SMK 17 Agustus 1945 Muncar in Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 01 Februari 2022
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
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SURAT KETERANGAN
Nomor : 039 /2192/ 429.245.070 /2022

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Jabatan	: Kepala Sekolah
Unit kerja	: SMK 17 Agustus 1945 Muncar
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Dengan ini menerangkan bahwa :

Nama	: MUHAMMAD KHOIRUL MUTAQIN
Tempat & tanggal lahir	: Banyuwangi, 26 November 1998
NIM	: 18112210012
Alamat	: Dsn Sumberreje RT/RW : 061/010 Desa : Tegaldlimo.
	Kecamatan Tegaldlimo – Banyuwangi

Yang bersangkutan benar-benar telah melaksanakan Penelitian di SMK 17 Agustus 1945 Muncar.

Demikian surat keterangan ini kami buat untuk dapatnya dipergunakan sebagaimana mestinya.

Muncar, 28 Maret 2022
Kepala Sekolah

SUSILO KASRI, SH. MH

NIM	18112210012				
NAMA	**MUHAMMAD KHOIRUL MUTAQIN**				
FAKULTAS	**TARBIYAH DAN KEGURUAN**				
PROGRAM STUDI	**S1 TADRIS BAHASA INGGRIS**				
PERIODE	**20212**				
JUDUL	**Using Album "You" by Ali Gatie to Enrich Eleventh Grade Students' English Vocabulary in Speaking Skill at SMK 17 Agustus 1945 Muncar in Academic Year 20212022**				

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	02 Juni 2022	03 Juni 2022	revision	correcting all
2	20212	25 Mei 2022	30 Mei 2022	chapter 5	conclusionrn
3	20212	20 April 2022	30 April 2022	chapetr 4	understanding discussion
4	20212	10 Februari 2022	28 Februari 2022	chapter 3	undertsanding of research problem
5	20212	15 Januari 2022	25 Januari 2022	chapter 2	finding literation
6	20212	16 Desember 2021	24 Desember 2021	background of the study 2	determining the corect sturctures
7	20212	10 Desember 2021	15 Desember 2021	chapter 1	background of the study
8	20212	02 Desember 2021	09 Desember 2021	chosing the titile	still knowing the exact title

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THESIS USING ALBUM "YOU" BY ALI GATIE TO ENRICH ELEVENTH GRADE STUDENT'S ENGLISH VOCABULARY AT SMK 17 AGUSTUS 1945 MUNCAR IN THE ACADEMIC YEAR 2021/2022 BY MUHAMMAD KHOIRUL MUTAQIN NIM.18112210012 ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE DARUSSALAM BLOKAGUNG BANYUWANGI 2022 REQUIREMENT FOR DEGREE USING ALBUM "YOU" BY ALI GATIE TO ENRICH ELEVENTH GRADE STUDENT'S ENGLISH VOCABULARY AT SMK 17 AGUSTUS 1945 MUNCAR IN THE ACADEMIC YEAR 2021/2022 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 Department BY MUHAMMAD KHOIRUL MUTAQIN NIM.18112210012 ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE DARUSSALAM BLOKAGUNG BANYUWANGI 2022 ADVISOR APPROVAL SHEET This is certifying Sarjana's thesis on Muhammad Khoirul Mutaqin has been approved by the thesis advisor for further approval by the board of examiners.

Banyuwangi, 14th June 2022 Advisor _ _ Mohamad Nor Shodiq, M.Pd. _ _NIYP. 3151427067901 _ _ APPROVAL OF THE EXAMINATIONS COMMITTEE This is to certify that the thesis Muhammad Khoirul Mutaqin has been approved by the board of examiners. Banyuwangi, 14th June 2022 Faiqotur Rizkiyah, M.Pd. NIYP. 3151710129201 _Examiner 1 _ _ Mohamad Nor Shodiq, M.Pd. NIYP. 3151427067901 _Examiner 2 _ _ Moh.

Mahmud, M.Pd. NIYP. 3150506057801 _Examiner 3 _ _ Acknowledgment by Dean of Education and Teacher Training Faculty _Head of English Education Department _ _Dr. Siti Aiamah, S.Pd., M.Si. NIPY.3150801058001 _Dr. Zulfi Zumala Dwi Andriani, MA. NIPY.3150722128404 _ _

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMK 17 Agustus 1945 Muncar

Mata pelajaran : bahasa inggris

Kelas/Semester : XI/Ganjil

Materi Pokok : Vocabulary

Alokasi Waktu : 9x35 Menit

A. Tujuan pembelajaran siswa mampu :
   1. Mempraktekkan kosa kata bahasa inggris yang didapat didalam lagu
   2. Memmahami kosa kata bahasa inggris yang ada didalam lagu

B. Langkah langkah pembelajaran
   1. Peserta didik mencermati tujuan pembelajaran
   2. Peserta didik memperhatikan keterangan guru
   3. Peserta didik membuat catatan kecil mengenai materi yang sudah diberikan
   4. Setelah mendapat materi, peserta didik mempraktekkan vocabulary yang didapat

C. Penilaian
   1. Sikap : Observasi saat proses pemutaran video lagu
   2. Pengetahuan : Peserta didik dapat mengerti arti dari vocabulary yang ada didalam lagu
   3. Keterampilan : Peserta didik dapat mempraktikkan vocabulary yang didapat untuk berkomunikasi

Muncar, 07 Oktober 2021

Mengetahui,

Kepala Sekolah

SUSILO KASRI,SH.MH

Guru Mata Pelajaran

MUHAMMAD KHOIRUL MUTAQIN

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMK 17 Agustus 1945 Muncar

Mata pelajaran : bahasa inggris

Kelas/Semester : XI/Ganjil

Materi Pokok   : Vocabulary

Alokasi Waktu   : 9x35 Menit

A. Tujuan pembelajaran siswa mampu :
   1. Mempraktekkan kosa kata bahasa inggris yang didapat didalam lagu
   2. Memmahami kosa kata bahasa inggris yang ada didalam lagu

B. Langkah langkah pembelajaran
   1. Peserta didik mencermati tujuan pembelajaran
   2. Peserta didik memperhatikan keterangan guru
   3. Peserta didik membuat catatan kecil mengenai materi yang sudah diberikan
   4. Setelah mendapat materi, peserta didik mempraktekkan vocabulary yang didapat

C. Penilaian
   1. Sikap   : Observasi saat proses pemutaran video lagu
   2. Pengetahuan   : Peserta didik dapat mengerti arti dari vocabulary yang ada
      didalam lagu
   3. Keterampilan   : Peserta didik dapat mempraktikkan vocabulary yang didapat
      untuk berkomunikasi

Muncar, 07 Oktober 2021

Mengetahui,

Kepala Sekolah

SUSILO KASRI,SH.MH

Guru Mata Pelajaran

MUHAMMAD KHOIRUL MUTAQIN

DOCUMENTATIONS

BIOGRAPHY

Personal Data

Name	: Muhammad Khoirul Mutaqin
Address	: Tegaldliimo – Tegaldlimo – Banyuwangi
Gender	: Male
Place and Born	: Banyuwangi, 26 November 1998
Religion	: Islam
E-mail	: irulcampuzw@gmail.com
Social Media	: Irul Wa'on

Educational Background

Kindergarten	: TK Panca Bhakti
Elementary School	: SDN 5 Tegaldlimo
Junior High School	: SMP Plus Darussalam
Senior High School	: MA Al Amiriyyah
University	: IAI Darussalam Blokagung