

**Minimizing Students' Listening Anxiety Using
YouTube Song Video**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Language Education



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2023

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ABSTRACT

Title : **Minimizing Students' Listening Anxiety Using YouTube Song Video**
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Music and song are included in teaching media. The use of music and song in the classroom can stimulate very positive associations with someone who studies the language. The purpose of this research is to explain the effectiveness of using YouTube song video to minimize. The research method used quantitative and quasi experimental research design. The research instruments used post-test and pre-test. The research participants were the eight graders of SMPN 18 Semarang in the academic year of 2022/2023. They consisted 26 students of experimental class and 27 students of control class. Furthermore, to analyze the research data using SPSS Statistics 23. The results showed that the post test score average of the experimental class was 78.28 and the post test score average of the control class was 65.93. In this study, children's songs were used as a medium to minimize anxiety in listening skill. Students were taught using YouTube song videos and students have become relaxed and easy to understand.

Keywords: *Listening, Minimizing, Music, YouTube Song Video*

DEDICATION

In the name of Allah SWT., the beneficent and merciful lord of the world. *Shalawat* and salutation may always be delivered to Prophet Muhammad SAW. Until the end. No writing project is successful without the patience and prayer of everyone. So, it is not enough if just to write their name on this thesis. Therefore, I dedicate this thesis to :

My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah, the Beneficent the Merciful, **Alhamdulillahirrobbil'alamiin**, all praises are belonged to Allah SWT, The Most Gracious and Merciful. None of the best words to express my gratitude until this thesis could be completely finished. **Sholawat and Salaam** were always given to our beloved prophet Muhammad SAW whom we hope to given us *Syafa'at* in here after, amiin.*

Alhamdulillah, finally the researcher has finished in writing this final project for the requirement for the degree of bachelor education in English Language Education Department of Walisongo State Islamic University (UIN) of Semarang. Therefore, the researcher would like to express the deepest gratitude to :

1. The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang,
Dr. KH. Ahmad Ismail, M.Ag., M. Hum
2. Dra. Nuna Mustikawati Dewi, M.Pd as the head of English Education Department.
3. Lulut Widyaningrum, M.Pd as the Secretary of English Language Education Department of Walisongo State Islamic University (UIN) Semarang.

4. Thanks to Dr. Hj. Siti Mariam, M,Pd as my advisor, who good guidance, correction, suggestion, motivation and patience for this graduation paper from beginning until the end. May Allah SWT bless you.
5. Thanks to all lecturers Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang. Especially the lecturers of English Education Department of Walisongo State Islamic University (UIN) Semarang.
6. Thanks to all English Teachers of SMPN 18 Semarang, Budi Siswanto, S.Pd, who have given permission to conduct research and provide guidance during the research.
7. Thanks to headmaster of SMPN 18 Semarang, Drs. Puyadi, M.Pd. . Who has given permission for doing the research.
8. All class VIII-H and VIII-Gat SMPN 18 Semarang, for their willingness to be a respondent in this research.
9. Again and always thanks to my beloved parents Mr. Mufti Ali and Mrs. Nurita who always give me love, support, and pray for my successful life. My Allah SWT always give blessing health and happiness for you.
10. My beloved youngers sister, Kaila Aisyah Nur, who has been supportive, also helped in this research process.
11. All member of PBI A 2018. Who made my collage more completing this thesis.

12. My roommates, Yuni, Firis, Riza, Ilin, and Ikhda who always accompany, support and assist in this process of completing this research.
13. My beloved friend Tyas Artha Kelana, Thank you for the support, prayers, and help that has been given so far.
14. For You **1901003**, Thank you for being the home I've been looking for. have contributed a lot in writing this thesis, always give good, calm, thoughts, and always patient with me. Thank you for being a part of my journey so far. May Allah SWT always give health for you.
15. The last, Thank you for myself, who is always strong and enthusiastic in working on this thesis. sometimes everytime I do it, I always cry. You are great and always be patient.

Semarang, 24 Maret 2023

The writer,

Nurrahayu Agustina

1803046019

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MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ

“Allah is Sufficient for us. Most Excellent is He in Whom we trust”

(QS. Ali ‘Imran 3:173)¹

¹ Tafsirq.com/3-ali-imran/ayat-173.

CHAPTER I

INTRODUCTION

This chapter describes the research background, research question, research objective, pedagogical significance of the study.

A. Background of The Research

Principally, children are the plural of child and the definition child itself is an individual who has not reached puberty. Children song is a group of beautiful words in which there are messages to be conveyed to individuals who have not reached puberty and presented with a beautiful music. So, that they can get the message. But in fact, it can be enjoyed by everyone. It can be enjoyed by teenagers, adults, and even old people. Children's song may be a nursery rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education. English as one of international languages

in Indonesia has an important role in education². Based on government rule number 3 2 year 2013 subsection 70 verse 3 and 5, English becomes one of some subjects in national examination for junior and senior high school.³ Many students do not understand what the teacher is saying because of students to master vocabulary. In addition to the methods by teachers in learning English which are less creative and innovative and the teacher's inability to manage learning in class with the help of media. That can make it easier for students to understand language material more quickly English. The teacher only explains grammatically then gives assignments and collects student work. So that students participation in class are not optimal, students feel bored, lack motivation and enthusiasm for learning and feel pressured, especially when English lessons are taught

² Jeremy Harmer, *The practice of English language teaching*, United Kingdom Longman publishing, 2002.

³ *Peraturan Pemerintahan Republik Indonesia No. 32/2013* subsection 70 verse 3 and 5, pp. 16-17.

in the last hours of class. Teaching methods greatly affect learning, inappropriate teaching methods will also affect student learning. Inappropriate teaching methods can occur, for example, because the teacher deficiency preparation and lacks mastery of the subject matter. So that the teacher presents it unclearly or the teacher's attitude towards students and or the subject itself is not good. Students are not happy with the learning provided lesson or teacher. As a result, students become lazy to study.

As we know every student has different knowledge and abilities, often students who have low abilities cannot participate. In the learning process, so that students with limited abilities cannot improve their learning achievements. There are many media that can be used in a learning process. Media can create more interesting atmosphere in the class. Making students more enthusiastic and excited in learning listening is the goal of teacher in teaching and learning process. There are kinds of media that often used in language learning process, such as

songs, pictures, and videos.⁴ Its importance also shows that according to Minister of Education and Culture Decree No.69/1967, English becomes one of compulsory subjects taught from junior high school up to university. Further, Harmer states that probably the greatest number of language learners in the world are caused by the school curriculum whether they like it or not. One of the strategies that can be used by teacher is using media to support the teaching learning process.⁵ There are some teaching media available now, so 'the writer uses song lyrics to improve students' listening skills. Listening skill is effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is one of skills Language. It requires a desire to understand another human being, an attitude of respect and

⁴ Muhammad Ali, *Guru dalam Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 2004).

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: longman publishing, 1996), p.1.

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

It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes. For students, listening is very important skill that has to be mastered. Listening also is the most basic and powerful way to connect to another person. Perhaps, the most important thing we ever give each other is our attention⁶.

Music is powerful stimulus for students' engagement precisely because speaking directly to our emotions while still allowing us to use our brains to analyze it and its effect if we so wish. Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language. A piece of song can change and prepare students for a new

⁶ Jeremy Harmer, *The Practice of English Language Teaching 3 ed* (United Kingdom: Longman Publishing, 2002), p. 241.

activity. It can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning. Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language. A piece of song can change and prepare students for a new activity, it can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning.

Listening is one of language skills. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes. The reason why the writer conducts this research because the students of SMPN 18 Semarang are still having difficulties in listening. They have problems of anxiety about listening YouTube song video.

So, the students can not recognize the main point in listening task. Therefore, the writer thinks that there should be an alternative way that can be applied which is hoped to be useful in Minimizing students' Listening Anxiety using YouTube Song Video. By using children songs will be easy to gain success in their listening goal.

In this research the writer used children songs as a media to Minimizing students' Listening Anxiety using YouTube Song Video and the students were relax and easy to understand. So, the researcher conducted research under title *Minimizing students' Listening Anxiety using YouTube Song Video*.

B. Research Questions

How is the effectiveness of YouTube song video to minimize students listening anxiety at the eighth graders of SMPN 18 Semarang?

C. Research Objective

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

To explain the effectiveness of using YouTube song video to minimize students listening anxiety at the eighth graders of SMPN 18 Semarang.

D. Pedagogical Significance

This study is important for three reasons:

1. For students

It is hoped that students can improve their listening skills by using children's songs. Songs can also be a great medium for natural language. In addition, songs will make students relax and have fun. By using songs, make students comfortable and begin to be lulled by the tone and language that is conveyed, so that students do not feel bored while learning.

2. For the teachers

This learning is expected to enrich teacher strategies in teaching. This research will provide support to English teachers to find the best method of teaching listening. The researcher hopes that the results of this study can be useful

for other teachers in applying methods that can help teachers increase student interest in teaching listening.

3. For other researchers, they can use this study as a reference to conduct the next research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous research and theoretical review.

A. Previous Research

There are some researches done and related to this topic, those are:

A research conducted by Tri Listiyaningsi about The Influence of Listening English Song to Improve Listening Skill in Listening Class. This article is written to describe the influence of listening to English songs to improve listening skills, especially in the listening class. What influence that embossed by listening to English song is also explained in this article.⁷

⁷Tri Listiyaningsi. "The Influence Of Listening English Song to Improve Listening Skill in Listening Class", *Journal of Multidisciplinary Studies*, (Vol. 1, No. 1, 2017), p. 36.

Through the qualitative method, the data gathered showed that listening. English song can improve listening skill. Listening skill is one of skill in the English language that should be mastered. People who learn the English language should master the listening skill. To improve listening skill, people can exercise through listening skill English song because listening English song has the benefit to improve listening skill.

This article showed that listening English Song can improve the listening skill because can be media to improve listening skill. When someone learn about English language, they should comprehend in learning English language. Listening to English song can add the vocabularies, improve pronunciation, and can make comprehend in listening skill and there is way to improve listening skill. Vocabulary can be obtained because people will usual to listen the English word and it can add new vocabularies. Improving pronunciation can be obtained because when listen English song, the singer usually is native speaker of English and

they will pronounce English well. So that people can use the English song to improve the ability.

The similarity with my research, this journal showed that listening to English songs can improve listening skills because songs can be media to improve listening skills. The difference in this research is the method used research from Tri Listiyaningsih used qualitative methods while the method used by the author is a quantitative method.

A research was conducted by Weiyi Ma, Anna Fiveash, Elizabeth Margulis, Douglas Behrend, William Forde Thompson, Song and (Infant-Directed Speech) facilitate word learning, 2019. Song and IDS facilitated word learning and long-term memory, and that the facilitative strength of the added musical attributes did not differ between song and IDS. Furthermore, we showed that song and IDS facilitated language learning by enhancing encoding of the speech signal rather than facilitating word recognition. Language learning is critical to human development, as language enables information communication, self-expression, and

the formation and maintenance of social relationships. Like language, music serves as a major auditory channel of communication, and is widespread across human culture. An extensive body of research shows that song words can enhance language learning and memory in children and adults. In the study used experimental study which is each participant was tested in a word learning task immediately after exposure and then one day later to assess both immediate word learning and long-term memory of the learned words.⁸

The similarity with my research, the research equation lies in one type, namely using songs in their research. The Difference, is this study uses 3 types, namely (ADS, IDS, and Song). This study also presented Chinese words using familiar and familiar melodies.

⁸ Weiyi Ma, Anna Fiveash, Elizabeth Margulis, Douglas Behrend, William, “Song and Infant-Directed Speech Facilitate Word Learning”, *Quarterly Journal of Experimental Psychology*, (Vol.73, No. 7, 2019), p. 17.

A research was conducted by Ping Yang and Hui Yang previous research Psychophysiological Effects of Rhythmic Music Combined with Aerobic Exercise in College Students with Minimal Depressive Symptoms: Mental health problems are common during the transition from adolescence to young adulthood. Previous studies reported that rhythmic music plus aerobic exercise can have a beneficial effect on emotional state. We examined whether the beneficial effect differed between aerobic exercise interventions with or without rhythmic music. A sample of 94 college students who either had no depressive symptoms ($n = 47$) or minimal depressive symptoms ($n = 47$) underwent 30-min interventions in a randomized and counterbalanced order: rest, rhythmic music, aerobic exercise and aerobic exercise plus rhythmic music. ⁹Response time and accuracy of selective

⁹ Ping Yang and Hui Yang, “*Psychophysiological Effect of Rhythmic Music Combined with Minimal Depressive Symptoms*”, (scienceDirect, 2022), 1-8.

attention to positive and negative images were recorded using the spatial cueing paradigm. Participants' heart rate during all conditions and perceived exertion after each condition were measured to clarify physiological and perceptual responses, respectively. The results revealed that a multimodal intervention combining aerobic exercise and rhythmic music had a significant facilitator effect on intentional bias to positive emotional cues in minimal depressive participants ($t = -2.336$, $p = 0.024$), including less perceived exertion and higher heart rate after/during the intervention process. The single-modality intervention of aerobic exercise had significant positive effects for individuals with no depressive symptoms ($t = -2.510$, $p = 0.016$). The multimodal intervention was more effective than the single-modality intervention for individuals with minimal depressive symptoms, but the single-modality aerobic exercise intervention was more effective for individuals with no depressive symptoms, providing new evidence for the specificity of the

intervention effect for people with different degrees of depressive symptoms.

The similarity with my research, of this research found in the object, which is carried out on students who experience mental health disorders. The difference, in this research is using a YouTube song video to minimize students' anxiety.

A research was conducted by Eicha Afriyuninda *The Use of Listening Songs to Improve English Students' Listening Skills*. Listening is one of the language skills. An essential part of the telecommunicate action process that should be mastered by the students. Listening is one of the language skills. It is an essential part of the telecommunication process that should be mastered by the students. By listening, the students can acquire information and develop what the speakers say. According to (Brown, 2006), listening is an activity to put the information they have heard. It means that listening is an important skill for students especially in the teaching and learning process. Furthermore, listening is the activity of

paying attention to the speaker and trying to find meaning from something that is heard (Underwood, 1989: 1).¹⁰ Listening is also the most important language skill and a part of communication, from listening. We can share our ideas with other people. Nowadays, English is a communication tool especially during pandemics which online activity runs the most. Thus, English is one of the life skills that must be mastered by every student. So that they have a competitive advantage in the world of work or a compilation developed from universities.

The results of this study are focused on the use of English songs in teaching listening that listening to English songs can help improve their listening skills, not only that they can also practice good and correct pronunciation, and can learn new vocabulary by practicing listening to English songs to improve their skills. They listen to them. As a

¹⁰ Eicha Afriyuninda, Lulut Oktaviani, "The Use of Listening Songs to Improve English Students' Listening Skills", *Journal of English Language Teaching and Learning*, (Vol. 2, No. 2, 2021), p. 80.

result, it was easier for them to memorize the pronunciation of these words by singing a song. The purpose of this study was to determine how much influence English songs have on improving listening skills for English students . The results of the study on 100 students showed that there was a positive relationship between the use of English songs and listening skills.

The similarity with my research, study investigated students' listening skills using English songs. Because, for choosing this topic based on listening ability problem. The aim of this research is to know the usefulness of English songs to improve students' listening skills. The difference in this study is the method used by Eicha Afriyuninda research using a qualitative method while the method used by the author is a quantitative method.

B. Literature Review

1. Listening Skill

English has four skills that students must master. These skills are reading, listening,

writing and speaking. From this skill, listening is a skill that feels difficult to master, because it requires more attention and concentration to understand the sound or listening to the material. From the above sentence, it can be concluded that listening carefully is a process to start the mind. In other words, by listening we can learn and understand many lessons.

a) Definition of Listening Skill

Listening is a complex, problem solving skill and it is more than just perception of sounds. Listening includes comprehension of meaning bearing words, phrases, clauses, sentences and connected discourse¹¹. Furthermore, Listening is the activity of paying attention and trying to get the meaning of something heard. This is a medium where children, young people

¹¹ Mehdi Nowruzi, “The Instruction of Meta-Cognitive Listening Strategies and Its Impact on Listening Performance of High and Low-Test-Anxious Intermediate Learner” *Journal of Studies in Learning and Teaching English*, (Vol.1, No.3, 2013), p. 16.

and adults get most of their information, their understanding of the world and human affairs, their ideals, sense of value and appreciation¹². Listening skill can be meant as ability to pay attention or to hear something. In addition, Michael Rots said listening in language teaching refers to a unique complex process that allows the listeners to understand spoken language by pacing, units of encoding, and pausing factually¹³.

The definitions above are about listening in general. While listening skill is a core component of second-language proficiency¹⁴. So, we can say that listening

¹² Vidya Mandarani, "Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down dan Bottom-Up" *Jurnal Pedagogi A I* ISSN 2089-3833, (Vol.5, No.5, Agustus 2016), p. 190.

¹³ Michael Rost, "Listening", *Ronald Carter and David Nunan (eds.), The Cambridge Guide to Teaching English to Speakers of Other Languages*, (Cambridge: Cambridge University press, 2001), p. 7.

¹⁴ Jack C. Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p. 1.

is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. After that, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

b) Techniques of Teaching Listening

According to Brown, said that teachers should be familiar with some practical principles for designing listening comprehension teaching techniques.¹⁵ Brown summarizes some principles for designing listening teaching techniques as the followings:

- 1) In an interactive, four skills curriculum, do not overlook the importance of techniques that

¹⁵ H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (second edition)*. White Plains, (New York: Longman/Pearson Education, 2001), p. 258.

specifically develop listening comprehension competence.

- 2) Use intrinsic motivation techniques.
 - 3) Utilize authentic language and contexts to make students realize the relevance of classroom activity to their long-term communicative goals.
 - 4) Carefully considers the form of listeners' responses to see whether or not their comprehension has been correct.
 - 5) Encourage the development of listening strategies, because most foreign language students are simply not aware of how to listen.
 - 6) Include both bottom-up and top-down listening techniques, because both of them can offer keys determine the meaning of spoken discourse.
- c) Difficulties in Listening Skill

Many of differences between listening and reading illustrate just why listening is

considered a difficult skill. The difficulties can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment.¹⁶

Listening is usually a difficult skill for students to master. The first reason is that students do not have text in front of them to be seen if they do not understand information. Second is the accent and intonation of native English speakers. In addition, every country has regional dialects and accents that can confuse listeners. All this makes learning to listen to be a major challenge and it is not surprising that students can experience difficulties.

d) Principles of Teaching Listening

¹⁶ J.J. Wilson, *How to Teach Listening*, (New Mexico: USA, 2008), p.12.

Helgesen and Brown mention some principles for teaching listening to beginning learners. They are as follows:¹⁷

- 1) Be aware of the goal of the task. If tasks require a clear outcome, then it follows that learners need to be aware of what the goal is before they begin the activity.
- 2) Use a variety of tasks. Learners need to become comfortable with a variety of tasks. This is because learners listen to different things in different ways.
- 3) Be aware of the difference between spoken and written language. One of the biggest differences between spoken and written language is that in informal conversation people usually do not speak in sentences. They speak in short phrases called idea units.

¹⁷ M. Helgesen and Brown S. *Practical English Language Teaching, Listening*. (New York: McGraw-Hill ESL/ELT, 2007). p. 32.

4) Build on success. To help the students become successful listeners, the teacher needs to give them successful experiences.

e) Strategies good listeners use

Based on JJ Wilson strategies can be divided into three groups: cognitive strategies, metacognitive strategies, and socio-affective strategies:

1) Cognitive strategies are those that we use in order to complete an immediate task. For example, a student may find out about the topic before listening, in order to predict content.

2) Metacognitive strategies are related to learn in general and often have long-term benefits. For example, students might choose to tune in to BBC recording once a week as a strategy for improving their listening.

3) Socio-affective strategies are concerned with the learners'

interaction with other speakers and their attitude towards listening. For example, they may choose to rehearse a telephone conversation with another student in order to develop confidence, or reward themselves with a doughnut when they successfully complete some task in the target language.

Good listeners use many strategies simultaneously and in accordance with the task at hand. They may listen regularly to radio broadcast (metacognitive), take notes on the key points (cognitive) and then fellow students in the café (for their doughnut) and tell them all about what they just listened to (socio-affective).¹⁸

¹⁸ J.J. Wilson, *How to Teach Listening*, (New Mexico: USA, 2008), p. 34.

f) Types of Listening

Listening skill, however, is not easy to master. There are many types of listening to know before somebody wants to learn the skill. Those are:¹⁹

- 1) Intensive; focuses on phonology, syntax, and lexis. Learner pays close attention to what is actually said.
- 2) Selective; focuses on main ideas, pre-set task. Learner attempts to extract key information and utilize information in a meaningful way.
- 3) Interactive; focuses on becoming active as a learner. Learner interacts verbally with others to discover information or negotiate solutions.
- 4) Extensive; focuses on listening continuously, managing large amounts of listening input. Learner

¹⁹ Michael Rost, *Teaching and Researching Listening*, (Edinburg Gate: Pearson Education Limited, 2011), 2nd ed., p. 182-183.

listens to longer extracts and performs meaning content tasks.

- 5) Responsive, focuses on learner response to input. Learner seeks opportunities to respond and convey her/his own opinions and ideas.
- 6) Autonomous listening; focuses on learner management of progress, navigation of “help” options. Learners selects own extracts and tasks, monitors own progress, decides on own patterns of interaction with others.

From the types of listening above, that research is the selective type because they focus more on the songs given so students try to improve their listening skills. It is considered that song activities can be used in the process of learning to listen, and are expected to motivate students to improve their listening skills.

2. Listening Anxiety

Anxiety is a feeling that can be experienced in any part and situation of one's life. Köselser sees anxiety as a persistent, distressing psychological situation that emerges from the internal conflicts of the individual. Spielberger defines it as "emotional reactions including tension sensation, fear and irritability, unpleasant thoughts (concerns) and physiological changes"; defines anxiety as a reaction triggered with the influence of forces oppressed in the mind against a factor that has not been perceived yet.

The anxiety that affects human activities also affects learning significantly. ²⁰Although the relationship between anxiety and learning is thought to be negative, it is not always negative. Sometimes moderate level of anxiety

²⁰ Esra Karatus, "The Effect of Listening Attitude and Listening Anxiety on Listening Comprehension: A Regression Model", *Universal Journal of Educational Research* 7(2): 2019 p. 356-364.

can lead to the highest efficiency. Learning does not only involve a cognitive dimension but also an affective dimension and anxiety affects this affective dimension. Scarcely and Oxford categorized anxiety into two as debilitating and facilitating anxiety depending on the effect it induces. Facilitating anxiety is stated to be facilitating the learning process by enabling students to attach greater importance to the subject and debilitating anxiety is stated to be negatively affecting student performance by decreasing the participation in the process and distancing students from the activity of listening.

3. YouTube

YouTube is the second largest search engine after Google. People from all over the world can upload more than 100 hours' of videos per minute to YouTube. This is one the best ways to reach a wider audience, whether

you're promoting program or providing information to students.

Some of the reasons YouTube are used as a learning medium relates to the nature of the video. Video is one of the most popular social media content formats. Using YouTube videos is a quick and effective way to convey content and make it easier to understand. People respond well to visual cues, and videos are the perfect way to capture the emotions and physical characteristics of what we say. Videos on YouTube also server to capture the demonstrate concepts that are not easily explained in text from. Using the YouTube video itself is very easy to share. YouTube is a new platform where students can learn and keep up with the times. ²¹In addition, using YouTube as a teaching tool can improve

²¹ DeWitt, D., Alias, N., Miraj, S., Yakuub, M. Y., Ayob, J., & Isaac, R. (2013). The Potential of YouTube for Teaching and Learning in the Performing Arts. *13th International Education Technology Conference* (pp. 1118-1126). Turkey: Elsevier Ltd.

students' critical thinking and motivate students. According to Benson (2015) "YouTube is an online service, officially launched in late 2005 that allows registered users to download video clips for various internet user to watch". Kousha, Thelwall and Abdoli (2012) state "YouTube is the third most visited public videos and website after Google and Facebook". YouTube not only provides text and images but also combines videos and even animated videos. This modification is what makes YouTube get people attention to use it, especially students. Therefore, YouTube has the potential as an educational tool. DeWitt, Siraj, Yakuub, Ayob, and Ishak (2013) mention that in the context of learning. YouTube has the potential to be used as learning tool.

4. Song

According to Merriam Webster, song is a melody for a lyric poem or ballad. Song is one of teaching media that can be used to teach any

material, it may be used to create a more relaxing 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 Griffey 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 similarity.²²

Songs can also be called music. Music is a part of everyone's life. It consists of melody, harmony, rhythm, sound etc. Music is sound arranged in a pattern that can please the ear or communicate feelings or moods²³. Music helps students to control their thoughts and experience emotions and create a good mood

²² Dale T. Griffey, *Songs in Action*, (New York: Prentice Hall, 1992), p. 3.

²³ Oxford. *Oxford Children's Encyclopedia*, (UK: Oxford University Press, 2004)p.60.

during class. Most people like to sing and listen to music.

In a song or music, of course, cannot be separated from the lyrics. Lyrics are an important part of musical elements. Lyrics with music express feelings, emotions, moods, state of mind, expressions or thoughts etc. Music lyrics only in a symbolic way; it was created by lyric poets paying attention to things like patterns of repetition and variation.

a) Definition of Song

Based on the Oxford dictionary, is a little part of music. In addition Griffey 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 similarity.²⁴ Songs are a natural way to get children to pay attention to rhymes and a fun way to

²⁴ Dale T. Griffey, *Songs in Action*, (New York: Prentice Hall, 1992), p. 3.

learn.²⁵ Schlepp added the song will be valuable if it can be integrated with the language lesson²⁶. Music brings other dimensions art and emotion to the classroom. Songs can be enjoyable, memorable and stimulating for the students.²⁷

However, the teacher cannot use many kinds of song that spread out everywhere. They have to be selective to use the song in the classroom. They have to consider the kinds of song, the genre, and the level of difficulties. Choosing the right song will help the teachers to achieve their teaching goal.

b) Kinds of song

²⁵ Becky Iwasaki. et al., *Let's Bring Back the Magic of Song for Teaching Reading*, *The Reading Teacher*, 67, 2013, p. 138.

²⁶ Kevin Schoepp, *Reason for Using Songs in the ESL/EFL Classroom*, *The Internet TESL Journal*, Vol.2, 2001, p. 1.

²⁷ J.J. Wilson, *How to Teach Listening*, (NewMexico: USA, 2008) p. 49.

Dale T. Griffiee classified songs into five types based on their length and tempo:²⁸

- 1) All songs. It is called so because any activity can be used with this kind of song.
- 2) Short or slow song. It means that the activity which is in line with this kind of song is the activity that does not need lots of energy; such as sleeping.
- 3) Song that tells stories. It is a song that has a chronological order stories. It has a beginning, a middle, and an end.
- 4) Long song. This kind of song is a song which is four minutes long or longer, and it is usually difficult to sing because it is fast.
- 5) Short song or fast song. This song typically has no repeating phrases or

²⁸ Dale T. Griffiee, *Songs in Action*, (New York: Prentice Hall, 1992), p. 11.

refrains. It also has a quick tempo and a short time.

The type of song used is all songs related to life also using short and slow songs so that it can be understood by students.

Songs as media of education needs serious attention because it has not been running well. Songs have enough opportunity to develop. Song can support the increase of the student motivations and activities²⁹.

Furthermore, Purcell classified songs for the classroom activity into two; folk songs and popular songs. He stated that folk songs are traditional songs that emerged from deep culture and often to mark a special events. The popular songs are songs that publicized widely,

²⁹ Andi Mukarramah Nagauleng, "The Ability to Comprehend English Songs of the First Semester Students of English Education Department at IAIN Manado", *International Journal of Linguistics and Humanities*, Vol.1, No.1, 2018, p. 58-78.

either through live performance or recording formation³⁰.

c) Gap Fill

The idea of gap-fill exercises is that students read transcripts with blanked out words or phrases. Their task is to fill the gaps. Some may see this as a grammar or vocabulary exercises rather than pre-listening, but if we wish our students to listen for detail or to listen intensively, it is an effective exercise.³¹

d) Children's Characteristics

Children are an object that is interesting to be discussed. It is caused by the nature of the children itself. They are able to work with others and learn from others, they also love to play. Moreover, children are very active. Not only that, they are also

³⁰ John M. Purcell, Using Songs to Enrich the Secondary Class, American Association of Teachers of Spain and Portuguese: *Hispania*, vol.75, 1992, p. 194-195.

³¹ J.J. Wilson, *How to Teach Listening*, (New Mexico: USA, 2008), p. 70.

intelligent. As listed above, children are able to work with others and learn from others. Connected with education world, this characteristic of children is exceptionally beneficial to the teaching and learning process. It makes the teacher easier to convey the material to the students (children). It is because based on the nature of children they can work in group and learn something from their friends. Out of education scope, childhood is a pleased period. They can do anything they want to do. They do not think that it disturbs others or not. They also do not think that it inflicts others or not. They can play the whole time as they want. It is appropriate to their nature that they love to play. The child is seen as continually interacting with the world around her/him, solving programs that are presented by the environment. For example: there are two youngsters, an elder sister and her younger brother. At that time, they went

seeing around by bike. The kickstand of the bike was broken. The elder sister was confused thinking how to repair the kickstand. Without much thinking, the younger brother repaired the kickstand optimistically. And finally, the younger brother succeeded in repairing the kickstand. From the example above, we see that children are diligent.³²

In a paper entitled A Description of Figure of Speech in Selected Songs from Coldplay, the author of Naibaho, Putra Frist Timoty wants to explain the figure of speech in Coldplay songs. The language style is very influential in a song because it expresses the feelings, thoughts, or messages that the author wants to convey in his song to the listener. In this song, several types of lectures will be explained in this

³² Scoot and Ytlberg, *Teaching English for Children*, (New York: Longman, 1990), p. 9.

paper. This study shows how figurative language is related to the description of characterization in literature. To ensure that figurative language helps describe further characterization. There are all kinds of characters contained in Coldplay songs including Personification, Metaphor, Hyperbole, and Repetition contained in the Coldplay song entitled Fix You, The Scientist, Yellow, and Paradise.

5. Hypothesis

The hypothesis is the provisional answer to the problems of the research the theoretically considered possibly or highest the level of the truth. It is provisional truth determined by researcher that should be tested and proved.³³

Kinds of hypothesis which are used here are: Zero hypothesis (Ho), is the hypothesis which state that there is not any significant

³³Suharsimi' Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 71.

effect of the object of the research. It is also called with Negative hypothesis and Alternative hypothesis (Ha), is the hypothesis which state that there is any significant effect of the object of the research. It is also called with positive hypothesis.³⁴ The criteria of the test of hypothesis as follow:

Ha : There is significant minimizing Students listening anxiety when use YouTube song video at the eighth grade of SMPN 18 Semarang in the academic year of 2022/2023.

Ho : There is not any significant minimizing Students listening anxiety when use YouTube song video at the eighth grade of SMPN 18 Semarang in the academic years of 2022/2023.

³⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2003), p. 65-66.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method used in this research. Those are research design, location and time of the research, population, sample, the technique of data collection, and technique of data analysis.

A. Research Design

This research is quantitative method, and the design of research is experimental research, John W. Creswell best defines experimental research as the description and analysis of what will be or what will occur, under carefully controlled condition.³⁵ In this research the writer used a simple experimental design (Pretest Posttest non equivalent Control Group Design). In a simple experimental design, there are two groups selected not randomly.³⁶ One

³⁵Yogesh Kumar Singh, *Fundamental of research Methodology and statistic*, (New Delhi, new Age International Publisher, 2006), p. 134.

³⁶Sugiyono, *Metode Penelitian pendidikan pendekatan Kuantitatif kualitatif dan R&D*, (Bandung, Alfabeta), 2012, p. 77.

group acted as the control group and another group acted as the experimental group. This group given treatment is referred to as the experimental group, while the group not given treatment is called the control group. Then in the period the predetermined time is given to the experimental group treatment. After the treatment is complete, measurements are taken on both group. Comparison of results between the two groups shows the effect of the treatment given.³⁷ The control group serves as compared with the experimental group that has been given treatment over a certain period of time.

There are two variables in this research. First paragraph is listening skills (Independent Variable), and the second is the use of children's songs (Dependent Variable) In other side there are also two groups in this research, which are experimental group and control group.

³⁷Latipun, *Psikologi Eksperimen Edisi Kedua*, (Malang, UMM Press), 2004, p. 74.

B. Experimental Formula

The researcher used a quasi-experimental design with a Nonequivalent Control Group Design. In this design, there were experimental and control groups that were not chosen randomly. The experimental group is group that is treated with guessing games in song, that is class VIII-G. While the control group was the group that given treatment (conventional method), that is class VIII-H.

The following is a drawing of the research design carried out by research:

Table 3.1 The Research Design

Control group	O1	X1	O2
Experimental group	O3	X2	O4

Explanation:

O1: pretest in the control class

X1: conventional method learning

O2: posttest in the control class

O3: pretest in the experimental class

X2: listening skills YouTube song video

O4: posttest in the experimental class.

This research was begun by giving a pretest to the control class and the experimental class for the homogeneity test. The experimental class was treated by applying a learning model using the guessing games in song, while in the control class still using conventional learning. After giving different treatments, a posttest was given to determine the learning outcomes related to the material provided and student learning activeness. Based on the learning outcomes were used to compare learning outcomes and learning activeness between the experimental and control classes.

C. Setting of The Research

1. Place of the Research

This research was conducted at SMPN 18 Semarang for the academic year 2021/2022 in semester 2, which is located at Jalan Purwoyoso 1, Central Java. This school was chosen because based on observations. This school has a

shortage in teaching English verb techniques. This school has three classes, namely grade seven, grade eight and grade nine. The researcher chose eight grade because eight grade students had to understand how to fill in the blanks in the song.

2. Time of the Research

The researcher started to write the research, developing research instrument, conducting seminar proposal, giving treatment and collecting data, discussing the data analysis, and last activity is writing the research report. Estimated research planning schedule makes about one month.

D. Population and Sample

1. Population

Sugiyono (2009: 117) states that population is not only about quantitative of the subject or object that is going to be learnt, but also involves the whole characteristics of the subject or object. Population is group of people want to generalize,

Muijis (2004: 15). Based on the definition above can be concluded that the population is a group of subject that have certain characteristics uses by the researcher.

The researcher conducted this research in SMPN 18 Semarang for the 2022/2023 academic year in semester 2, which is located at SMPN 18 Semarang, Central Java. The total number of populations is 320 students.

2. Sample

The sample of this study was selected by using purposive sampling technique. As mentioned by Muijs, in conducting quasi-experimental study, the control and experimental group must be as similar possible as in gender, achievement³⁸. So, VIII-H class and VIII-G class were be the sample in this study. Both of the class have similar characteristics and English score. The experimental class is the VIII-H class which

³⁸ Daniel Muijs. *Doing Quantitative Research*, (London: SAGE Publications, 2004), p. 28.

consists 32 students and the control class is the VIII-G class which consist of 32 students. Thus, the total of sample is 64 students.

E. Variables

In this study there are two variables. They are Independent Variable (x) and Dependent Variable (y).

1. The independent variable (x)

Independent variable is the variable that the experimenter expects to influence the other³⁹. The independent variable of this research is listening skills.

2. The dependent variable (y)

Dependent variable is variable that measures the influence of the independent variable is Dependent variable in the use of children song.

³⁹ David Nunan, *Research Method in language Learning*, (Cambridge: Cambridge, University Press,1992), p. 25.

F. Methods of Collecting Data

The techniques of data collections used the qualitative and quantitative data :

1. Test

Test is a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data⁴⁰. In this study, the researcher gave a pretest before treatment and post test after teaching students in two classes, namely the experimental class and the control class.

The instrument of the test in this research is objective test. Objective test is frequently criticized on the grounds that they are simpler to answer than subjective test. Objective tests are divided into transformation, completion, combination, addition, rearrangement, matching, correct and incorrect (true/false) and multiple

⁴⁰ Suharsimi Arikunto, *Prosedur penelitian: suatu pendekatan praktek*, (Jakarta: PT. Rineka Cipta, 2006), p. 150.

choice.⁴¹ This test is multiple choice types. The test consisted of 20 items with 4 alternative options. Alternative option includes one correct and three incorrect answers.

G. Instruments

The instrument in this study used test that was given to sample of the population, those are class VIII-G and VIII-H in of SMPN 18 Semarang. This instrument is used to obtain information that can be used as data to be processed using SPSS 23. SPSS is a tool to test the relationship between variables, both among latent variables and with indicator or manifest variables.

This research used a test as an instrument to collect the information of the students. The test used pre-test and post-test.

Nunan states that the group that receives the new treatment is called the experimental group and the group that receives a different treatment or

⁴¹ J.B Heaton, *Writing English Language Test* (London: Longman,1975), p. 12-13.

is treated as usual is called control group⁴². The test was given for both control and experimental groups.

H. Methods of Analyzing Data

1. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

distribution data.

The writer used Chi-square formula, as follows:

Cited from Sudjana⁴³

Where:

X^2 = Chi-square

⁴² David Nunan, *Research Method in language learning*, (Cambridge: Cambridge University Press, 1992), p. 41.

⁴³ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2002). p. 273.

O_i = Frequency that obtained from data

E_i = Frequency that was hoped

k = the sum of interval class

2. Validity

Validity relates to the accuracy of the measuring instrument against the concept being measured⁴⁴, so that it actually measures what it is supposed to measure. Therefore, validity is the most important requirement in an evaluation tool (test). A test can be said to have high validity if the test can measure what is actually being measured, namely measuring certain specific goals with the material or content of the lessons provided. The higher the validity test kit, the more targeted. The following formula is used to calculate the coefficients correlation

⁴⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), p. 168.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2}(N\Sigma Y^2 - (\Sigma Y)^2)}$$

Where:

r_{xy} = Correlation coefficient between variabel X and Y

N = The number of sample (test participants)

X = Score item X

Y = Item score Y

3. Reliability

Reliability refers to the stability or the consistency of the test scores, besides having high validity, a good test should have high reliability too. Heaton states that reliability is a necessary characteristic of any good test; for it to be valid at all, a test must first be reliable as a measuring instrument.⁴⁵ In this study, the reliability of the test measured by comparing the obtained score with r-score product moment.

⁴⁵J.B Heaton, *Writing English Language Tests* (London: Longman, 1975), p. 155.

Thus, if the obtained score is higher than the table r-score, it could be said that the test was reliable. To calculate the reliability of the test, the writer used the formula as follows⁴⁶:

$$r_{11} = \left\{ \frac{k}{k-1} \right\} \left\{ \frac{v_t - \Sigma pg}{v_t} \right\}$$

Where:

r₁₁ = Reliability of instrument

k = Total of question valid

p = the proportion of correct answer

q = The proportion of incorrect answer

V_t = Variance's total

The researcher used criterion by Arikunto to determine whether the test is reliable or unreliable, as follows:

0.80 < r₁₁ = 1.00 : Reliability degree is very high

⁴⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), p. 188.

$0.60 < r_{11} = 0.80$: Reliability degree is high

$0.40 < r_{11} = 0.60$: Reliability degree is medium

$0.20 < r_{11} = 0.40$: Reliability degree is low

$0.80 < r_{11} = 0.20$: Reliability degree is very low

The test instruments are reliable if r_o is higher than r_t .

4. Hypothesis test

To respond to the objectives of the study, the researcher examined the data in the following steps. First, tests were carried out on both groups, the experimental group used the blank content in the song and the control group did not use the blank content in the song (using the conventional method using listening). What is meant by the conventional method is that the teacher does not channel knowledge (transfer of knowledge) but rather repeats or repeats the song using listening or not using fill-in blanks in the song.

Second, the score of the test results uses an analytical scale. Third, the mean scores of the

two groups were determined.

Finally, the two averages are compared using the T-test formula. The t-test is used to distinguish whether the results of listening to students using the contents of the blanks in the song and without using the contents of the blanks on the song are significant or not.

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Cited from Sudjana⁴⁷

Where:

X1 = the mean score of the experimental group

X2 = the mean score of control group

n1 = the number of the experimental group

n2 = the number of the control group

⁴⁷ Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2002,) p. 239.

s = standard deviation

s^2 = variance

H_0 is rejected and H_a is accepted, if the score is lower than the t table score using a significance alpha of 0.5. H_0 is rejected, meaning H is accepted:

-The song is effective for enhance the Listening of eighth grade EFL students at SMPN 18 Semarang.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter presents the data that obtained from the subject of the study.

A. Research Finding

a. Result Of data research

The Mean Score and Standard Deviation of the Students for Experimental Group:

Table 4.1 Result of pretest and posttest

CODE	EXPERIMENTAL CLASS		CONTROL CLASS	
	Pretest	Posttest	Pretest	Posttest
1	40	60	55	40
2	40	80	55	80
3	50	80	70	90
4	25	80	85	90
5	25	80	45	45
6	25	35	55	80
7	25	35	75	85
8	40	80	45	40
9	30	70	55	80
10	35	80	60	65
11	35	80	65	75
12	40	80	80	90

13	50	80	80	80
14	50	80	75	85
15	50	75	60	75
16	50	70	85	95
17	50	80	85	85
18	40	80	90	90
19	50	70	70	75
20	40	80	85	90
21	40	80	70	90
22	40	65	65	90
23	40	65	80	90
24	35	70	80	85
25	30	75	80	80
26	20	25	40	40
27	20	25	75	80
28	35	60	90	90
29	35	65	75	80
30	40	65	85	90
31	25	30	50	65
32	20	30	80	90
MEAN	36,56	65,93	70,15	78,28
DEVIATION	9,79	18,77	14,28	15,94

The writer used IBM SPSS Statistic 23 program to analyze the mean and deviant in both experimental and control class. The result was presented as the table below:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test Experiment	32	20	50	36.56	9.791
Post test Experiment	32	25	80	65.94	18.770
Pre test Kontrol	32	40	90	70.16	14.283
Pos test Kontrol	32	40	95	78.28	15.944
Valid N (listwise)	32				

b. Result of data analysis

1. Validity Test

The normality of the data used in this study. Therefore, validity is the most important requirement in an evaluation tool (test). A test can be said to have high validity if the test can measure what is actually measured, namely measuring certain goals with the material or content of the lesson given. The higher the

validity of the test, the more on target. The result of calculation using the IBM SPSS Statistics 23 program for validity are as follow :

Table 4.3 Validity Test

No	Person Correlatio n	Sig	Conclusion	Interpretation
1	,891	,000	Valid	Enough
2	,903	,000	Valid	Enough
3	,916	,000	Valid	Enough
4	,814	,000	Valid	Enough
5	,808	,000	Valid	Enough
6	,891	,000	Valid	Enough
7	,483	,005	Valid	Low
8	,483	,005	Valid	Low
9	,808	,000	Valid	Enough
10	,483	,005	Valid	Enough
11	,795	,000	Valid	Enough

12	,851	0,00	Valid	Enough
13	,863	,000	Valid	Enough
14	,483	,005	Valid	Low
15	,398	,024	Valid	Low
16	,826	,000	Valid	Enough
17	,796	,000	Valid	Enough
18	,851	,000	Valid	Enough
19	,891	,000	Valid	Enough
20	,863	,000	Valid	Enough

If the value of sig. <0,05 then the instrument of the question can be said to be “VALID”

Interpretation of validity values

0.800-1.00=very high

0.600-0.799= height

0.400-599=enough

0.200-0.399=low

0.000-0.199=very low

from the table above it can be concluded that all of them are valid because of the 20 questions whose validity is calculated between low - enough.

2. Reliability Test

In this reliability test the research used the Croanboach's alpha method. The result is as the follow:

Table 4.4 Reliability Statistics

Cronbach's Alpha	N of items
.765	21

The value of the reliability test measurement according to the provisions put forward by Heale and Twyeross is 0.70. So that according to the data above the test result are at least great that **r11**, namely 0.70 with the calculation result 0.765 or $0.765 > 0.70$ then the item is declared **reliable**.

If alpha value > 0.7 means sufficient reliability, whereas if alpha > 0.80 this indicates that all items all are

reliable and test consistently have strong reliability, some interpret it as follows:

If alpha >0.90 then the reliability is perfect. If the alpha is between 0.70 – 0.90 then the reliability is high. If the alpha is 0.50 – 0.70 then the reliability is moderate. If alpha < 0.50 then the reliability is low. If the alpha is low, it is possible that one or more items are not reliable.

3. Normality Test

Data normality of this research used IBM SPSS statistics 23 program to analyze and was presented as the tables below :

Table 4.5 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test eksperiment	.168	32	.021	.902	32	.007
Post-test eksperiment	.230	32	.000	.737	32	.000
Pre-test control	.164	32	.028	.926	32	.031
Post-test control	.262	32	.000	.753	32	.000

Lilliefors Significance Correction

Based on the output data above, it is known that the significance value (sig). For all data both on the Kolmogorov –Smirnov test and the Shapiro Wilk test > 0. 05, it can be concluded that the Research data is normality distributed.

4. Hypothesis Test

Data hypothesis test of this research's is paired sample t-test and used IBM SPSS Statistics 23 program to analyze and was presented as the tables below:

Table 4.6 Paired sample test

		Paired Samples Test						t	df	Sig. (2-tailed)
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
Lower	Upper									
Pair 1	Pre-test eksperiment - Post-test eksperiment	-29.37500	14.07067	2.48737	-34.44802	-24.30198	-11.810	31	.000	
Pair 2	Pre-test control - Post-test control	-8.12500	9.48258	1.67630	-11.54384	-4.70616	-4.847	31	.000	

1. Based on the output pair 1 obtained the value of sig. (-2 tailed) of 0.000 < 0.05, t count < t table where t count here is -11.810 and t table is 2,060, so it can be concluded that t count (-11.810) < t table (2,060) that there is a difference in the average students learning outcomes for the experimental class in pre test and post test.
2. Based on the output pair 2 obtained the value of sig (-2 tailed) of 0.000 < 0.05, t count < t table where t count here is -4.847 and this t table is 2,056, so it can be concluded that t count (-9.264) < t table (2,060) that there is a difference in the

average student learning outcomes for the control class pretest and posttest control class.

To see more clearly the average results of previous studies and after fill in the blank of YouTube song video, can be seen in the following table:

Table 4.7 Paired samples statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- test eksperimen	36.5625	32	9.79117	1.73085
	Post- test eksperimen	65.9375	32	18.77015	3.31813
Pair 2	Pre-test control	70.1563	32	14.28310	2.52492
	Post-test control	78.2813	32	15.94392	2.81851

The result namely there is a significant effect before (pretest) used method fill in the blanks and after (posttest) using tape recorder to teach listening. Because $t_{count} < t_{table}$, namely t_{count} here is -11.810 and t_{table} is 2,060, it can be said that is significant difference. So, that it can be interpreted that three is an effect of fill in the blank YouTube song videos to enhance listening to YouTube song video.

B. Discussion

The research results show that student achievement in the experimental class is better than the scores of students in the control class for post-test. It was explained that there was something significant difference between students' listening improvement achievement in the experimental class that used fill in the blanks and the control class that did not used, YouTube song video or using usual methods. This can be proven by students' scores before and after treatment.

Before treatment, the average value of the experimental class was 36.56 and control class is 70.16. Based on the average value of pre-test of both classes, it can be seen that the experimental class has a lower score than the control class. Listening using fill in the blank in songs was applied in experimental class to improve listening.

During the treatment in the experimental class, listening was given by using fill in the blank in the song. Using songs students are more active and

happier to participate in class activities. This is all according to Andrew⁴⁸ who revealed that it is an entertaining and interesting activity, often challenging and also where students play and interact with other people. Therefore, by using this method in teaching, the post-test scores of the experimental class students had higher scores than the control class. It can be seen from the average value of the experimental class of 78.28 and the control class of 65.93.

After calculating the normality test using IBM SPSS Statistics Version 23, can be proven experimentally and control class data on the pre-test and post-test are normally distributed. The pre-test results show that the Kolmogorov-Smirnov data in the experimental class is control class 0.168 and 0.164. Higher than significance value of 0.05. Then, the post-test results as well showed that the Kolmogorov-Smirnov data in the experiment control

⁴⁸ Andrew Wright, et. al, *Games for Language Learning*, (New York: Cambridge University Press, 1984). p. 1.

class 0.230 and control class 0.262. This value greater than the significance value of 0.05. As stated in normality test results, all data used in this study is normal.

Pros: I conclude that I found no problems in my research because students are always happy and enjoy learning to listening using YouTube song videos and students support them during the research process.

The discussion of the data confirms that teaching and listening to songs used fill in the blank. Songs has a significant effect on improving students' verbal listening. This is indicated an increasing students' listening by using YouTube video on songs that score better than students who do not get fill in the blank treatment. All this proves that the use of media as a teaching method to study used YouTube Song Video minimizing students' listening because learning media such as videos, music or songs students are

able to process information clearly as stated by Diana Paskalisa.⁴⁹

⁴⁹ Paskalisa Diana, *The Implementation of Songs in Teaching Listening for Young Learners in Online Environment*, (Universitas Esa Unggul, Jakarta, Indonesia,2022). p. 169.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the research presents the conclusion and suggestion of the research, especially the suggestion to the teacher.

A. Conclusion

Based on the findings and discussion of the previous chapter, the researcher drew conclusions from the results carried out at SMPN 18 Semarang.

The experimental class used YouTube song video for the treatment class and the control class used a tape recorder. This can be proved by the results of data analysis in the form of the average pre-test score for the experimental class is 36.56, and the post-test value is 65.93. The pre-test score for the control class was 70.15 the post-test score was 78.28. This means that the post-test score is higher than the pre-test score. The pretest results show the Kolmogorov-Smirnov data in the

experimental class is 0.168 and the control class is 0.164. significance sign of 0.05. The post-test results also show Kolmogorov-Smirnov data in the experimental class 0.230 and 0.262 in the control class. This value is greater than the significant sign of 0.05. The alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.

B. Suggestion

Based on the research that had been conducted, the research would like to present some suggestions for the teachers, students, and other researchers who are interested in this particular field.

1. For Teacher

The teacher is a facilitator and is the key to success. The process of teaching and learning English. Teachers need more creative in conveying activities in class such as using fill in the blank as a learning method. It is

suggested to the teacher to apply the fill in the blank type in the song in class which has been proven by the researcher.

2. For Students

It is recommended for students to practice listening in it or outside of class by using fill in the blank in that songs. Students can use as YouTube song video a learning medium to improve listening skills, especially on verbal verbs.

3. For Researchers

This is useful for future researchers to conduct research with larger data samples, diverse learning methods, find different types of research findings, etc. In addition, a quasi-experimental method is needed so that researcher has valid conclusions and see improvements in research findings whether the results are consistent or not.

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APPENDIX

Appendix. Pre-Research Letter of permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomer : 0009/U.n.10.3/D1/TA.00.01/01/2023 Semarang, 02 Januari 2023

Lamp : -

Hal : Mohon Izin Riset

a.n. : Nurrahayu Agustina

NIM : 1803046019

Yth. Kepala Sekolah SMPN 18 Semarang

Di tempat

Assalamu'alaikum Wr.Wb.,

Dibertahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Nurrahayu Agustina

NIM : 1803046019

Alamat : Perum. Green Residence Pratama, Blok. G14, MJEN, Kota
Semarang, Jawa Tengah

Judul Skripsi : Minimizing Student's Listening Anxiety Using YouTube Song Video

Pembimbing : Dr. Siti Mariam, M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan cukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 3 minggu, mulai tanggal 3 Januari sampai dengan tanggal 20 Januari 2023.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan:

Dekan FITK UIN Walisongo Semarang (sebagai laporan)

Lesson Plan of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 18 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Materi Pokok : Lagu Pendek dan Sederhana
Alokasi waktu : 2 x 4 (2 x pertemuan)

A. KOMPETENSI INTI (KI)

1. Menghargai dan menganut ajaran agama yang diannut.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan keberadaan.
3. Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengelola, mengaji, dan menalar dalam ranah konkret (m menggunakan, mengurai, merangkai, memodifikasikan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi intemasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku tanggung jawab, peduli dan kerjasama dalam melaksanakan komunikasi fungsional

3.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagu dan pesan lagu

Indikator : mengidentifikasi unsur kebahasaan dan pesan lagu

1.19 Menangkap makna lagu

Indikator : merespon makna yang terdapat dalam lagu

C. TUJUAN PEMBELAJARAN

Siswa mampu merespon pesan yang terdapat dalam lagu

D. MATERI PEMBELAJARAN

Fungsi sosial :

Menghibur, mengungkapkan perasaan, mengajarkan pesan moral

Unsur kebahasaan :

1. Kata, ungkapan dan tata bahasa dalam karya seni bentuk lagu
2. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
3. Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan

Topik :

Lagu – lagu tentang keteladanan yang menginspirasi

E. METODE PEMBELAJARAN

Tes, Matching, Pilihan ganda, dll.

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Laptop, Loudspeaker
2. Sumber Belajar : Lyric Lagu

G. LANGKAH- LANGKAH PEMBELAJARAN

a. Pendahuluan

- Mengucapkan salam kepada siswa.
- Membaca doa sebelum belajar.
- Mengabsen siswa.
- Tanya jawab mengenai materi sebelumnya.

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari terkait dengan materi yang akan dipelajari.
- Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

b. Kegiatan Inti

1. Pertemuan Pertama

Siswa	Guru
Mengamati:	
Siswa mendengarkan lagu yang diperdengarkan lewat Video, lagu, youtube atau yang dinyanyikan oleh guru atau teman dengan penuh perhatian.	Menanyakan pesan moral yang terdapat dalam lagu
Siswa mengikuti menyanyikan lagu bersama lebih memahami dan menghayati makna dalam lagu tersebut.	Menjelaskan pesan moral yang terdapat dalam lagu dengan singkat
Mempertanyakan:	
Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan lagu dalam berbagai konteks.	Memotivasi siswa untuk menyebutkan dan menanyakan tentang lagu

Explorasi:	
Siswa mendengarkan lagu-lagu lainnya dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas.	Membimbing siswa untuk pesan lagu
Mengasosikan:	
Dalam kerja kelompok terbimbing siswa menganalisa beberapa lagu yang di dengarnya dengan fokus pada fungsi sosial, ungkapan dan unsur kebahasaan serta genre yang digunakan dalam lagu tersebut	Memberi penegasan terhadap pesan moral yang terdapat dalam lagu yang didengar melalui video lagu youtube
Komunikasi/ jaringan	
Siswa menyalin lagu sederhana dengan tulisan yang rapi menuliskan pesan yang terkandung dalam lagu Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang lagu yang dinyanyikan yang dilakukan siswa didalam dan diluar kelas	Memotivasi siswa untuk menyanyikan lagu bersama-sama didalam kelas

2. Pertemuan Kedua

Siswa	
Mengamati:	
Siswa mendengarkan lagu yang diperdengarkan lewat	Menanyakan pesan moral yang terdapat dalam lagu

Video, lagu, youtube atau yang dinyanyikan oleh guru atau teman dengan penuh perhatian	
Siswa mengikuti menyanyikan lagu bersama untuk lebih memahami dan menghayati makna dalam lagu tersebut	Menjelaskan pesan moral yang terdapat dalam lagu dengan singkat
Mempertanyakan:	
Dengan bimbingan arahan guru, siswa menanyakan perbedaan lagu dalam berbagai konteks	Memotivasikan siswa untuk menyebutkan dan menanyakan tentang lagu
Explorasi:	
Siswa mendengarkan lagu yang lainnya dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas	Membimbing siswa untuk menyimak pesan lagu
Mengasosiasikan:	
Dalam kerja kelompok terbimbing siswa menganalisa beberapa lagu yang didengarnya dengan focus pada fungsi sosial, ungkapan dan unsur kebahasaan serta genre yang digunakan didalam lagu tersebut.	Memberi penegasan terhadap pesan moral yang terdapat dalam lagu
Komunikasi/Jaringan:	
Siswa menyalin lagu sederhana dengan tulisan yang rapi dan	Memotivasi siswa untuk menyanyikan lagu bersama-sama didalam kelas

menuliskan pesan yang terkandung dalam lagu	
Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang lagu yang dinyanyikan yang di lakukan siswa didalam dan diluar kelas	

c. Penutup

- Guru bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Memberi umpan balik terhadap proses dan hasil pembelajaran
- Memberi tugas, baik tugas individu maupun kelompok sesuai dengan hasil peserta didik
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

H. PENILAIAN HASIL PEMBELAJARAN

1. Sikap

No.	Nama Siswa	Daftar Nilai		
		Tanggung Jawab	Disiplin	Jujur
1.				
2.				
3.				
4.				
5.				
6.				
7.				

2. Pengetahuan

No.	Nama Siswa	Aspek Yang Dinilai		
		Pronunciation	Fluency	Comprehension
1.				
2.				
3.				
4.				
5.				
6.				
7.				

3. Keterampilan

Nama Siswa	Kerjasama (cooperative)	Komunikasi

Catatan :

KETERANGAN PENILAIAN

1. TANGGUNG JAWAB

a. Tanggung Jawab (*Responsibility*)

5 = Tidak pernah menunjukkan sikap tidak tanggung jawab

4 = Pernah menunjukkan sikap tidak tanggung jawab

3 = Beberapa kali menunjukkan sikap tidak tanggung jawab

2 = Sering menunjukkan sikap tanggung jawab

1 = Sangat sering menunjukkan sikap tanggung jawab

b. Jujur (*Honest*)

5 = Tidak pernah menunjukkan sikap tidak jujur

4 = Pernah menunjukkan sikap jujur

3 = Beberapa kali menunjukkan sikap tidak jujur

2 = Sering menunjukkan sikap tidak jujur

1 = Sangat sering menunjukkan sikap tidak jujur

c. Disiplin (*Discipline*)

5 = Tidak pernah menunjukkan sikap tidak disiplin

4 = Pernah menunjukkan sikap tidak disiplin

3 = Beberapa kali menunjukkan sikap tidak disiplin

2 = Sering menunjukkan sikap tidak disiplin

1 = Sangat sering menunjukkan sikap tidak disiplin

2. ASPEK PENGETAHUAN (*Knowledge*)

a. Pengucapan (*Pronunciation*)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Kelancaran (*Fluency*)

5 = Sangat lancar

4 = Lancar

3 = Cukup lancar

2 = Kurang lancar

1 = Tidak lancar

c. Pemahaman (*comprehension*)

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

3. ASPEK KETERAMPILAN

a. Kerja sama (*cooperative*)

5 = Selalu kerja sama

4 = Sering bekerja sama

3 = Beberapa kali melakukan kerja sama

2 = Pernah bekerja sama

1 = Tidak pernah melakukan kerja sama

b. Komunikasi

5 = Sering melakukan kegiatan komunikasi

4 = Sering melakukan kegiatan komunikasi

3 = Beberapa kali melakukan kegiatan komunikasi

2 = Pernah melakukan kegiatan komunikasi

1 = Tidak pernah melakukan kegiatan komunikasi

I. PENILAIAN PENGETAHUAN DAN KETERAMPILAN

NO	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/soal
1.	Pengetahuan Mengidentifikasi unsur kebahasaan dan pesan dalam lagu	Tulis	Pilihan Ganda	Terlampir
2.	Keterampilan Merespon makna yang terdapat dalam lagu	Tulisan	Fill in the blank	Terlampir

J. INSTRUMENT/SOAL

Listen the song and fill in the blank

Questions:

How Far I'll Go

I've been _____ at the edge of the _____

Long as I can _____

Never really _____ why

I wish I could be the _____ daughter

But I come _____ to the water

_____ matter how hard I _____

Every turn I take

Every trail _____ track

Every path I _____

Every road _____ back

_____ the place I know _____ I cannot go

Where I long to be

Chorus : _____ the line where the sky _____ the sea?

It calls me

And _____ one knows

How far it _____

If the wind in my sail on _____ sea stays behind

One day I'll _____
If I go, there's _____ no telling how far I'll _____
I know _____ on this island
Seems so _____ on this _____
Everything is by _____
I know _____ on this _____
Has a role on this _____
So _____ I can roll _____ mine
I can lead _____ pride
I can _____ us strong
I'll be satisfied if I play _____
But the _____ inside sings a _____ song
What is _____ with me
See the _____ as it shines on the _____
It's blinding
But no _____ knows
How deep it _____
And it _____ like it's calling out to me
So come _____ me

And let me _____

What's _____ that line?

Will I cross _____ line

And _____ line where the _____ meets the _____

It calls me

And no _____ knows

How _____ it goes

If the _____ in my sail on the _____ stays _____ me

One _____ I'll know, how far I'll go

Key Answers :

Staring, water, remember, knowing, perfect, back, know, try,, take, I, make, leads, to, where, see,, meets, knows, goes, the,, me, know, just, go, everybody, maybe, with,, make, along, light, see, one, goes, seems, fine know, beyond, that, the, sky, see, one, far, line, see, behind, day.

Keterangan Skor

4= Sangat Baik

3= Baik

2= Cukup

1= Kurang Baik

Kriteria penilaian dapat dilakukan sebagai berikut :

Skor Maksimal: $4 \times 5 = 20$

Penentuan Nilai: Nilai Siswa = $\frac{\text{Skor diperoleh} \times 100}{\text{Skor Maksimal}}$

Semarang, 30th 2023

Proposer

Nurrahayu Agustina

1803046019

Pre Test Question

How Far I'll Go

I've been _____ at the edge of the _____

Long as I can _____

Never really _____ why

I wish I could be the _____ daughter

But I come _____ to the water

_____ matter how hard I _____

Every turn I take

Every trail _____ track

Every path I _____

Every road _____ back

_____ the place I know _____ I cannot go

Where I long to be

Chorus: _____ the line where the sky _____ the sea?

It calls me

And _____ one knows

How far it _____

If the wind in my sail on _____ sea stays behind

One day I'll _____
If I go, there's _____ no telling how far I'll _____
I know _____ on this island
Seems so _____ on this _____
Everything is by _____
I know _____ on this _____
Has a role on this _____
So _____ I can roll _____ mine
I can lead _____ pride
I can _____ us strong
I'll be satisfied if I play _____
But the _____ inside sings a _____ song
What is _____ with me
See the _____ as it shines on the _____
It's blinding
But no _____ knows
How deep it _____
And it _____ like it's calling out to me
So come _____ me

And let me _____

What's _____ that line?

Will I cross _____ line

And _____ line where the _____ meets the _____

It calls me

And no _____ knows

How _____ it goes

If the _____ in my sail on the _____ stays _____ me

One _____ I'll know, how far I'll go

Lesson Plan of Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 18 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Materi Pokok : Lagu Pendek dan Sederhana
Alokasi waktu : 2 x 4 (2 x pertemuan)

K. KOMPETENSI INTI (KI)

1. Menghargai dan menganut ajaran agama yang di anut.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan keberadaan.
3. Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengelola, mengaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

L. KOMPETENSI DASAR DAN INDIKATOR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku tanggung jawab, peduli dan kerjasama dalam melaksanakan komunikasi fungsional

3.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagu dan pesan lagu

Indikator : mengidentifikasi unsur kebahasaan dan pesan lagu

1.19 Menangkap makna lagu

Indikator : merespon makna yang terdapat dalam lagu

M. TUJUAN PEMBELAJARAN

Siswa mampu merespon pesan yang terdapat dalam lagu

N. MATERI PEMBELAJARAN

Fungsi sosial :

Menghibur, mengungkapkan perasaan, mengajarkan pesan moral

Unsur kebahasaan :

1. Kata, ungkapan dan tata bahasa dalam karya seni bentuk lagu
2. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
3. Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan

Topik :

Lagu – lagu tentang keteladanan yang menginspirasi

O. METODE PEMBELAJARAN

Tes, Matching, Pilihan ganda, dll.

P. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Laptop, Loudspeaker
2. Sumber Belajar : Lyric Lagu

Q. LANGKAH- LANGKAH PEMBELAJARAN

a. Pendahuluan

- Mengucapkan salam kepada siswa.
- Membaca doa sebelum belajar.
- Mengabsen siswa.
- Tanya jawab mengenai materi sebelumnya.

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari terkait dengan materi yang akan dipelajari.
- Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

b. Kegiatan Inti
1. Pertemuan Pertama

Siswa	Guru
Mengamati:	
Siswa mendengarkan lagu yang diperdengarkan menggunakan tape recorder atau pengeras suara (audio) yang dinyanyikan oleh guru atau teman dengan penuh perhatian.	Menanyakan pesan moral yang terdapat dalam lagu
Siswa mengikuti menyanyikan lagu bersama lebih memahami dan menghayati makna dalam lagu tersebut.	Menjelaskan pesan moral yang terdapat dalam lagu dengan singkat
Mempertanyakan:	
Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan lagu dalam berbagai konteks.	Memotivasi siswa untuk menyebutkan dan menanyakan tentang lagu

Explorasi:	
Siswa mendengarkan lagu-lagu lainnya dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas.	Membimbing siswa untuk pesan lagu
Mengasosikan:	
Dalam kerja kelompok terbimbing siswa menganalisa beberapa lagu yang didengarnya dengan fokus pada fungsi sosial, ungkapan dan unsur kebahasaan serta genre yang digunakan dalam lagu tersebut	Memberi penegasan terhadap pesan moral yang terdapat dalam lagu yang didengar melalui video lagu youtube
Komunikasi/ jaringan	
Siswa menyalin lagu sederhana dengan tulisan yang rapi menuliskan pesan yang terkandung dalam lagu Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang lagu yang dinyanyikan yang dilakukan siswa didalam dan diluar kelas	Memotivasi siswa untuk menyanyikan lagu bersama-sama didalam kelas

2. Pertemuan Kedua

Siswa	
Mengamati:	

Siswa mendengarkan lagu yang diperdengarkan menggunakan tape recorder atau pengeras suara (audio) yang dinyanyikan oleh guru atau teman dengan penuh perhatian.	Menanyakan pesan moral yang terdapat dalam lagu
Siswa mengikuti menyanyikan lagu bersama untuk lebih memahami dan menghayati makna dalam lagu tersebut	Menjelaskan pesan moral yang terdapat dalam lagu dengan singkat
Mempertanyakan:	
Dengan bimbingan arahan guru, siswa menanyakan perbedaan lagu dalam berbagai konteks	Memotivasi siswa untuk menyebutkan dan menanyakan tentang lagu
Explorasi:	
Siswa mendengarkan lagu yang lainnya dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas	Membimbing siswa untuk menyimak pesan lagu
Mengasosiasikan:	
Dalam kerja kelompok terbimbing siswa menganalisa beberapa lagu yang didengarnya dengan fokus pada fungsi sosial, ungkapan dan unsur kebahasaan serta genre yang digunakan didalam lagu tersebut.	Memberi penegasan terhadap pesan moral yang terdapat dalam lagu

Komunikasi/Jaringan:	
Siswa menyalin lagu sederhana dengan tulisan yang rapi dan menuliskan pesan yang terkandung dalam lagu	Memotivasi siswa untuk menyanyikan lagu bersama-sama didalam kelas
Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang lagu yang dinyanyikan yang di lakukan siswa didalam dan diluar kelas	

c. Penutup

- Guru bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Memberi umpan balik terhadap proses dan hasil pembelajaran
- Memberi tugas, baik tugas individu maupun kelompok sesuai dengan hasil peserta didik
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

R. PENILAIAN HASIL PEMBELAJARAN

1. Sikap

No.	Nama Siswa	Daftar Nilai		
		Tanggung Jawab	Disiplin	Jujur
1.				
2.				
3.				
4.				
5.				
6.				
7.				

2. Pengetahuan

No.	Nama Siswa	Aspek Yang Dinilai		
		Pronunciation	Fluency	Comprehension
1.				
2.				
3.				
4.				
5.				
6.				
7.				

3. Keterampilan

Nama Siswa	Kerjasama (cooperative)	Komunikasi

Catatan :

KETERANGAN PENILAIAN

1. TANGGUNG JAWAB

a. Tanggung jawab (*Responsibility*)

5 = Tidak pernah menunjukkan sikap tidak tanggung jawab

4 = Pernah menunjukkan sikap tidak tanggung jawab

3 = Beberapa kali menunjukkan sikap tidak tanggung jawab

2 = Sering menunjukkan sikap tanggung jawab

1 = Sangat sering menunjukkan sikap tanggung jawab

b. Jujur (*honest*)

5 = Tidak pernah menunjukkan sikap tidak jujur

4 = Pernah menunjukkan sikap jujur

3 = Beberapa kali menunjukkan sikap tidak jujur

2 = Sering menunjukkan sikap tidak jujur

1 = Sangat sering menunjukkan sikap tidak jujur

c. Disiplin

5 = Tidak pernah menunjukkan sikap tidak disiplin

4 = Pernah menunjukkan sikap tidak disiplin

3 = Beberapa kali menunjukkan sikap tidak disiplin

2 = Sering menunjukkan sikap tidak disiplin

1 = Sangat sering menunjukkan sikap tidak disiplin

2. ASPEK PENGETAHUAN (*Knowledge*)

a. Pengucapan (*Pronunciation*)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. **Kelancaran** (*Fluency*)

5 = Sangat lancar

4 = Lancar

3 = Cukup lancar

2 = Kurang lancar

1 = Tidak lancar

c. **Pemahaman** (*comprehension*)

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

3. ASPEK KETERAMPILAN

a. **Kerja Sama** (*cooperative*)

5 = Selalu kerja sama

4 = Sering bekerja sama

3 = Beberapa kali melakukan kerja sama

2 = Pernah bekerja sama

1 = Tidak pernah melakukan kerja sama

b. Komunikasi

5 = Sering melakukan kegiatan komunikasi

4 = Sering melakukan kegiatan komunikasi

3 = Beberapa kali melakukan kegiatan komunikasi

2 = Pernah melakukan kegiatan komunikasi

1 = Tidak pernah melakukan kegiatan komunikasi

S. PENILAIAN PENGETAHUAN DAN KETERAMPILAN

NO	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/soal
1.	Pengetahuan Mengidentifikasi unsur kebahasaan dan pesan dalam lagu	Tulis	Pilihan Ganda	Terlampir
2.	Keterampilan Merespon makna yang terdapat dalam lagu	Tulisan	Fill in the blank	Terlampir

T. INSTRUMENT/SOAL

Listen the song and fill in the blank

Questions:

How Far I'll Go

I've been _____ at the edge of the _____

Long as I can _____

Never really _____ why

I wish I could be the _____ daughter

But I come _____ to the water

_____ matter how hard I _____

Every turn I take

Every trail _____ track

Every path I _____

Every road _____ back

_____ the place I know _____ I cannot go

Where I long to be

Chorus: _____ the line where the sky _____ the sea?

It calls me

And _____ one knows

How far it _____

If the wind in my sail on _____ sea stays behind

One day I'll _____

If I go, there's _____ no telling how far I'll _____

I know _____ on this island

Seems so _____ on this _____

Everything is by _____

I know _____ on this _____

Has a role on this _____

So _____ I can roll _____ mine

I can lead _____ pride

I can _____ us strong

I'll be satisfied if I play _____

But the _____ inside sings a _____ song

What is _____ with me

See the _____ as it shines on the _____

It's blinding

But no _____ knows

How deep it _____

And it _____ like it's calling out to me

So come _____ me

And let me _____

What's _____ that line?

Will I cross _____ line

And _____ line where the _____ meets the _____

It calls me

And no _____ knows

How _____ it goes

If the _____ in my sail on the _____ stays _____ me

One _____ I'll know, how far I'll go

Key Answers :

Staring, water, remember, knowing, perfect, back, know, try,, take, I, make, leads, to, where, see,, meets, knows, goes, the,, me, know, just, go, everybody, maybe, with,, make, along, light, see, one, goes, seems, fine know, beyond, that, the, sky, see, one, far, line, see, behind, day.

Keterangan Skor

4= Sangat Baik

3= Baik

2= Cukup

1= Kurang Baik

Kriteria penilaian dapat dilakukan sebagai berikut :

Skor Maksimal: $4 \times 5 = 20$

Penentuan Nilai: Nilai Siswa = $\frac{\text{Skor diperoleh} \times 100}{\text{Skor Maksimal}}$

Semarang, 30th 2023

Proposer

Nurrahayu Agustina

1803046019

Pre Test Question
How Far I'll Go (Alessia Clara)

I've been _____ at the edge of the _____

Long as I can _____

Never really _____ why

I wish I could be the _____ daughter

But I come _____ to the water

_____ matter how hard I _____

Every turn I take

Every trail _____ track

Every path I _____

Every road _____ back

_____ the place I know _____ I cannot go

Where I long to be

Chorus : _____ the line where the sky _____ the sea?

It calls me

And _____ one knows

How far it _____

If the wind in my sail on _____ sea stays behind

One day I'll _____

If I go, there's _____ no telling how far I'll _____

I know _____ on this island

Seems so _____ on this _____

Everything is by _____

I know _____ on this _____

Has a role on this _____

So _____ I can roll _____ mine

I can lead _____ pride

I can _____ us strong

I'll be satisfied if I play _____

But the _____ inside sings a _____ song

What is _____ with me

See the _____ as it shines on the _____

It's blinding

But no _____ knows

How deep it _____

And it _____ like it's calling out to me

So come _____ me

And let me _____

What's _____ that line?

Will I cross _____ line

And _____ line where the _____ meets the _____

It calls me

And no _____ knows

How _____ it goes

If the _____ in my sail on the _____ stays _____ me

One _____ I'll know, how far I'll go

Post Test Question

A. Choose the correct answer by crossing (X) for a, b, c or d!

I Believe I Can Fly

Written and Performed by R. Kelly

I used to think that I could not go on

And life was nothing but an awful song

But now I know the meaning of true love

I'm leaning on the everlasting arms

If I can see it, then I can do it

If I just believe it, there's nothing to it

I believe I can fly

I believe I can touch the sky

I think about it every night and day

Spread my wings and fly away

I believe I can soar

I see me running through that open door

I believe I can fly

1. What is the song about?

A. Confidence to face the fears.

B. The birds who learn to fly.

C. Life is an awful song.

D. Running through the open door.

2. What did the writer feel at the beginning?
- A. The writer was brave
 - B. The writer thought he could not do anything
 - C. The writer felt he could fly
 - D. The writer could touch the sky
3. What did the writer feel at the end?
- A. The writer could face his fear
 - B. The writer could fly.
 - C. The writer could touch the sky.
 - D. The writer could spread his wing
4. Which one is a past verb?
- A. Fly.
 - B. Touch.
 - C. Could.
 - D. Know.
5. Which one is a noun?
- A. Believe
 - B. Can.
 - C. Fly.
 - D. Wings.

You've Got A Friend

Written and Performed by Carole King

When you're down and troubled,
And you need some love and care,
And nothing, nothing is going right
Close your eyes and think of me,

And soon I will be there
To brighten up even your darkest night.
You just call out my name
And you know wherever I am
I'll come running to see you again
Winter, spring, summer or fall
All you have to do is call
And I'll be there
You've got a friend

6. What is the theme of the song lyrics?

- A. Family.
- B. Spirit.
- C. Interest.
- D. Friendship

7. Who is this song for?

- A. A mother.
- B. A friend.
- C. A brother.
- D. A cat.

8. What is the message of the song?

- A. When we are sad, we can call our friend.
- B. Closing our eyes cannot solve our problems.
- C. We do not need love and care.
- D. A friend will come in summer.

9. Which one is a adjective?

- A. Friend.
- B. Call.
- C. Fall.
- D. Darkest

10. Which one is a noun?

- A. Close.
- B. Need.
- C. Summer.
- D. Call.

HISTORY ONE DIRECTION

You gotta help me, I'm losin' my mind
Keep gettin' the feeling you wanna leave this all behind
Thought we were goin' strong, I thought we were holdin' on
Aren't we?
No, they don't teach you this in school
Now my heart's breakin' and I don't know what to do
Thought we were goin' strong, thought we were holdin' on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more
We can live forever

All of the rumors, all of the fights
But we always find a way to make it out alive
Thought we were goin' strong, thought we were holdin' on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)

So don't let it go, we can make some more
We can live forever

Minibars, expensive cars
Hotel rooms and new tattoos
The good champagne, and private planes
But they don't mean anything
'Cause the truth is out, I realize
That without you here, life is just a lie
This is not the end, this is not the end
We can make it, you know it, you know

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more
We can live forever
You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more
We can live forever

So don't let me go, so don't let me go
We can live forever
Baby, don't you know, baby, don't you know
We can live forever

11. The song is sung by ?

- A. Backstreet Boys
- B. History
- C. One Direction
- D. Westlife

12. What is the title of the song above?

- A. History
- B. One Direction
- C. Losing My Mind
- D. We Can Live Forever

/

13. The member of the music group consists of.....persons ?

- A. Five
- B. Three
- C. Two
- D. Four

14. When did the song release? It released in

- A. 2015
- B. 2014
- C. 2016
- D. 2017

15. What does the tell us about?

- A. Friendship
- B. Happiness
- C. Love
- D. Sorrow

16. "You and me got a whole lot of history". The word "you" refers to . . .

- A. The Writer's Best Friend
- B. The Writer and His Friend
- C. The Reader
- D. The Writer

17." We could be the greatest team that the world has ever seen." The part of the song above means . . .

- A. We can create some other memories.
- B. There is no formal subject at school about friendship.
- C. We can be the best team in the world.
- D. We created many beautiful memories

18. The song teaches us to be ...

- A. Strong
- B. Lazy
- C. Sad
- D. Happy

19. "History" in the song above means ... In Bahasa Indonesia.

- A. Acara
- B. Kegiatan
- C. Kesibukan
- D. Cerita

20. ...We can live forever. The word "forever" has the same meaning as ...

- A. Died
- B. Invisible
- C. Eternal
- D. Spirit

Appendix. Sample of students pre-test

1. Experimental class

Class Experimental

Listen the song and fill in the blank

How Far I'll Go

I've been ^{staring} at the edge of the water

Long as I can remember

Never really ^{knowing} why

I wish I could be the ^{perfect} daughter

But I come back to the water

NO matter how hard I try

Every turn I take

Every trail I track

Every path I make

Every road leads back

TO the place I know where I cannot go

Where I long to be

Chorus : See the line where the sky meets the sea?

It calls me

And no one knows

How far it goes

If the wind in my sail on the sea stays behind me

One day I'll know

If I go, there's just no telling how far I'll go

I know everybody on this island

Seems so happy on this island

Everything is by design

I know everybody on this island

Has a role on this island

So maybe I can roll with mine

I can lead with pride

I can make us strong

80

I'll be satisfied if I play along
But the voice inside sings a different song

What is wrong with me

See the light as it shines on the sea?

It's blinding

But no one knows

How deep it goes

And it seems like it's calling out to me

So come find me

And let me know

What's beyond that line?

Will I cross that line

And the line where the sky meets the sea

It calls me

And no one knows

How far it goes

If the wind in my sail on the sea stays behind me

One day I'll know, how far I'll go

2. Control class

25

Listen the song and fill in the blank

How Far I'll Go

I've been Scared of the edge of the Water

Long as I can Remember

Never really knowing why

I wish I could be the Perfect daughter

But I come back to the water

No matter how hard I try

Every turn I take

Every trail track

Every path I

Every road back

 the place I know I cannot go

Where I long to be

Chorus : Sea the line where the sky the sea?

It calls me

And one knows

How far it Go

If the wind in my sail on Sea sea stays behind

One day I'll

If I go, there's no telling how far I'll

I know on this island

Seems so on this

Everything is by

I know on this

Has a role on this

So I can roll mine

I can lead pride

I can us strong

I'll be satisfied if I play _____

But the _____ inside sings a _____ song

What is _____ with me

See the _____ as it shines on the _____

It's blinding

But no _____ knows

How deep it _____

And it _____ like it's calling out to me

So come _____ me

And let me _____

What's _____ that line?

Will I cross _____ line

And _____ line where the _____ meets the _____

It calls me

And no _____ knows

How _____ it goes

If the _____ in my sail on the _____ stays _____ me

One _____ I'll know, how far I'll go

Appendix. Sample of students post-test

1. Experimental class

Nama : Razitha Almaira Laksha
Kelas : 8G

Post Test Question

A. Choose the correct answer by crossing (X) for a, b, c or d!

I Believe I Can Fly

Written and Performed by R. Kelly

I used to think that I could not go on
And life was nothing but an awful song
But now I know the meaning of true love
I'm leaning on the everlasting arms
If I can see it, then I can do it
If I just believe it, there's nothing to it
I believe I can fly
I believe I can touch the sky
I think about it every night and day
Spread my wings and fly away
I believe I can soar
I see me running through that open door
I believe I can fly

1. What is the song about?
 A. Confidence to face the fears.
- B. The birds who learn to fly.
- C. Life is an awful song.
- D. Running through the open door.

2. What did the writer feel at the beginning?

A. The writer was brave

~~X~~ B. The writer thought he could not do anything

C. The writer felt he could fly

D. The writer could touch the sky

3. What did the writer feel at the end?

~~X~~ A. The writer could face his fear

B. The writer could fly.

C. The writer could touch the sky.

D. The writer could spread his wing

4. Which one is a past verb?

A. Fly.

B. Touch.

~~X~~ C. Could.

D. Know.

5. Which one is a noun?

A. Believe

B. Can.

C. Fly.

~~X~~ D. Wings.

You've Got A Friend

Written and Performed by Carole King

When you're down and troubled,

And you need some love and care,

And nothing, nothing is going right

Close your eyes and think of me,

And soon I will be there
To brighten up even your darkest night.
You just call out my name
And you know wherever I am
I'll come running to see you again
Winter, spring, summer or fall
All you have to do is call
And I'll be there
You've got a friend

6. What is the theme of the song lyrics?

- A. Family.
- B. Spirit.
- C. Interest.
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7. Who is this song for?

- A. A mother.
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- C. A brother.
- D. A cat.

8. What is the message of the song?

- A. When we are sad, we can call our friend.
- B. Closing our eyes cannot solve our problems.
- C. We do not need love and care.
- D. A friend will come in summer.

9. Which one is a adjective?

A. Friend.

B. Call.

C. Fall.

~~D.~~ Darkest

10. Which one is a noun?

A. Close.

B. Need.

~~C.~~ Summer.

D. Call.

HISTORY ONE DIRECTION

You gotta help me, I'm losin' my mind
Keep gettin' the feeling you wanna leave this all behind
Thought we were goin' strong, I thought we were holdin' on
Aren't we?

No, they don't teach you this in school
Now my heart's breakin' and I don't know what to do
Thought we were goin' strong, thought we were holdin' on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more
We can live forever

All of the rumors, all of the fights
But we always find a way to make it out alive
Thought we were goin' strong, thought we were holdin' on
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You and me got a whole lot of history (oh)

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We can live forever

Minibars, expensive cars
Hotel rooms and new tattoos
The good champagne, and private planes
But they don't mean anything
'Cause the truth is out, I realize
That without you here, life is just a lie
This is not the end, this is not the end
We can make it, you know it, you know

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more
We can live forever
You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more
We can live forever

So don't let me go, so don't let me go
We can live forever
Baby, don't you know, baby, don't you know
We can live forever

11. The song is sung by ?
A. Backstreet Boys
B. History
C. One Direction
 D. Westlife

12. What is the title of the song above?
 A. History
B. One Direction
C. Losing My Mind
D. We Can Live Forever

2. Control class

Nama : RagiEha Faza Azzahra

Kelas : 8#

60

Post Test Question

A. Choose the correct answer by crossing (X) for a, b, c or d!

I Believe I Can Fly

Written and Performed by R. Kelly

I used to think that I could not go on

And life was nothing but an awful song

But now I know the meaning of true love

I'm leaning on the everlasting arms

If I can see it, then I can do it

If I just believe it, there's nothing to it

I believe I can fly

I believe I can touch the sky

I think about it every night and day

Spread my wings and fly away

I believe I can soar

I see me running through that open door

I believe I can fly

1. What is the song about?

A. Confidence to face the fears.

B. The birds who learn to fly.

C. Life is an awful song.

D. Running through the open door.

2. What did the writer feel at the beginning?

A. The writer was brave

~~B.~~ The writer thought he could not do anything

C. The writer felt he could fly

D. The writer could touch the sky

3. What did the writer feel at the end?

~~A.~~ The writer could face his fear

B. The writer could fly.

C. The writer could touch the sky.

~~D.~~ The writer could spread his wing

4. Which one is a past verb?

~~A.~~ Fly.

B. Touch.

~~C.~~ Could.

D. Know.

5. Which one is a noun?

A. Believe

~~B.~~ Can.

C. Fly.

~~D.~~ Wings.

You've Got A Friend

Written and Performed by Carole King

When you're down and troubled,

And you need some love and care,

And nothing, nothing is going right

Close your eyes and think of me,

And soon I will be there
To brighten up even your darkest night.
You just call out my name
And you know wherever I am
I'll come running to see you again
Winter, spring, summer or fall
All you have to do is call
And I'll be there
You've got a friend

6. What is the theme of the song lyrics?

- A. Family.
- B. Spirit.
- C. Interest.
- D. Friendship

7. Who is this song for?

- A. A mother.
- B. A friend.
- C. A brother.
- D. A cat.

8. What is the message of the song?

- A. When we are sad, we can call our friend.
- B. Closing our eyes cannot solve our problems.
- C. We do not need love and care.
- D. A friend will come in summer.

9. Which one is a adjective?

- A. Friend.
- B. Call.
- C. Fall.
- ~~D. Darkest~~

10. Which one is a noun?

- A. Close.
- B. Need.
- ~~C. Summer.~~
- D. Call.

HISTORY ONE DIRECTION

You gotta help me, I'm losin' my mind
Keep gettin' the feeling you wanna leave this all behind
Thought we were goin' strong, I thought we were holdin' on
Aren't we?
No, they don't teach you this in school
Now my heart's breakin' and I don't know what to do
Thought we were goin' strong, thought we were holdin' on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more
We can live forever

All of the rumors, all of the fights
But we always find a way to make it out alive
Thought we were goin' strong, thought we were holdin' on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)

So don't let it go, we can make some more
We can live forever

Minibars, expensive cars
Hotel rooms and new tattoos
The good champagne, and private planes
But they don't mean anything
'Cause the truth is out, I realize
That without you here, life is just a lie
This is not the end, this is not the end
We can make it, you know it, you know

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more
We can live forever
You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more
We can live forever

So don't let me go, so don't let me go
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- C. Losing My Mind
- D. We Can Live Forever

Appendix. Documentation Class VIII-G

The pictures are experimental class learning activities



Appendix. Documentation Class VIII-H

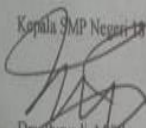
The pictures are control class learning activities



Appendix. SURAT IJIRISET

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18 SEMARANG
Jalan : Purwosari 1, Kel. Purwosari, Kec. Ngaliyan Kota Semarang, Tel: 7603798

LEMBAR DISPOSISI

1. Rahasia	2. Penting	3. Biasa
Nomor Agenda	001	
Tanggal	4 - 1 - 2022	Tanggal Penyelesaian
Perihal	izin ijriset	
Nomor Tanggal	0009 / Un. 10.7 / P1	
Surat dari	UIN Walidhijrah	
Instruksi / Informasi		
1. Diterima / membaca	6. Diharuskan / Ditindaklanjuti	Diteruskan Kepada Pak Budi
2. Diberkahkan pada yang bersangkutan	7. Dibuatkan Jawaban	
3. Diperhatikan dan dilaksanakan	8.	
4. Disampaikan / diumumkan	9.	
5. Diberitahukan / dipersiapkan	10.	
Kepala SMP Negeri 18 Semarang  Dra. Puryadi, M.Pd. NIP. 19640823 198902 1 001		

CURRICULUM VITAE

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Address : Desa Tumpu, Kecamatan Bolo
Kabupaten Bima. Provinsi NTB

Education : 1. SD Negeri Inpres Kananga 1
2. SMP Negeri 1 Bolo
3. SMA Negeri 1 Bolo

Semarang, 24 Maret 2023

Nurrahayu Agustina
NIM. 1803046019