

AN UNDERGRADUATED THESIS

**INCREASING THE STUDENT'S LISTENING COMPREHENSION
BY FINDING IDIOM IN ENGLISH ACOUSTIC SONGS AMONG THE
EIGHT GRADERS OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG
EAST LAMPUNG**

By:

**GATOT MUNANDAR
Student Number: 1601070089**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC INSTITUTE OF METRO
1442 H / 2021 M**

AN UNDERGRADUATED THESIS

**INCREASING THE STUDENT'S LISTENING COMPREHENSION
BY FINDING IDIOM IN ENGLISH ACOUSTIC SONGS AMONG THE
EIGHT GRADERS OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG
EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

**Gatot Munandar
Student Number: 1601070089**

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H/ 2021 M**



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ian@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : I (one) Bundle
Matter : In order to hold the Munaqosyah of Gatot Munandar

To:
The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to thesis script which is written by:

Name : GATOT MUNANDAR
Students Number : 1601070089
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education Department
Title : INCREASING THE STUDENT'S LISTENING
COMPREHENSION BY FINDING IDIOM IN ENGLISH
ACOUSTIC SONGS AMONG THE EIGHT GRADERS OF
STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG EAST
LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

Metro, April 2021

Sponsor

Dr. Widhiva Nnsiana, M.Hum
NIP. 19720923 200003 2 002

Co-Sponsor

Svahreni Siregar, M.Hum
NIP. 19760814 20091 2 004

The Head of English Education Department

Ahmad SubhanRoza, M.Pd
NIP. 19750610 200801 1 014

Scanned by TapScanner



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : 1 (Satu) Berkas
Perihal : Pengajuan Munaqosyah

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di
Metro

Assalamu'alaikum Wr.Wb

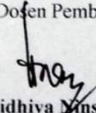
Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang telah disusun oleh :

Nama : GATOT MUNANDAR
NPM : 1601070089
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Yang berjudul : INCREASING THE STUDENT'S LISTENING
COMPREHENSION BY FINDING IDIOM IN ENGLISH
ACOUSTIC SONGS AMONG THE EIGHT GRADERS
OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG
EAST LAMPUNG

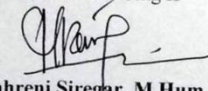
Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

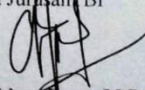
Dosen Pembimbing I


Dr. Widhiya Ansiana, M.Hum
NIP. 19720923 200003 2 002

Metro, April 2021
Dosen Pembimbing II


Syahreni Siregar, M.Hum
NIP. 19760814 20091 2 004

Mengetahui,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Scanned by TapScanner



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmuyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ian@metrouniv.ac.id

APPROVAL PAGE

The Title : INCREASING THE STUDENTS LISTENING
COMPREHENSION BY FINDING IDIOM IN ENGLISH
ACOUSTIC SONGS AMONG THE EIGHT GRADERS
JUNIOR HIGH SCHOOL 4 SEKAMPUNG EAST LAMPUNG
Name : GATOT MUNANDAR
St. Number : 1601070089
Department : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED BY:

To be discussed in the Munaqosyahin Tarbiyah Faculty of State Institute for
Islamic Studies (IAIN) of Metro.

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, April 2021

Co-Sponsor

Svahreni Siregar, M.Hum
NIP. 19760814 20091 2 004

Scanned by TapScanner



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

Jalan Ki Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouiniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

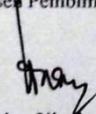
PERSETUJUAN

Judul : INCREASING THE STUDENT'S LISTENING
COMPREHENSION BY FINDING IDIOM IN ENGLISH
ACOUSTIC SONGS AMONG THE EIGHT GRADERS
OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG
EAST LAMPUNG
Nama : GATOT MUNANDAR
NPM : 1601070089
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

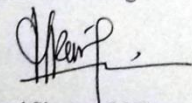
DISETUJUI

Untuk di munaqosyahkan Fakultas Tarbiyah dan Ilmu Keguruan IAIN
Metro.

Dosen Pembimbing I


Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, April 2021
Dosen Pembimbing II


Syahreni Siregar, M.Hum
NIP. 19760814 20091 2 004

Scanned by TapScanner



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507. Faksimili (0725) 47296. Website: www.metrouniv.ac.id E-mail:
iaimetro@metrouniv.ac.id

RATIFICATION PAGE

No. B-1724/11-28-1/D/PP 00-9/05/2021

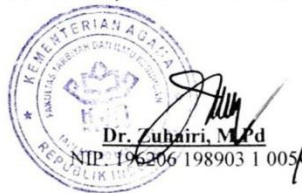
The Undergraduate Thesis entitled: INCREASING STUDENT'S LISTENING COMPREHENSION BY FINDING IDIOM IN ENGLISH ACOUSTIC SONGS AMONG THE EIGHT GRADERS OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG EAST LAMPUNG written by: GATOT MUNANDAR. Student Number 1601070089, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, May 3, 2021 at 10.00-12.00 a.m.

BOARD OF EXAMINERS

Chairperson : Dr. Widhiya Ninsiana, M.Hum
Examiner I : Ahmad Subhan Roza, M.Pd
Examiner II : Syahreni Siregar, M.Hum
Secretary : Linda Septiyana, M.Pd



The Dean of Tarbiyah and Teachers Training Faculty



Scanned by TapScanner

**INCREASING THE STUDENT'S LISTENING COMPREHENSION
BY FINDING IDIOM IN ENGLISH ACOUSTIC SONGS AMONG THE
EIGHT GRADERS OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG
EAST LAMPUNG**

ABSTRACT

**By:
Gatot Munandar**

The purpose of this research was to increase the students listening comprehension at Eighth grade students of SMPN 4 Sekampung, East Lampung. In this research, the researchers conducted classroom action research (PTK) by means of online classes using the WhatsApp group because it was still in the covid-19 pandemic period which was carried out in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this study were 30 grades VIII A students of SMPN 4 Sekampung, East Lampung. In collecting data, researchers used tests (pre-test, post-test I and post-test 2), observation and documentation. This research was conducted collaboratively with an English teacher of grade VIII at SMPN 4 Sekampung, East Lampung. The results of this research indicate that Finding Idioms in English Acoustic Songs can increase the listening skills of class VIII students of SMPN 4 Sekampung, East Lampung. This can be proven by the students' average scores ranging from pre-test to post-test. The mean score in the pre-test was 50, in the post-test I was 59, and it was 75 in the post-test II. This means that the use of English acoustic songs can increase students' listening skills.

Keywords : *Idiom, English Acoustic Songs, Junior High School,
Class Room Action Research*

**MENINGKATKAN KEMAMPUAN MENYIMAK SISWA DENGAN
MENEMUKAN IDIOM DALAM LAGU BAHASA INGGRIS DI KELAS
DELAPAN SMPN 4 SEKAMPUNG LAMPUNG TIMUR**

ABSTRAK

**Oleh:
Gatot Munandar**

Tujuan penelitian ini adalah untuk meningkatkan pemahaman menyimak siswa kelas VIII SMPN 4 Sekampung Lampung Timur. Dalam penelitian ini peneliti melakukan penelitian tindakan kelas (PTK) dengan cara kelas online menggunakan WhatsApp group karena masih dalam masa pandemi Covid-19 yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 30 siswa kelas VIII A SMPN 4 Sekampung, Lampung Timur. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test I dan post-test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris kelas VIII SMPN 4 Sekampung, Lampung Timur. Hasil penelitian ini menunjukkan bahwa Finding Idiom dalam Lagu Akustik Bahasa Inggris dapat meningkatkan keterampilan menyimak siswa kelas VIII SMPN 4 Sekampung, Lampung Timur. Hal ini dibuktikan dengan nilai rata-rata siswa mulai dari pre-test hingga post-test. Nilai rata-rata pada tes awal adalah 50, pada tes akhir I adalah 59, dan 75 pada tes akhir II. Artinya penggunaan lagu akustik berbahasa Inggris dapat meningkatkan keterampilan menyimak siswa.

Kata Kunci: Idiom, Lagu Akustik Bahasa Inggris, Sekolah Menengah Pertama, Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : GATOT MUNANDAR
NPM : 1601070089
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 22 April 2021
The Researcher,



UNIVERSITAS MITRA 21
MPEL
000AHF9458129F0
1000
SERBU RUPIAH

GATOT MUNANDAR
NPM.1601070089

x

Scanned by TapScanner

ORISINALITAS PENELITIAN

Yang Bertanda tangan dibawah ini:

Nama : GATOT MUNANDAR
NPM : 1601070089
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 22 April 2021

Penulis,



GATOT MUNANDAR
NPM.160107008

MOTTO

لَا تَحْزَنُ إِنَّا اللَّهُ مَعَنَا

“Do not be sorrowful, Because Allah always with us.” (Q.S. At-Taubah :40)

DEDICATION PAGE

This Undergraduate Thesis is dedicated for:

1. My beloved parents (Mr. Suyatno and Mrs. Sunani) who keep on praying and always support me both moral and financial. I love you so much.
2. My beloved grandfather, Warso and Paiman
3. My beloved grandmother, Suprapti and Samiyem
4. My beloved brother Subiyanto
5. My beloved friend Bagus Firmansyah

ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Greeting and salutation be upon the prophet Muhammad saw who has brought human from the darkness era into bright era. Peace is upon him, who becomes an inspiration for all people to live as Moslems.

This undergraduate thesis is presented as a partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: **“INCREASING STUDENT’S LISTENING COMPREHENSION BY FINDING IDIOM IN ENGLISH ACOUSTIC SONGS AMONG THEEIGHT GRADERS OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG EAST LAMPUNG”**.

The writer would like to express her gratitude to the sponsor, Dr.Widhiya Ninsiana,M.Hum and the co-sponsor Syahreni Siregar, M.Hum, who have sincerely guided the writer to accomplish this undergraduate thesis in time.

Finally, the writer realizes that this thesis is still many mistakes. At last, the researcher hopes that the research have significant contribution in teaching learning English in IAIN METRO.

Metro, 22 April 2021

The writer,

Gatot Munandar
St Id. 1601070089

TABLE OF CONTENTS

COVER	i
COVER PAGE	ii
NOTIFICATION LETTER	iii
NOTA DINAS	iv
APPROVAL PAGE	v
PERSETUJUAN	vi
RATIFICATION PAGE	vii
ABSTRACT	viii
ABSTRAK	ix
STATEMENT OF RESEARCH ORIGINALITY	x
ORISINALITAS PENELITIAN	x
i	
MOTTO	xii
DEDICATION PAGE	xiii
ACKNOWLEDGEMENT	xiv
TABLE OF CONTENTS	xvi
LIST OF TABLE	
xviii	
LIST OF FIGURES	
xviii	
LIST OF APPENDICES	xxi
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. Identification of the Problem	5
C. Problem Limitation	6
D. Problem Formulation	6
E. Objective and Benefits of the Study.....	6
F. Prior Research	7
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. General Description.....	11
1. Listening	11
2. Learning Media	13
3. Music and Song	14
B. Concept of Idiom.....	18
1. The Definition of Idiom	18
CHAPTER III RESEARCH METHODOLOGY	27
A. The Operational Definition of Variable	27
B. Research Setting.....	28

C. Subject and Object Research	29
D. Action Plan.....	30
E. Data Collect Method	35
F. Data Analysis Method.....	36
G. Indicator of success	38
CHAPTER IV RESULT OF THE RESEARCH	39
A. Result of the Research.....	39
1. The Description of SMP N 4 Sekampung.....	39
B. Description of the Research	41
1. Pre-Test	41
C. Discussion of The Research	53
CHAPTER V CONCLUSION AND SUGGESTION.....	59
A. Conclusion	59
B. Suggestion.....	60
BIBLIOGRAPHY	62
APPENDIX	65
CURRICULUM VITAE.....	92

LIST OF TABLES

Table 1. The Result of the Data Listening Score	4
Table 2. The Pre-Survey Result	5
Table 3. The Subject of the Research	29
Table 4. The Students Score in Pre-Test	42
Table 5. The Students Score in Post-Test 1	45
Table 6. The Result of the Students Listening in Cycle 1	47
Table 7. The Students Score in Post-Test 2	50
Table 8. The Result of the Students Listening in Cycle 2	52
Table 9. The Increasing of Students Scores at Cycle 1 and Cycle 2	54
Table 10. The Result of The Students Participation	57

LIST OF FIGURE

Figure 1. The Condition of Teacher and Official SMPN 4 Sekampung	39
Figure 2. The Gender of Teacher and Official Employers.....	40
Figure 3. Total of the Students at SMPN 4 Sekampung	40
Figure 4. The Frequency of the Students Score in Pre-Test	43
Figure 5. The Frequency of the Students Score in Post-Test 1	46
Figure 6. The Frequency of the Students Score in Post-Test 2.....	51
Figure 7. The Result of Pre-Test.....	61

LIST OF APPENDIX

Appendix 1. Lesson Plan	60
Appendix 2. Instrument Pre test.....	63
Appendix 3. Instrument Post test 1	66
Appendix 4. Instrument Post test 2	69
Appendix 5. Observation Sheet.....	78
Appendix 6. Field Note	79
Appendix 7. Documentation	80
Appendix 8. The Free Library License Letter.....	82
Appendix 10. The Research License Letter	83
Appendix 10. The Thesis Guide Letter	84
Appendix 11. The Thesis Consultation.....	85

CHAPTER I

INTRODUCTION

A. Background of The Study

Listening is one of English skills that must be mastered by someone who learns English. In teaching listening, the teacher usually face different difficult in the classroom such as the students are at different levels, the class is very big, the students are not in cooperative. It means the poorness of students' listening skill becomes the problem of learning process. Many students misunderstand about the meaning when they give listening from the teacher, because some teachers of Indonesia use the old ways to teach their students as like the old methods.

Understanding the process of speech perception is important because it gives clues concerning what listeners do when they are faced with deciphering aural information.¹ Language is feelings and desires by means of a system of sounds and sounds symbols.² English is the important language and which one obliged subject that teaches at schools. English is not only very important and obliged subject that teaches at schools, but English is also second language that would use to communicating in daily activity. We do not realize that giving the course material just sit, silent, and listen. Actually that way can be made some students fell bored.

¹Anvar N. Khuziakhmetov and Galina V. Porchesku, "Teaching Listening Comprehension: Bottom-Up Approach", *International Journal of Environmental & Science Education* 11, No.8(2016): p. 1989-2001.

² AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p.473

Actually, most of students assume that English is a difficult subject. This is our assignment of teacher to teach them to use other way or other method, where this method sensed can be made the students more enjoy English subject. So, they could enjoy learning English. To make students enjoy in the class room, the teacher should change learning strategy, method, and a technique.

It is widely known that, start from children till adult liked with a song. Song is singing music for the voice.³ Someone might like a song, usually based on that song a form from personal experience, they understand about the meaning, and more than less that song easy listening.

These days, it is known that almost all teenagers in Junior High School like with Justin Beiber or Lenka. They always sing Justin Beiber's or Lenka's song, even though they do not understand meaning every lyric. But, they really enjoy what they do. The students want to know more high. They listen, enjoy, and push fell want to know, they would try to search meaning, and formula from that song. And they try to make a good pronunciation in order that as same as Justin Beiber's or Lenka's pronunciation.

Acoustics is the science of sound and the sense of hearing.⁴ English Acoustic Song is one of kinds of songs that can be used to increase student's ability to learn structure of sentences. That's why the researcher chose this title. The researcher thought over that matter must be researched. Because the

³*Ibid.*, p.822

⁴*Ibid.*, p.8

fact, a students would more easy to understand course material that done with happy.

Listening English Acoustics Song, the researcher has prospect in order that a students could learn the formula or structure of sentences using English Acoustics Song, the students would more easy to understand the formula. Because they could remember the formula with using their favorite song and they could understand meaning and how to know to make good sentences suitable with the formula. And this is important for students. Because, in this way could make the students easy to learn listening skill.

Teaching across age levels, there are variable of age. There are teaching children, teaching adults, and teaching teens. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them.⁵ It meant that teens are intermediate age. Some people said that teens are age of puberty. That is the reasons why I use Acoustics Song to increase student's listening comprehension. Because the teacher is teaching a teens and the teacher never teaches through acoustic song for listening subject. Because, they uncommon teaching through song. So, they bored.

Based on data pre-survey on August 26th 2020in Junior High School 4 Sekampung East Lampung, the researcher did the observation on the Eighth Graders of State Junior High School 4 Sekampung East Lampung, the researcher found that some students were less enthusiastic about listening to

⁵ H. Doughlas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy in Second Edition*, Longman, p.92

the English conversations; they are difficult to understand the pronunciation of the speakers heard by the teacher and audio.

Another supporting data is by students documentation in English subject at the Eight Graders Junior High School 4 Sekampung East Lampung, based the students documents scores below :

Table 1
The Result of the Data Listening Scores at the Eighth Graders Students' of State Junior High School 4 Sekampung East Lampung

NO	Students' Code	LISTENING SCORES	Ket.
1	A S	60	Failed
2	A R	60	Failed
3	A A S	55	Failed
4	A	50	Failed
5	A P	77	Passed
6	A	55	Failed
7	C V F	70	Failed
8	D A W	60	Failed
9	D A F	65	Failed
10	D A G	78	Passed
11	F W P	78	Passed
12	F A	63	Failed
13	G P	72	Failed
14	G N H	77	Passed
15	I M	55	Failed
16	J A P	55	Failed
17	K M W	73	Failed
18	K A W	78	Passed
19	M S	65	Failed
20	N A	61	Passed
21	N Q S	68	Failed
22	N P V	60	Failed
23	P E	65	Passed
24	R I V	60	Failed
25	R A	55	Passed
26	R A P	60	Failed
27	R A	50	Failed
28	R S	60	Failed

29	R K	60	Failed
30	S R	50	Failed
Score total		1895	
Average		63.16	

Source: Student's Listening Scores at The Eighth Grade Students of State Junior High School 4 Sekampung East Lampung (Pre Survey, on August 26th 2020).

Table 2
The Pre-Survey Result from the Listening Score of The VIII 1 Students in State Junior High School 4 Sekampung East Lampung

No.	Grade	Explanation	Amount	Percentage
1.	≤ 70	Failed	23 Students	76.67%
2.	≥ 70	Passed	7 Students	23,33 %
Total			30 Students	100 %

From the table above, that is assumed, most of students do not reach Minimum Mastery Criteria (MMC) yet, so must do remedial. Almost 76,67 % means 23 students not passed and only 7 students 23,33 % get score more than Minimum Mastery Criteria (MMC).

In line problems above, the researcher intends to conduct the research by Finding Idiom in English Acoustic Song increase students' listening skill among the Eighth Graders of STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG EAST LAMPUNG.

B. Identification of the Problem

The researcher identified the problems as following:

1. The students have difficult in listening conversations.
2. The students are weak in understanding the pronunciation of the speakers.
3. The students are not enthusiastic learn English subject.

4. The students misunderstand what native speaker says.

C. Problem Limitation

The researcher limits the problem to investigate the Increasing the Students' Listening Comprehension by Finding Idiom in English Acoustic Song Method at The Eeight Grade of Junior High School 4 East Lampung.

D. Problem Formulation

Based on the explanation in the problem limitation, the researcher formulates the problem on: "Can Finding Idiom in English Acoustic Song method increase the students' listening comprehension of the eighth grade students of Junior High School 4 Sekampung East Lampung?"

E. Objective and Benefits of the Study

1. Objective of the Study

In line with the statement of formulation of the problem stated above, the researcher aim to increase and describe whether Finding Idiom in English Acoustic Song can help increasing students' listening skills at the Eighth Graders of state Junior 4 Sekampung East Lampung.

2. Benefits of the Study

Generally, the result of this research was expected to be useful to increase listening comprehension by Finding Idiom in English Acoustics Song. This research had benefits as follows:

- a. For the students is to increase listening comprehension in academic purpose and daily life.

- b. For a teacher can deliver listening material using many methods that can adjust to student interests.
- c. For the other researcher can be used as a theoretical basis to further develop this research.

F. Prior Research

The Effectiveness of Using English Song on Students' Listening Ability. (A *Quasi-experimental Study at the Second Grade Students of MTs Hidayatul Anam Jakarta Selatan*) Skripsi, Department of English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta. The purpose of this study was to find out the effectiveness of using songs to increase students' listening ability in the second grade of students at the *MTs Hidayatul Anam Pasar Minggu Jakarta Selatan*. The method in this research was a quasi-experimental study. The instrument used in this study was pre-test and post-test. The technique used to collect the data was quantitative with t-test. The result of this study showed that the use of media songs is effective to increase students' listening ability. It can be seen from the result of calculation that the students' score in experimental class was higher than control class. Based on the statistical calculation with the significance level 5%, it showed that t observation ($t_o = 1.896$) is higher than t table ($t_t = 1.686$). It means there is effectiveness of using songs to increase students' listening ability.⁶

⁶Agung Prasetia, "The Effectiveness of Using English Song on Students' Listening Ability" (*Jakarta Selatan : English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta*, 1

Chaesari Muji Arsyida. 2018. *Correlation between Students' Habit of Listening to English Songs and Pronunciation Mastery toward the Speaking Ability of the Tenth Grade Students of SMK Batik 1 Surakarta in Academic Years 2017/ 2018*. Thesis English Education Department, Islamic Education and Teacher Training Faculty. This research applied a quantitative design with a correlation method. The correlation here is between the habit of listening to English song (X1), students' pronunciation (X2) and speaking ability of students (Y). The researcher used test, questionnaire, and document as the technique to collect the data for this research. The research population is 140 students taken from grade XDKV, XTKJ, XAP, and XAKS. The sampling technique was done by using proportionate random sampling in which the fraction of each class was divided into $\frac{1}{2}$. Therefore, the sample used for this research were 16 students of XDKV, 16 students of XTKJ, 17 students of XAP, and 16 students of XAKS. The technique of data analysis used by the researcher is the formula of Pearson's product moment correlation.

This research was aimed to find out the improving students' vocabulary mastery by using English song. The subject of this research was eight grade of MTS ISLAMIC ZENDING MEDAN. It was consisted of one class and 21 students as respondents. The object of this research was to improve students' vocabulary mastery by using English song. The result of the analyzing the data showed that there was an improving on the students' vocabulary mastery from each cycles. It was showed from the mean of pre-

test was 63,95. Where, there were 6 students got successfully score criteria or it was only 29% and 15 students got unsuccessful or it was 71 %. After doing cycle I by using English song, there was an improving of the result of the students mean was 72,23 . Where, 8 students got successful criteria score or it was only 38 % and 13 students got unsuccessful criteria score or it was 62 %. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students mean was 83,19 . Where, 18 students got successful criteria score or it was 86 % and 3 students got unsuccessful criteria score or it was 14%. In other words, the students vocabulary mastery was improved. And based on interviewed, observation sheet, and photographs, it showed that the expression and excitement of the students were also improve.

Based on the research above, the similarities and differences between previous research and this study Agung Presidia's first research, virtual research with this study used the Finding Idiom in English Song method and for listening lessons. Furthermore, the research differences between virtual research and this research are: Furthermore, the research differences between virtual research and this research are: using quantitative research type.

The second is Chaesari Muji Arsyida's research, namely Chaesari's research using English songs, but English songs are here to connect with pronunciation and the difference is for speaking learning, not for listening. The latest, from Umami Kalsum Batu Bara research, the similarities between Umami's research and this research also use the English Song method and use

Classroom Action Research CAR. The difference between Ummi's research and this research is: Ummi research is to improve students' vocabulary, not listening.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In order to sharpen the theoretical framework of this study, this chapter was devoted to review some relevant theories and studied concerning with listening comprehension and Finding Idiom in English Acoustics Songs.

A. General Description

1. Listening

a. Concept of Listening Skill

There are four skills when we learn English, such as reading, speaking, writing and listening. Listening is also an essential part of communication and basic to second or foreign language learning. Listening is different from hearing (*perceive (sound) via the auditory sense*). Hearing is just as passive bodily function whereas listening is active, or should be. When we listen to a lecture, on a subject we are actually interested in we give our full attention to the topic. Listening is a process of orally grasping and decoding the signs a listener directly hears. Practically, in a listening process a listener understands and translates the message addressed to him into meaning in his mind.⁷ We can get the point that listening is a process decoding of listener to understand meaning when they listen something.

⁷ H. Douglas Brown, Principle of language learning and teaching, San Francisco State University, 2006

Traditionally, the listening pattern in class is passive just as many teachers still carry on in their classes now.⁸In addition, listening is natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening⁹. So from the definition above we conclude that listening in the process to developing personal language from a person. It very important to understand listening in process of teaching.

Moreover, Anderson and Lynch, listening as understanding is not that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge and by applying what he knows to what he hears and trying to understand what the speaker means.¹⁰ So, the conclude from the expert above is listening like combining from other skill example is speaking because it have relation with pronunciation from the speaker saying.

Furthermore, Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.¹¹

⁸Hongyu Wang, *An Exploration on Designing College English Listening Class; Journal of Language Teaching and Research* .2 2. P. 359-363

⁹I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge 2009), p. 37

¹⁰ Abbas Pourhossein Gilakjani, "A study of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement" *Journal of Language Teaching and Research*, (Finland: Academy Publisher) Vol 2, No. 5 September 2011, p. 978

¹¹Vandergrift Larry and C. M.Goh Christine, *Teaching and Learning Second Language Listening: Metacognition in Action*, (New York, Routledge, 2012), p.4

Based on theoretical above, it is clear that listening is very important part of learning English and very important skill indeed in daily communication. Through listening people can understand the purposes of other speech, and it is hoped that the listeners can give responses properly.

2. Learning Media

In line with this development of technology, every kind of media had characteristic. To make it easier understanding about some kinds of media, in learning process kinds of media can be divided into four groups.

There were:

1. Visual media
2. Audio media
3. Audio-visual media
4. Multimedia

In my research, I chose audio-visual media. Because of the researcher use a song and text in this research. The explanation about audio-visual media was a media that used in learning process just involve sense of listening and sight of students in one process or one activity. Message and information could be channeled through this media. This media could be divided to verbal message and nonverbal message that rely

on sight and sense of listening.¹² There were some examples of audio-visual media such as film, TV program, music, etc.

3. Music and Song

a. Using Music in the Classroom

According Murphey names songs as ‘adolescent motherese’. According to him, ‘motherese’ means the highly affective and musical language that adults use to communicate with infants¹³.Futonge in Edgar state that, “Song is a language package that combine culture, vocabulary, listening, grammar and also as a moderator for other language skills in just few rhymes”.¹⁴ As toddlers grow up they get less and less of that language. The language vanishes slowly as children develop and they may be replaced by a song. A typical example of ‘motherese’ speech may be a lullaby. Interestingly, people talk about a song at least two dissimilar ways.

The first is as a purely musical work. On the other hand, a song might be understood as a rendition, that is, a realization of that song in a performance, a recording or a written material. Additionally, it is crucial to take a broad view of songs.

¹²Rayandra Asyhar, *Kreatif Mengembangkan Media Pembelajaran*, Gaung Persada, Jakarta:2011, p.45

¹³ Anna Kusnierek, *The Role Of Music And Songs In Teaching English Vocabulary To Students*. Poznan.2016. ISSN 2392-2192

¹⁴ Edgar Alberto, “The Use of Song as a Tool to Work on Listening and Culture in ESL Classes,” *Scientific Information System Network of Scientific Journals from Latin America, the Caribbean, Spain and Portugal*, No.15, 2010, p.124

They incorporate not only the tune and the lyrics, but also all of the contexts in which it is created, produced and consumed. It is important where the song was performed and by whom, the audience and the technology that produced it

Dictionary.com provides seven entries under the headword music. The first explanation says that “music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color.

The definition emphasizes that music’s role is to describe emotions and there are four essential features which characterize music. The second definition says that these are “the tones or sounds employed, occurring in single line (melody) or multiple lines (harmony), and sounded or to be sounded by one or more voices or instruments, or both.” In fact, in this explanation it is all about instruments and voice¹⁵

Simply, music is instruments or voices (or both) people hearing the classroom exactly had steps. They started from beginning until closed activities. Before, we going to explain them, I would like decide kind of music that suitable to our lessons. Acoustic Song and classical music were good choices, because they often did not have lyrics or words, unlike most pop and rock music.¹⁶

¹⁵*Ibid.*,p22

¹⁶*Ibid*

Teacher should choose shorter pieces and excerpts rather than longer ones. In this way they would have various kinds of music on the cassette tape which can be used for many different activities.¹⁷ Using music gave students opportunities to become active creators of their own learning process.¹⁸

b. Using Favorite Songs

Song will always be connected with music. Music can be an important tool to achieve relaxation and harmony to improve effectively of learning. Music is chosen and determined in proper way to help students in acquiring and mastering material easily. It was said to produce alpha state in which the mind was relaxed and meditative but remained receptive.¹⁹ Experienced teachers knew that songs and poems were an excellent way to begin or end lesson. At the beginning of a lesson they could help children made the transition from their native language into English as the lesson warm-up. It was possible whenever best to select a piece of verse that was directly related to the content of the lesson.²⁰ Actually, song created with two purposes, they are:

¹⁷*Ibid*

¹⁸*Ibid*

¹⁹Claudia Smith Salcedo, “*The Effect of Songs in Foreign Language Classroom Text Recall and Involuntary Mental Rehearsal*,” *Journal of Collage Teaching & Learning*, Vo. 7, No. 6, 2010, p.19

²⁰Caroline Linse, *Using Favorite Songs and Poems with Young Learners*, Number 2, 2006, p.38

1. Song created just for enjoyed.
2. Song created to aim learning process, for example to teach vocabulary, phrase and grammar.

So, the teachers must choose and decided song that suitable with the necessary and the purpose learning process that must achieved. Song and rhyme are part important from livelihood, just not for children but to teenager and adult. Song and rhyme was is a tool or media language learning process to them. Teaching and learning process language especially foreign language, it would be more interesting if presented into an association interesting activity. Studied language through song could make the students fall happy to learn it because they enjoyed that song. Actually, they sang and they learned English.²¹

c. Acoustics

Acoustics is the science of sound and deals with the origin of sound and its propagation, either in free space, or in pipes and channels, or in closed spaces. It is the basis of many fundamental phenomena and also of numerous practical applications.²² From the definition above, the conclusion is acoustic like independent sound, so he can stand with own style.

It was widely known that an English acoustics song often used guitar. For example, the first song came from Lenka with the title

²¹Kasihani K.E. Suyanto, *English for Young Learner*, Bumi Aksara, Jakarta:2007, p.113-114

²² Heinrich Kuttruff, *Acoustics An introduction*:London and new york. 2007

Trouble is a Friend and the second one came from Justin Bieber with the title *One Time* using the guitar. But there was different between Lenka and Justin Bieber's song. The differences between both are tempos.

The acoustics of buildings was an undeveloped aspect of the study of the sound until comparatively recent times. The Roman architect Marcus Pollio, who lived during the 1st century BC, made some pertinent observations on the subject and some astute guesses concerning reverberation and interference. The scientific aspect of this subject, however, are first thoroughly treated by the American physicist Joseph Henry in 1856 and more fully developed by the American physicist Wallace Sabine in 1990.²³

English Acoustics Songs needed to learn because English Acoustics Songs are simple music. It meant just used one music tool. Meanwhile, other music was liked rock, metal, R n B used more than one music tools. So that could make the students are not focus in received the course material.

B. Concept of Idiom

1. The Definition of Idiom

According to Lazar, the definition of idioms almost similar to slang. Idiom is a group of words that meaning cannot be derived from the

²³*Ibid*

meaning of each word that makes them up.²⁴ The example of English idiom is “hit the book”. The translator cannot translate the idiom as “memukul buku”. Idiom “hit the book” means “to tell friends that you are going to learn.”

Besides, Cooper elaborates that the meaning of an idiom cannot be derived from the meaning of its constituent elements.²⁵ It means that, Idiom, which is derived, will not be meaningful because each word that makes them up will build another meaning if the translator separate the word one by one.

Moreover, Baker has similar explication with Lazar and Cooper and defines that idiom have meanings that cannot be deduced from their individual components.²⁶In other hand, Mc Charthy and O’Dell in their book, *English Idiom Use* stated that, “Idioms are expressions which have a meaning that is not obvious from the individual words”.²⁷It means that the meaning of idioms is not literal meanings, but they have non literal meanings. The best way to understand idiom are by looking at the content. For example, *drive somebody* is an idiom meaning *make somebody angry or frustrated*

²⁴G. Lazar, *Meanings and metaphor: Activities to practice figurative language*. (Cambridge: Cambridge University Press, 2006), 155.

²⁵J. Cooper, *Cognitive processing in second language acquisitions* (Amsterdam: John Benjamins Publishing Company), 233.

²⁶M. Baker, *In Other Words: A Course on Ttranslation*. (London: Routledge, 1992), 162.

²⁷M.Mc Carthy &F. O’Dell, *English Idioms in Use*.(Cambridge: Cambridge University Press, 2003), 6.

However, Allan and Burridge defines slang as colloquial, contemporary, and informal words or phrase; for the example is an Australian slang “catch you later” which means “goodbye”.²⁸

From the definitons stated above, it can be concluded that idioms are words or phrases whose meaning is not predictable and can not be translated from ifs constituent words so that it must be learnt as whole or unity.

a. Characteristics of Idioms

According to Baker claims the characteristics of idiom that “The more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiom”.²⁹ Based on expanations above, if the translator find some expression containing words which is dificult to be understood by each word because the meaning will not give the same sense, the translator should deeply indicates whether the expression is an idiom or not.

Even, Baker notes that the following grammatical and syntactic of idioms should be taken into account since they may affect the degree of idiomatic city of lexical items and remove the figurativeness of idiomatic expressions, which is the most important

²⁸Phillip K. Allan &Allice K. Burridge. *Forbidden words: Taboo and the censoring of language*.(New York: Cambridge University Press, 2006), 65.

²⁹M. Baker, *InOther Words: A Course on Translation*. (London: Routledge, 1992), 162.

feature of idioms. He explained that there are six factors affected idioms.³⁰ Those are:

1) Addition

Adding the adverb *very* to the adjectives *red herring* affects its figurative meaning. For example; it can be seen in *very red herring*.

2) Deletion

Deleting any words from an idiomatic expression would alter its meaning or idiomatic sense. For example, deleting the adjective *sweet* from the expression *have a sweet tooth* will change the meaning.

3) Substitution

We cannot replace any words in idioms even if those words are synonyms. For example, in *the long and short of it*, the adjective *long* cannot be substituted by adjective *tall* despite the fact that they have nearly the same meaning.

4) Modification

Any change in the grammatical structure of an idiom will alter its meaning. For instance, the expression *stock, barrel, and lock* is not idiomatic because the order of items in the expression *lock, stock, and barrel* has been altered.

³⁰*Ibid*, 163.

5) **Comparative**

Adding the comparative suffix (-er) to the adjectives in idiomatic expressions, such as *be in hot water* will change the conventional sense of idiom (*be in trouble*).

6) **Passive**

Changing the passive form into active will damage the figurative meaning of many idioms. The expression *they spilled the beans* is idiomatic while its passive form *some beans were spilled* has completely different meaning.

Based on the explanation above, idiom have the unique form which cannot be derived each part because it will be lost of the whole meaning of the idiom.

b. **Types of Idiom**

In addition, Moon classifies idioms based on the spectrum of idiomaticity. Those are:³¹

1) **Transparent Idioms**

Transparent idioms are those idioms which are easy to comprehend and translate and their meaning can be derived from the meanings of their constituent parts. For example; *back and forth, fight a losing battle*.

³¹R. Moon, *Fixed Expressions and Idioms in English: A Corpus Based Approach* (Oxford: Oxford University Press, 1996), 21.

2) Semitransparent Idioms

Idioms that usually have metaphorical meaning and their constituent parts have a little role in comprehending the whole meaning of the expression. For example; *break the ice* means *to reveal the tension*.

3) Semi opaque Idioms

The group of idioms whose figurative meaning is not related to the meanings of their constituent words. In other words, the idiomatic expression is separated in two parts, apart with literal meaning, and other part with a figurative meaning. For example; *to know the rope* means *to know how a particular job should be done*).

4) Opaque Idioms

Opaque idioms are the most difficult type of idioms because the literal meanings of their parts have little to do with the actual sense of idioms; that is, the meaning of an opaque idiom cannot be derived from the meanings of its individual parts because there are items which have cultural references. For example; *to burn one's boat* means *to make retreat impossible* and *spill the beans* means *to reveal a secret*).

Furthermore, Makkai also classifies idioms into six types, there are:³²

1) Phrasal Verb Idioms

A phrasal verb is a verb that contains of two kind of words. The first word is a verb, and the second word is a particle. The particle can be an article (a, an, the), preposition/adverb (up, in, out), and or affix (un-, in-, -ness, -ly); for example “*take off*” means *leave the ground*.

2) Tourneur Idioms

Tourneurs idioms are the largest lexemic idioms, usually containing at least three words and are mostly verbs. A tortures idiom mostly falls into sentences. Based on its structure, tortures idioms are divided into:

- a) The form contains the compulsory definite article, for example “*to do a guy*” means *to disappear secretly*.
- b) The form contains the compulsory indefinite article.
- c) The form contains an irreversible binomial introduced by preposition, for example “*to be at seven and eight*” means *to be in condition of confusion, at odds*.
- d) A direct object and further possible modifiers follow the primary verb, for example “*to build castles in the air*” means *to make impossible plans*.

³²A. Makkai, *Idiom Structure in English*. (The Hague: Mouton, 1972), 135.

- e) The leading verb is not followed by the direct object but by the preposition plus a noun or nothing, for example “*to dance on the air*” means *to get hanged*.
- f) The leading verb is BE, for example “*to be above board*” means *to be out in the open, honest*.
- g) The form contains the compulsory *it*.

3) Irreversible Binomial idioms

Irreversible binomial idioms consist of two words, which are separated by the conjunction. The word orders in this structure are fixed, for example “*high and dry*” (without resources), and „*Romeo and Juliet*” (institutionalized symbols of ideal love or symbol of true love).

4) Phrasal Compound Idioms

Phrasal compound idiom contains primarily nominal made up of adjective plus noun, noun plus noun, or adverb plus preposition. For example “*black mail*” means *any payment forced by intimidation* and “*bookworm*” means *a person committed to reading or studying*.

5) Incorporating Verb Idioms

Incorporating verb idioms have four forms. Those are noun-verb, adjective-noun, noun-noun, and adjective-noun. Incorporating verb idioms are separated by (-).

- a) Noun-verb, “*sight-see*” means „*visit the famous places in a city, country, etc.*”.
- b) Adjective-noun, “*blackmail*” means “*the crime of demanding money from a person by treating to tell somebody else a secret about them*”.
- c) Noun-noun, “*bootleg*” means “*made and sold illegally*”.
- d) Adjective – verb, “*whitewash*” means “*an attempt to hide unpleasant facts about somebody/something*”.

6) Pseudo-Idioms

Pseudo-idioms can mislead or misinform an unwary listener. For example *cranberry, cranberry* according to oxford dictionary is bright red acid berry produced by any plant of genus *oxycoccus*. In the phrase “*make a cranberry face*” means “*the face become red*”.

From the explanation about idiom above, the researcher know that idiom have a complex form to identify where each part of idiom is separated, it will make a different context of the idiom.

CHAPTER III

RESEARCH METODOLOGY

A. The Operational Definition of Variable

1. Variable of research

This research consists of two variables. The independent variable is the one that believe may cause the results and the dependent variable was the one that measure to see the effects the independent variable had on it. The two variables can be explained as follow:

a. Independent Variable (X)

The independent variable in this research was Finding Idiom in English Acoustic Song Method. Finding Idiom in English Acoustic Song Method introduces an effective way to make the students comprehend during the listening class. This method used in a small group. Finding Idiom in English Acoustic Song Method gave opportunity to the students to practice how to be good to comprehend the English Acoustic Song. This research was investigated in the Eighth Grade of Junior High School 4 Sekampung East Lampung. The researcher was investigated to increasing of students' listening comprehension by Finding Idiom in English Acoustic Song Method.

Then the researcher determined some indicators that should be attended are as follow:

- 1) The students were able to understand the meaning of Idiom from the song lyrics that are listened to.

- 2) The students were able to understand the meaning and detail of information contained in the English Acoustic song lyrics that are listened to.
- 3) The students were able to answer questions by completing gaps in sentences from the song lyrics they listen to.

b. Dependent variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research was the students' listening comprehension. The increasing of student listening comprehension the scene after Finding Idiom in English Acoustic Song Method. The researcher used the test method, filling in the song lyrics with gaps in sentences and arranges song lyrics correctly.

The indicators of this variable are:

- 1) The students understood about the meaning of the song.
- 2) The students understood the type of song that is played, sad or happy.
- 3) The students could briefly tell the song played.
- 4) The students could find out the purpose of the song made.

B. Research Setting

The kind of this research in Classroom Action Research. According to Hendricks, Action research is a powerful tool for studying and improving one's practice.³³ Furthermore, Mc Niff, Action research is a particular way of

³³Ary Donald, et.al, *Introduction To Research In Education*, (USA : wards worth Cengage Learning, 2010), p.512

researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.³⁴ It means that, action research is an activity to practice and analyze the student's comprehension about the material using action in the class.

The researcher conducted this research at eight grade of Junior High School 4 Sekampung East Lampung.

However, the researcher chooses VIII A class because most of the student's ability in listening comprehension was low. This is based on the result of Pre-Survey at the eighth grade of Junior High School 4 Sekampung East Lampung. The total of the students are:

Table 3
The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1.	VIII A	15	15	30

C. Subject and Object of Research

The subject of this research was the students' eight grade of Junior High School 4 Sekampung East Lampung. This class was consisting of 30 students. The object of this research was the students' listening comprehension. The researcher would be helped by collaborator; she was Mrs.Sri Rukmini, S.Pd.

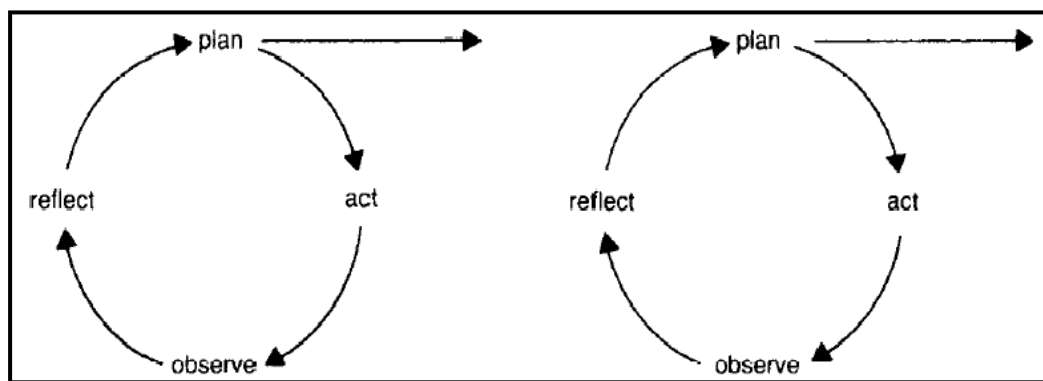
³⁴McNiff, Jean & Whitehead, Jack. *Action Research : Principle And Practice*. London & New York: Routleg de Falmer. P.15

D. Action Plan

In this classroom action research, there were four steps in each which have relationship one another. There were planning, acting, observing, and reflecting. Those steps could be seen in the following design:

Here in steps classroom action research design:

Jean McNiff's Model³⁵



From the illustrated above, the explanation about four steps of action research produce are conducted in each cycle:

1. Cycle 1

a. Planning

The researcher prepared some learning equipment such as:

- 1) The researcher identified the problem causes and finds the problem solving.
- 2) The researcher made a lesson plan.
- 3) The researcher prepared the material, approach and technique of teaching.
- 4) The researcher prepared the source of learning.

³⁵*Ibid.*, p.41

- 5) The researcher prepared format to observe.
- 6) The researcher prepared format to evaluate the students' activities after teaching learning process.
- 7) The researchers provided material to students like this:

The Composition of the Correct Song Lyrics

Adelle-Water Under the Bridge

If you're not the one for me
Then how come I can bring you to your knees?
If you're not the one for me
Why do I hate the idea of being free?

The Composition of the Song Lyrics Wrong

Adelle-Water Under the Bridge

If you're not the **for one** me
Then how come I can bring you to your knees?
If you're not the one for me
Why do I **idea** the **hate** of being free?

b. Acting

Acting is the second step in the action research. It was the implementation about the planning. The step was taken by the researcher in the action are as follows:

1) Pre Teaching activities

- a) The researcher and the students did greet and pray together.
- b) The researcher checked the attendance list.
- c) The researcher asked the students condition.

2) Process of learning

- a) The researcher played English Acoustic songs for students.
- b) The students listened to the songs.
- c) The researcher gave a paper containing the song lyrics with arranged incorrectly.
- d) The students listened to the song again and compose it properly.
- e) The students identified the idiom in the lyrics.
- f) The researcher corrected by playing back an English Acoustic Song.

2. Cycle 2

a. Planning

The researcher prepared some learning equipment such as:

- 1) The researcher identified the problem causes and finds the problem solving.
- 2) The researcher made a lesson plan.

- 3) The researcher prepared the material, approach and technique of teaching.
- 4) The researcher prepared the source of learning.
- 5) The researcher prepared format to observe.
- 6) The researcher prepared format to evaluate the students' activities after teaching learning process.
- 7) Researchers provided material to students like this:

<p>Taylor Swift-Bad Blood</p> <p>Now we got (.....)</p> <p>And I don't think we can solve them</p> <p>You made a really (.....) cut</p> <p>And baby now we got bad blood</p>

b. Acting

Acting is the second step in the action research. It was the implementation about the planning. The step is taken by the researcher in the action are as follows:

- 1) Pre Teaching activities
 - a) The researcher and the students did greet and pray together.
 - b) The researcher checked the attendance list.
 - c) The researcher asked the students condition.

2) Process of learning

- a) The researcher played English Acoustic songs.
- b) The researcher gave a paper containing English Acoustic song lyrics which contained gaps in the sentence.
- c) The students listened to the song and identify the songs.
- d) The students filled in the overlapping sentences of English Acoustic song lyrics.
- e) The students identified the idiom in lyrics.
- f) The researcher corrected by playing back an English Acoustic song.

3) Evaluation

A pre-test was given to the students early by know students ability before treatment and a post test is used method Found Idiom in English Acoustic Song to the students ability in listening comprehension.

c. Observing

The observation is the activity of recording the event and action. In this research the observation would do in a learning process related as the schedule. The observation in teaching learning process was recorded by using media. The observer asked the English teacher become observed. The collaborator observes the students activities, in this research the researcher acted as a teacher who implemented the

sound in treatment. This is to know how far the students listening comprehension through Finding Idiom in English Acoustic Song.

d. Reflecting

The reflection is the last step in this process. The researcher tried to analyze the observation and test result that was done. It is also knew whether there was effected to the students' learning process. The first step that would be done in this reflecting is analyzing the quantities data; the researcher would evaluate the score of each assignment. Subject could be successful if they got the improvement score. The second, after collecting the data, the researcher would evaluate the teaching learning process. By reflection, the researcher would know the strength and weakness from the action.

E. Data Collection Method

In collecting the data, the researcher used test, observation, and documentation. The collecting data as follows:

1. Test

In this research, the researcher gave the students two tests. Firstly the researcher give the paper contains Finding Idiom in English Acoustic Song lyrics in random sentences, students then listened to the song, then the students arranged the song lyrics correctly, after that the student is asked by the researcher to look for idioms in the song . And secondly the researcher gave the paper containing English Acoustic Song lyrics which containing gaps in the sentence. Next steps the students listened to the

English Acoustic Song and fill in the overlapping sentences of song. The last, the students identified idiom in English Acoustic Song lyric.

a. Pre- test

In this research, the researcher gave pre-test in a way read the describing text about picture of tiger, and the students listened to the story and then the researcher asked to the students about the material. The test was to know how for students' listening performance before given the treatment.

b. Post-test

The post-test is given after the treatments. The post-test held in order to know whether the treatments give any contribution to the students' achievement in the class or not. This step would be done after the treatment to know the increasing of Finding Idiom in the English Acoustic Song Method, whether it was able to improve the listening comprehension.

2. Observation

In this research, the researcher observed the student's behaviors and the student's activities in the learning process to know how the process of learning will be held. In doing the observation, the researcher made the observation sheet that contains of list of the students activities.

3. Documentation

Documentation is a way that used a written source such as private documents (like journals, diaries, e-books, and e-mails) and public

documents (like newspaper, magazine, and official report). In this research, the researcher took the data from the school such as history of the school, total of teacher, total of the students, and condition of the school.

4. Field Note

To collect the data to be more accurately, the researcher used the field note to make easy when analyze the data. This was to know the activity of the students in learning English. It is done after finishing of teaching learning process.

F. Data Analysis Method

In this research, the researcher conducted the data analysis by taking average from the result of score of pre-test and post-test. To know the students achievement after the actions were conducted and given test at the early and the last cycle.

The formula for counting the average score is as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

\bar{X} : Average (mean) of the student score.

$\sum X$: Total of the student score.

N : Total of the students.³⁶

Furthermore, to know the result the researcher compared between pre-test and post-test. Then, the result matched by indicator of success at the

³⁶Ary Donald, et.al, *Introduction To Research In Education*, (USA : wardsworth Cengage Learning, 2010), p.108

school at least 75. If from the cycle I, there were some students are not successful so we conduct cycle II. The minimum of classroom action research was two cycles. So, if in cycle II all of the students were successful, it was not continue to other cycle.

G. Indicator of success

The indicator of success of this research is 75% of the students' get at least 75, it means that by using English Acoustic Song Method in English learning process success to improve the students listening comprehension. It also means that the research will be finish.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The Description of SMP N 4 Sekampung

This research was conducted at SMP N 4 Sekampung, which is located on Giri Klopo Mulyo Street, Sekampung, East Lampung. The vision of this school is creates the school that has good quality, good achievement and good attitude. This school's mission include: first, doing teaching and guiding effectively to increase students achievement. Second, create students to get good attitude and to be creative. Third, create students' discipline and responsibility. Last, create healthy environment.

2. The Condition of Teacher and Official Employerrrs in SMP N 4 Sekampung in Academic Year of 2020/2021

The condition of teacher and official employers in SMP N 4 Sekampung can be seen in the chart below:

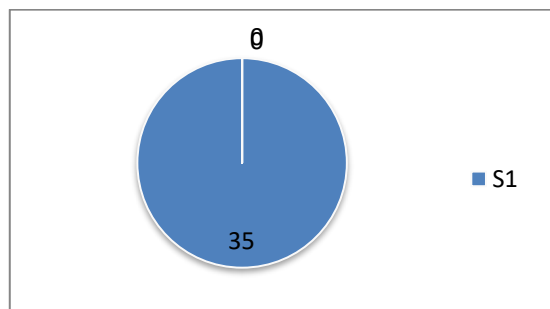


Figure 1
The Condition of Teachers and Official Employers

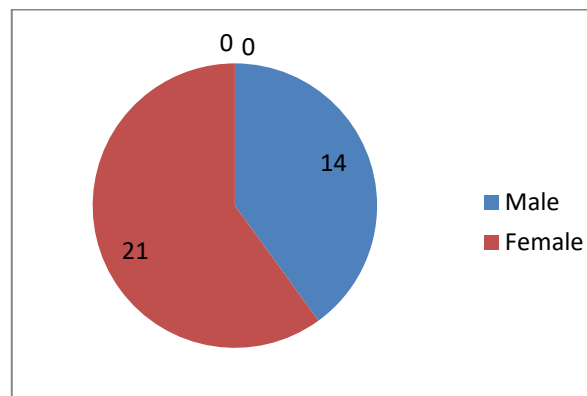


Figure 2
The Gender of Teachers and Official Employers

Based on figure 2.and 3, above it could be seen that there are 35 teachers and official employers in SMP N 4 Sekampung. There were 14 male and 21 female.

3. Total of the Students at SMP N 4 Sekampung in Academic Year of 2019/2021

Total of the students at SMP N 4 Sekampung could be seen in the chart below:

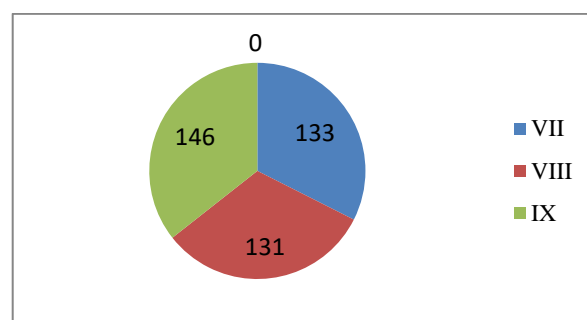


Figure 3
Total of the Students at SMP N 4 Sekampung

Based on the figure 4.above, it can be seen that there are 410 students. It divided into some classes. In class VII there are 133 students, in class VIII there are 131 students, and in class IX there are 146 students.

B. Description of the Research

This research used classroom action research. The purpose of this research was to increase the listening skill at the eleventh grade of Junior High School 4 Sekampung East Lampung. The research was conducted in two cycles where the researcher did pre-test before the treatment. The researcher used method Finding Idiom in English Acoustic Song, to increase the student's listening skill.

1. Pre-Test

The learning was conducted on February 1 2021. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of listening comprehension before doing the action of classroom action research.

The pre-test was administered to the students to be finished individually. The kind of the test was filling the blank of the English Acoustic song consisted of 10 items. Some students were enjoying the game and others looked so worry. The score of student's listening skill in pre-test, as follow:

Table 4
The Students Score in Pre test

NO	Students' Code	Score Pre-Test
1	A S	50
2	A R	60
3	A A S	20
4	A	60
5	A P	30
6	A	40
7	C V F	70
8	D A W	50
9	D A F	40
10	D A G	30
11	F W P	60
12	F A	80
13	G P	60
14	G N H	50
15	I M	80
16	J A P	40
17	K M W	40
18	K A W	80
19	M S	50
20	N A	60
21	N Q S	30
22	N P V	20
23	P E	50
24	R I V	80
25	R A	50
26	R A P	50
27	R A	30
28	R S	70
29	R K	40
30	S R	30
	TOTAL	1500
	AVERAGE	50
	COMPLETE	6
	INCOMPLETE	24

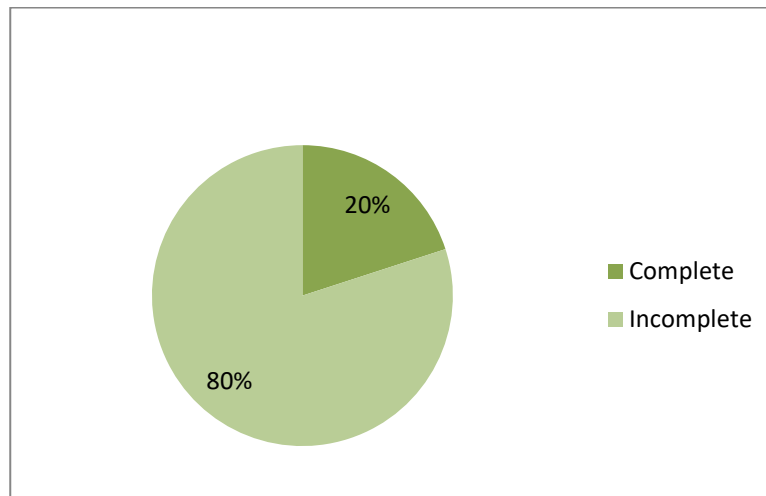


Figure 4
The Frequency of the Students' Score in Pre-Test

Based on Figure 4.4 of the pre-test above, it can be concluded that the students' listening comprehension is low. The result showed 24 students (80%) incomplete to achieve the minimum mastery of criteria (MMC). There were only 4 students (20%) who gained score 70 or above. The highest score in pre-test was 80 and lowest score was 30.

Furthermore, this condition is in accordance with the background of the problem in chapter I that students need the right method to increase their listening skills.

a) Cycle I

1) Planning

In the cycle the researcher and the teacher as collaborator Sri Rukmini, S.pd made and discussed about the lesson plan. After the researcher and the teacher found the problems in classroom they made a lesson plan. In the planning stage, it was opened by praying,

greeting, checking attendance list.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the materials, media, the oral test, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

a) The First Meeting

The first meeting was conducted on February 8 2021 and followed by 30 students. The meeting started by praying, greeting, and checking attendance list.

To know the ability of the students before giving an action, in the first meeting all of the students were given a pre test that must be done individually. The type of this test is filling in the blank tests that consist of ten questions. After doing the test he asked them to correct their work together with their friends.

b) The Second Meeting

The second meeting was conducted on February 11 2021 and followed by 30 students. The meeting started by praying,

greeting, checking attendance list, and asking the students' condition.

In this stage, the researcher continued the material in the last meeting and gives the English Acoustic Song, the students fill in the blank song lyrics, find idioms and look for their meanings. The result of the students' score in post-test 1 could be seen on the table below:

Table 5
The Students' Score In Post-Test 1

NO	Students' Code	Score Post-Test 1
1	A S	80
2	A R	80
3	A A S	40
4	A	60
5	A P	30
6	A	40
7	C V F	70
8	D A W	80
9	D A F	40
10	D A G	30
11	F W P	50
12	F A	80
13	G P	60
14	G N H	50
15	I M	80
16	J A P	40
17	K M W	40
18	K A W	80
19	M S	50
20	N A	60
21	N Q S	50
22	N P V	90
23	P E	50
24	R I V	80
25	R A	50

26	R A P	50
27	R A	50
28	R S	80
29	R K	70
30	S R	60
	TOTAL	1770
	AVERAGE	59
	COMPLETE	11
	INCOMPLETE	19

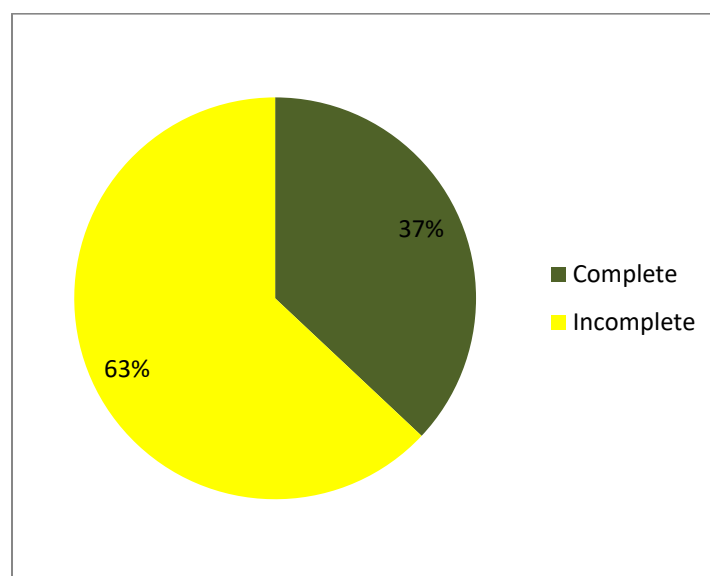


Figure 5
The Frequency of the Students' Score in Post Test 1

The result of the post-test 1 showed that there were 19 students incomplete to achieve the minimum standard of mastery (MMC). There were 11 students who gained score 70 or above, and 19 students who gained score under 70. The highest score in post-test 1 was 90 and the lowest score was 30.

The numbers of students who passed still far from the indicator of success where 75% of students should get score more than 75. Therefore, the researcher had to do cycle 2.

3) Observing

In learning process, there were three measurement used and mentioned to know the students' activity. Every student who had active in learning. It can be seen in this table below :

Table 6
The Result of The Students' Learning Activities In Cycle 1

NO	Students' Code	Frequency	Percentage
1	The students are able to understand the meaning of Idiom from the song lyrics that are listened to	20	66,6 %
2	The students are able to understand the meaning and detail of information contained in the English Acoustic song lyrics that are listened to	15	50%
3	The students are able to answer questions by completing gaps in sentences from the song lyrics they listen to	25	83,3%
	Total Students	30	

Based on the table, there were 20 students (66,6 %) The students are able to understand the meaning of Idiom from the song lyrics that are listened to, 15 students (50%) The students are able to understand the meaning and detail of information contained in the English Acoustic Song lyrics that are listened to, 25 students (83,3%) The students are able to answer questions by completing gaps in sentences from the song lyrics they listen to. Following the teacher instruction about method Finding Idiom in English Acoustic Songs.

4) Reflecting

In this step, the researcher concluded that cycle 1 did not run well because most of the students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre-test and post-test 1 score. However, most of the students score had improved.

From the result of observation in cycle I, there were some problems that found, as follows:

- 1) Some students had the difficulties in finding the gist of the text.
- 2) Some students had the difficulties in comprehending the meaning of the text.
- 3) Some students were lacking in vocabulary.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- 1) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive
- 2) The teacher gave more detailed explanation and questions after explaining the materials to control the students.

b) Cycle 2

- a) The action in the cycle 1 was not success enough, the cycle must be continued to cycle 2. Cycle 2 was used to repair the weakness in the cycle 1. The steps of the cycle 2 as follows :

1) Planning

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem on cycle 1. There were many weakness on cycle 1. Therefore, the researcher and the collaborator planned to give material for studens' listening comprehension by Finding Idiom in English Acoustic Songs.

The researcher and the collaborator prepared the lesson plan, observation sheet, and gave the exercise to the students then checked and analyzed answers to know listening comprehension through method Finding Idiom in English Acoustic Songs.

2) Acting

a) The First Meeting

The first meeting was conducted on February 15 2021 and followed by 30 students. The meeting started by praying, greeting, and checking attendance list. In this stage, the learning process in cycle 2 focused on weaknesses in cycle 1. The researcher found that the problem that controlled students was low vocabulary mastery. Researchers explain a lot more about that topic.

b) The Second Meeting

The second meeting was conducted on February 22 ,2021 and followed by 30 students. The meeting started by praying, greeting, checking attendance list, and asking the students'

condition. This meeting used to post-test 2 in the end of cycle 2. In this stage, the researcher continued the material in the last meeting and gives the English Acoustic Song, the students fill in the blank song lyrics, find idioms and look for their meanings. The result of the students' score in post-test 1 could be seen on the table below:

Table 7
The Students' Score In Post-Test 2

NO	Students' Code	Score Post-Test 2
1	A S	80
2	A R	80
3	A A S	80
4	A	90
5	A P	80
6	A	40
7	C V F	60
8	D A W	80
9	D A F	40
10	D A G	40
11	F W P	90
12	F A	80
13	G P	80
14	G N H	80
15	I M	80
16	J A P	80
17	K M W	60
18	K A W	80
19	M S	80
20	N A	60
21	N Q S	60
22	N P V	90
23	P E	80
24	R I V	80
25	R A	70
26	R A P	80
27	R A	90

28	R S	80
29	R K	70
30	S R	90
	TOTAL	2230
	AVERAGE	74
	COMPLETE	24
	INCOMPLETE	6

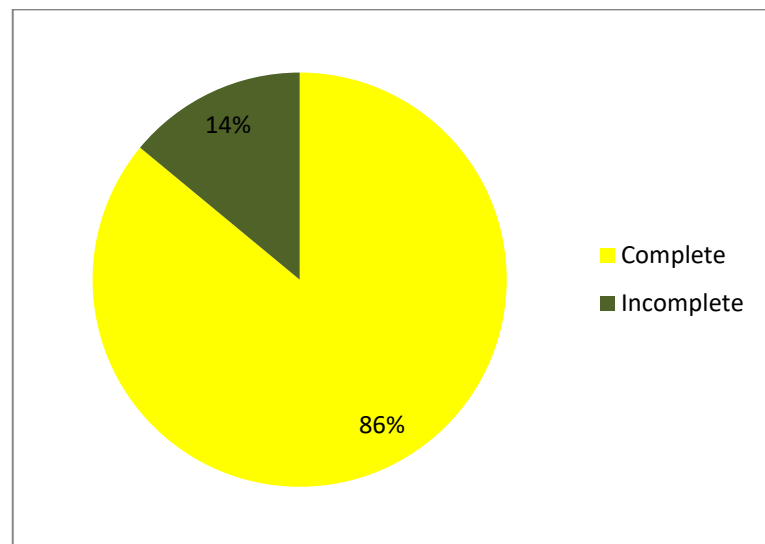


Figure 6
The Frequency of the Students' Score in Post Test 2

The result of the post-test 2 showed that there were 24 students (86%) complete to achieve the minimum standard of mastery (MMC). There were only 6 students (14%) did not complete the minimum standard of mastery (MMC) who gained score 70 or above. The highest score in post-test 2 was 90 and the lowest score was 40.

The numbers of students who passed was 24 or 86%. It

reached the indicator of success were 75% the students could get the score ≥ 75 . It means that the use method Finding Idiom in English Acoustic Songs was success to increase the student's listening comprehension.

3) Observing

The observing is done by the researcher that is presented about two meetings in cycle 2. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen in this table below :

Table 8
The Result of The Students' Learning Activities In Cycle 2

NO	Students' Code	Frequency	Percentage
1	The students are able to understand the meaning of Idiom from the song lyrics that are listened to	24	80%
2	The students are able to understand the meaning and detail of information contained in the English Acoustic song lyrics that are listened to	20	66,6%
3	The students are able to answer questions by completing gaps in sentences from the song lyrics they listen to	27	90%
Total Students		30	

Based on the table, there were 24 students (80%) The students are able to understand the meaning of Idiom from the song lyrics that are listened to, 20 students (66,6%) The students are able to understand the

meaning and detail of information contained in the English Acoustic song lyrics that are listened to, 27 students (90%) The students are able to answer questions by completing gaps in sentences from the song lyrics they listen to. Following the teacher instruction about Finding Idiom in English Acoustic Songs.

C. Discussion of The Research

1. Discussion

a. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to investigate the students' pronunciation skill before giving a treatment. In the pre-test, there were 6 students who get minimum score and 24 students who failed the pre-test. Furthermore, the lowest score in pre-test was 20 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle I. This treatment is done by filling in the lyrics of an Acoustic English Song Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I. Afterwards, by analyzing the result of the post-test I, the researcher concluded that there were 11 students passed the post-test I. The lowest score was 30, the highest score was 90 and the average score was 59.

From the result of students' score in pre-test and post-test I, there was an improvement from the students' result score. It could be seen

from the average score in pre-test was 50 and post-test I was 59. Although there was an improvement of students' achievement, cycle I was not successful yet because only 11 students who passed in post-test I. It means that in cycle I, the students' achievement could improve enough but it was not successful because the indicator of successful was not reached yet.

b. Cycle II

After analyzing the students' score in the post-test of cycle I, the researcher had to conduct the next cycle because only 11 students passed the test and got the score 70. In the next cycle, the researcher gave the treatment then post-test II. Furthermore, the researcher analyzed the result of post-test II and inferred that there were 24 \geq students (80%) passed the test because they got score 70. In this post-test, the lowest score was 40, the highest score was 90, and the average score was 75.

2. Interpretations and Learning Result at Cycle I and II

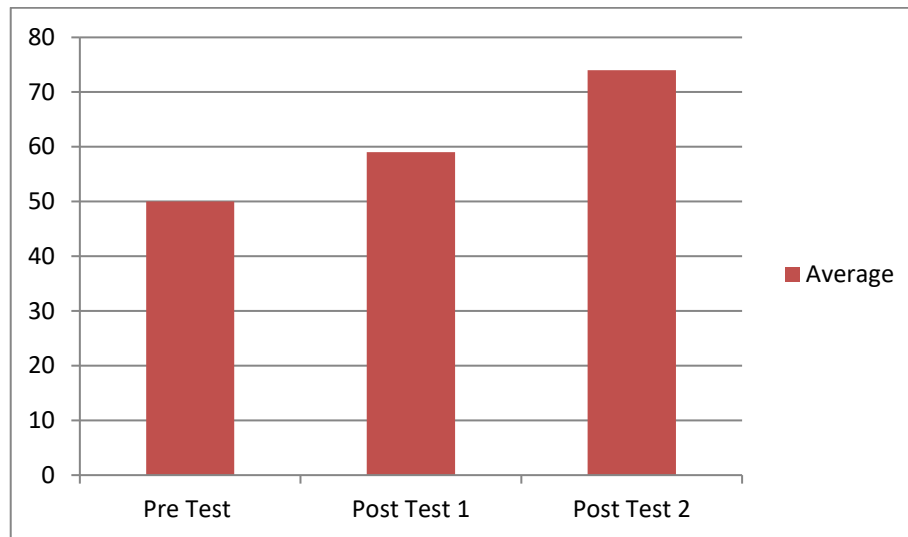
Table 9
The Increasing of Students Scores at Cycle 1 and Cycle 2

No	Subject	Pre-test I Score	Post-test I Score	Post-test II Score	Explanation
1.	A S	50	80	80	Increased
2.	A R	60	80	80	Increased
3.	A A S	20	40	80	Increased
4.	A	60	60	90	Increased
5.	A P	30	30	80	Increased
6.	A	40	40	40	Constant

7.	C V F	70	70	60	Decreased
8.	D A W	50	80	80	Increased
9.	D A F	40	40	40	Constant
10.	D A G	30	30	40	Increased
11.	F W P	60	50	90	Increased
12.	F A	80	80	80	Constant
13.	G P	60	60	80	Increased
14.	G N H	50	50	80	Increased
15.	I M	80	80	80	Constant
16.	J A P	40	40	80	Increased
17.	K M W	40	40	60	Increased
18.	K A W	80	80	80	Constant
19.	M S	50	50	80	Increased
20.	N A	60	60	60	Constant
21.	N Q S	30	50	60	Increased
22.	N P V	20	90	90	Increased
23.	P E	50	50	80	Increased
24.	R I V	80	80	80	Constant
25.	R A	50	50	70	Increased
26.	R A P	50	50	80	Increased
27.	R A	30	50	90	Increased
28.	R S	70	80	80	Constant
29.	R K	40	70	70	Increased
30.	S R	30	60	90	Increased
Total		1500	1770	2230	
Average		50	59	75	

From the table above, it can be seen that the uses method Finding Idiom in English Acoustic Songs can increase the students' listening comprehension. The students understood the material and they were very enthusiast in the following the lesson from cycle I until cycle II. The students' listening comprehension have increased, it can be seen from their average score 50 in pre-test became 59 in post-test I, and it increase in post-test II became 75. It means that the students can achieve the target, the target 70 % students gain score 70 or more.

Furthermore, the increasing score each cycle can be seen in the graph below:



Figure

The Result of Pre-test, Post-test I and Post-test II

Based on the above graph, it can be inferred that using method Finding Idiom in English Acoustic Songs can increase the students' listening skills. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

The result showed in cycle 1 the students' score also increase from the average in pre-test 50 and the average in post-test 1 54. Then, in cycle II the students' score also increase from the average in post-test II 75. It is fulfill the Completeness Standard that 70% of the students in class get score at least 70.

3. The Result Of The Students' Observation Sheet

This observation sheet result is gotten when the learning process happened by the researcher. The result of the students' learning activity can be seen in this table as follows :

Table 10
The Result of The Students' Participation

No	Students' Activities	Cycle 1	Cycle2	Increasing
1.	The students are able to understand the meaning of Idiom from the song lyrics that are listened to	66,6 %	80%	21,5 %
2.	The students are able to understand the meaning and detail of information contained in the English Acoustic song lyrics that are listened to	50%	66,6%	16,6%
3.	The students are able to answer questions by completing gaps in sentences from the song lyrics they listen to	83,3%	90%	6,4%
	Average	68 %	78 %	39 %

Based on the table above, it could be concluded that there was an increasing of the students learning activity during study time came through method Finding Idiom in English Acoustic Songs can increasing the students' listening comprehension. It can look on the result of observation sheet when cycle 1 that is 68 %. In addition, the result of observation sheet when cycle 2 that is 78 %. This means

that the use of the Finding Idiom in English Acoustic Songs method can increase students' listening comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementing of Finding Idiom in English Acoustic Songs as media in listening comprehension, it could be concluded that there was significant increasing of the students' listening comprehension by Finding Idiom in English Acoustic Songs at the Eighth Graders of State Junior High School 4 Sekampung. Therefore, Finding Idiom in English Acoustic Songs could be used as interesting media in teaching learning process. The students are involved in teaching learning process since the course material closed to their life. It makes them easier to understand the course material. The conclusion of the successful use of Finding Idiom in English Acoustic Songs is supported by the increase in student scores in each meeting.

The result of pre-test 1 showed 24 students (80%) incomplete to achieve the minimum mastery of criteria (MMC). There were only 4 students (20%) who gained score 70 or above. The highest score in pre-test was 80 and lowest score was 30. The average score of students on the pre-test was 50. Then the results improve in the post-test 1, the result showed that there were 19 students incomplete to achieve the minimum standard of mastery (MMC). There were 11 students who gained score 70 or above, and 19 students who gained score under 70. The highest score in post-test 1 was 90 and the lowest score was 30. The average score of students on the post-test 1 was 59. Even

though there was an increase in the pre-test to the post-test, it had not yet reached the success indicator that is 70% of students scored 70 or more. Therefore, held of Post-Test 2 and the result of post-test 2 are showed that there were 24 students (86%) complete to achieve the minimum standard of mastery (MMC). There were only 6 students (14%) did not complete the minimum standard of mastery (MMC) who gained score 70 or above. The highest score in post-test 2 was 90 and the lowest score was 40. The average score of students on the post-test 1 was 59. It means that the result of cycle II has already reached the indicator that is 70 % students get score 70 or more. English Acoustic Songs can help teacher especial develop aspect that is needed in teaching learning process such as idiom. It is clear that Finding Idiom in English Acoustic Songs can be used to increase the students' listening comprehension.

B. Suggestion

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

1. It is suggested that English teacher to use Finding Idiom in English Acoustic Songs as media because this media is effective to increase the students' listening comprehension.
2. The English teacher should ask the students to bring the dictionary when learning process. In order that, the students can search a difficult word when they will translate the lyric. So, the students can understand about the meaning and the aim of the lyric in a song.

3. The last, teacher is expected to give motivated to the students in order to be exited in English learning since many students regard that English is difficult subject to learn. They are students who feel that they could not do the work the work which is given by teacher. The students' opinion that learning English is difficult. Therefore teacher should motivate them in order to be exited in English learning.

BIBLIOGRAPHY

- A. Makkai, *Idiom Structure in English*. The Hague: Mouton, 1972
- Abbas Pourhossein Gilakjani, “*A study of Factors Affecting EFL Learner’s English Listening Comprehension and the Strategies for Improvement*” *Journal of Language Teaching and Research*, (Finland: Academy Publisher) Vol 2, No. 5 September 2011,
- Agung Prasetya, “The Effectiveness of Using English Song on Students’ Listening Ability” (Jakarta Selatan : English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta
- Anna Kusnierek, *The Role Of Music And Songs In Teaching English Vocabulary To Students*. Poznan.2016. ISSN 2392-2192
- Anvar N. Khuziakhmetov and Galina V. Porchesku,”Teaching Listening Comprehension:Bottom-Up Approach”, *International Journal of Environmental & Science Education* 11, No.8(2016): p. 1989-2001.
- Ary Donald, Lucky Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction To Research In Education*, (USA :wards worth Cengage Learning, 2010),
- AS Hornby, *Oxford Advanced Learner’s Dictionary of Current English*,(Oxford University Press, 1995)
- Betty Schramper Azar, *Fundamentalof English Grammar in Second Language*, Binarupa Aksara, Jakarta:1993,
- Caroline Linse, *Using Favorite Songs and Poems with Young Learners*, Number 2, 2006,
- Claudia Smith Salcedo, ‘The Effect of Songs in Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal,’ *Journal of Collage Teaching & Learning*, Vo. 7, No. 6, 2010
- Dina Wahyuni and Dwi Setyorini, *Problem In English*, Dwi Media Press
- Edgar Alberto, “The Use of Song as a Tool to Work on Listening and Culture in ESL Classes,” *Scientific Information System Network of Scientific Journals from Latin America, the Caribbean, Spain and Portugal*, No.15, 2010

- G. Lazar, *Meanings and metaphor: Activities to practice figurative language*. Cambridge: Cambridge University Press, 2006
- H. Douglas Brown, *Principle of language learning and teaching*, San Francisco State University, 2006
- Heinrich Kuttruff, *Acoustics An introduction: London and new york*. 2007
- Hery Yufrizal, *An Introduction to Second Language Acquisition*, Pustaka Reka Cipta,
- Hongyu Wang, *An Exploration on Designing College English Listening Class; Journal of Language Teaching and Research* .2 2. P. 359-363
- I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge 2009),
- J. Cooper, *Cognitive processing in second language acquisitions*. Amsterdam: John Benjamins Publishing Company
- Jeremy Harmer, *The Practice of English Language Teaching in Fourth Edition*
- Kasihani K.E. Suyanto, *English for Young Learner*, Bumi Aksara, Jakarta:2007,
- M. Baker, *In Other Words: A Course on Ttranslation*. London: Routledge, 1992
- M.Mc Carthy &F. O'Dell, *English Idioms in Use*. Cambridge: Cambridge University Press, 2003
- McNiff, Jean & Whitehead, Jack. *Action Research : Principle And Practice*. London & New York: Routleg de Falmer.
- Oxford Advanced Learner's Dictionary of Current English, Oxford University Press, Raymond Murphy, *English Grammar in Use in Second Edition*, Cambridge University Press:1998,
- Phillip K. Allan &Allice K. Burrige. *Forbidden words: Taboo and the censoring of language*. New York: Cambridge University Press, 2006
- R. Moon, *Fixed Expressions and Idioms in English: A Corpus Based Approach*. Oxford: Oxford University Press, 1996
- Rayandra Asyhar, *Kreatif Mengembangkan Media Pembelajaran*, Gaung Persada, Jakarta:2011,
- Sanggam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta:2008,

Suharsimi Arikunto Suhardjono, and Supardi, Penelitian Tindakan Kelas, Bumi

Vandergrift Larry and C. M.Goh Christine, Teaching and Learning Second Language Listening: Metacognition in Action, (New York, Routledge, 2012),

W. Stannard Allen, Living English Structure, Longman, London:1987,

Appendix

APPENDIXES 1**RENCANA PELAKSANAAN PEMBELAJARAN****Cycle 1 (Pre-Test 1 and Post-Test 1)**

Sekolah	: SMPN 4 Sekampung Lampung Timur
Mata Pelajaran	: Bahasa Inggris (Mendengarkan)
Kelas	: VIII
Alokasi Waktu	: 1 x 60 menit (1x pertemuan)
Topik Pembelajaran	: Idiom

A. Standar Kompetensi**Mendengarkan**

Memahami makna lagu akustik bahasa Inggris dan menemukan idiom dalam lirik lagu akustik bahasa Inggris.

B. Kompetensi Dasar

Memahami makna lagu akustik bahasa Inggris dan menemukan idiom dalam lirik lagu akustik bahasa Inggris.

C. Indikator Pencapaian Kompetensi

1. Melengkapi lirik lagu yang masih rumpang.
2. Menemukan Idiom dan menyimpulkan makna Idiom dalam lirik lagu.

D. Tujuan Pembelajaran

1. Siswa mampu melengkapi lirik lagu yang rumpang, sehingga menjadi susunan yang benar.
2. Siswa mampu menemukan Idiom dalam lirik lagu dan menyampaikan apa maknanya.

E. Materi Pokok

- Pengertian Idiom

Idiom adalah serangkaian kata yang artinya tidak bisa diartikan secara harafiah, namun mewakili ekspresi tertentu yang tersirat di dalamnya. Contoh Idiom :

1. **Piece of cake (sepotong Kue)** A job, task or other activity that is easy or simple. maksud dari idiom ini adalah sebuah tugas atau pekerjaan yang mudah dan sederhana.
2. Why are you feeling blue? (kenapa kamu merasa Biru) *To feel blue* means to feel sad. Merasa biru maksudnya adalah merasa sedih.
3. It's raining cats and dogs. (**Hujan Kucing dan Anjing**) To rain cats and dogs means to rain very heavily (a downpour). Hujan kucing dan anjing. maksud dari Idiom ini adalah hujanya sangat deras.

- Lirik Lagu

- Taylor Swift-Bad Blood
- Adelle-Under the Bridge

F. Metode Pembelajaran

Tes Tertulis

G. Media/alat/bahan/sumber

Alat :Laptop,LCD,Speaker

Bahan :Lagu Akustik bahasa Inggris

Sumber :Kamus Bahasa Inggris

H. Aktifitas Pembelajaran

Pembukaan

1. Guru memberi salam kepada siswa
2. Berdoa
3. Guru mengecek absensi kehadiran siswa
4. Guru memberikan pemanasan/rangsangan kepada siswa tentang topik yang akan diajarkan **Proses Pembelajaran**

1. Guru menjelaskan pengertian tentang Idiom
2. Guru memberikan lembar jawaban kepada setiap siswa
3. Guru memutar lagu bahasa Inggris
4. Setiap siswa menyimak lagu yang diberikan kepada mereka
5. Siswa mengisi lembar jawaban yang diberikan oleh guru
6. Guru mengulangi audio sampai 3 (tiga) kali
7. Guru meminta siswa untuk mengumpulkan lembar jawaban

Penutupan

1. Guru memberikan kesimpulan terkait dengan materi Idiom
2. Guru memberikan kesempatan kepada siswa bertanya tentang materi terkait
3. Guru memberikan tugas.
4. Guru menutup pembelajaran di kelas

I. Penilaian

- Sikap

Observasi Guru mengobservasi dan mencatat perilaku siswa yang mencakup sikap dan keterampilannya.

- Pengetahuan

Penyebutan fungsi sosial lagu, pengisian bagian teks lagu yang kosong, menemukan informasi rinci di dalam teks lagu (cerdas cermat dan listening team).

- Keterampilan

Keterampilan menangkap pesan dan makna di dalam lagu serta menyanyikan lagu bersama-sama dengan kelompoknya.

APPENDIXES 2**PRE-TEST****Taylor Swift-Bad Blood**

'Cause (1).....now we got bad blood

You know it used to be mad (2).....

So take a look at what you've done

'Cause baby now we got bad blood (hey!)

Now we got (3).....

And I don't think we can solve them

You made a really (4).... cut

And baby now we got bad blood (hey!)

Did you have to do this?

I was thinking that you could be trusted

Did you have to ruin what was (5)..... now it's all rusted

Did you have to hit me where

I'm weak, baby, I couldn't breathe

I rubbed it in so deep

Salt in the wound like you're (6).....right at me

Oh, it's so sad to think about the good times

(7).....and I

'Cause baby now we got bad blood

You know it used to be mad love

So take a look at what you've done
 'Cause baby now we got bad (8)..... (hey!)
 Now we got problems
 And I don't think we can solve...

- **Questions :**

1. Write your name and class.
2. Listen the audio carefully.
3. Fill in the blank space with the word you hear.
4. Look for idioms in song lyrics that you are listening to
5. Explain the meaning of the idiom you find in the song's lyrics
6. You may open your dictionary.
7. You have 45 minutes to finish your task.

- **Key Answers :**

1. Baby
2. Love
3. Problems
4. Deep
5. Shining
6. Laughing
7. You
8. Blood
9. Idioms in song lyrics :
 - ✓ Bad Blood
 - ✓ A really deep cut
 - ✓ Mad love
10. Makna dari Idiom :
 - ✓ Bad Blood : Hubungan yang buruk
 - ✓ A really deep cut : Luka yang sangat dalam
 - ✓ Mad Love : Cinta yang melebihi batas

Pedoman Penilaian

Kriteria	Jika isi benar
Nilai	100

Mengetahui**Teacher****Metro,****Observer****Sri Rukmini, S,Pd**

NIP. 19750823 200604 2 016

Gatot Munandar

NPM. 1601070089

APPENDIXES 3**POST-TEST 1****Adelle-Water Under the Bridge**

If you're not the one for me
Then how come I can (1).....you to your knees?
If you're not the one for me
Why do I hate the idea of being (2).....?
And if I'm not the one for you
You've gotta (3).....holding me the way you do
Oh (4).....if I'm not the one for you
Why have we been through what we have been through?
It's so cold out here in your wilderness
I want (5).....to be my keeper
But not if you are so reckless
If you're gonna let me (6).....
Let me down gently don't pretend
That you don't want me
Our love ain't (7).....under the bridge
If you're gonna let me down
Let me down gently don't pretend
That you don't want me
Our love ain't water under the (8).....

Woaah, woaaah

Say that our love ain't water under the bridge

What are you waiting for?

You never seem to make it through the...

- **Questions :**

8. Write your name and class.
9. Listen the audio carefully.
10. Fill in the blank space with the word you hear.
11. Look for idioms in song lyrics that you are listening to
12. Explain the meaning of the idiom you find in the song's lyrics
13. You may open your dictionary.
14. You have 45 minutes to finish your task.

- **Key Answers :**

1. Bring
2. Free
3. Stop
4. Honey
5. You
6. Down
7. Water
8. Bridge
9. Idioms in song lyrics :
 - ✓ Under the Bridge
10. Makna dari Idiom :
 - ✓ Under the Bridge : Kejadian di masa lalu yang seharusnya dilupakan

Pedoman Penilaian

Kriteria	Jika isi benar
Nilai	100

Mengetahui

Teacher

Metro,

Observer

Sri Rukmini, S,Pd

NIP. 19750823 200604 2 016

Gatot Munandar

NPM. 1601070089

APPENDIXES 4

POST-TEST 2

Coldplay-Paradise

When she was just a girl (1) she expected **world** the
 (2) **away** But it flew from her reach
 (3) So she **away** ran in her sleep and dreamed of
 Para-para-paradise, para-para-paradise, para-para-paradise
 (4)**time** Every she closed her eyes
 When she was just a girl she expected the world
 But it flew away from her reach and the bullets catch in her teeth
 (5) Life on **goes**, (6) it so heavy **gets**
 The wheel breaks the butterfly every tear a waterfall
 In the night the stormy night she'll close her eyes
 (7) **stormy** In the night the (8) away she'd fly **night**
 And dream of para-para-paradise
 Para-para-paradise
 Para-para-paradise
 She'd dream of para-para-paradise
 Para-para-paradise
 Para-para-paradise
 La-la-la-la-la-la-la
 La-la-la-la-la-la-la-la-la-la-la

And so lying underneath those stormy skies

She'd say, "Oh, oh, oh,..."

- **Questions :**

1. Write your name and class.
2. Listen the audio carefully.
3. arrange random song lyrics
4. Look for idioms in song lyrics that you are listening to
5. Explain the meaning of the idiom you find in the song's lyrics
6. You may open your dictionary.
7. You have 45 minutes to finish your task.

- **Key Answers :**

1. She expected the world
2. But it flew away from her reach
3. So she ran away
4. Every time she closed her eyes
5. Life goes on
6. it gets so heavy
7. In the night the stormy
8. Night away she'd fly
9. Idioms in song lyrics :
 - ✓ Bullets catch in her teeth
10. Makna dari Idiom :
 - ✓ Bullets catch in her teeth: Hal buruk itu sudah terlanjur terjadi.

Pedoman Penilaian

Kriteria	Jika isi benar
Nilai	100

Mengetahui

Teacher

Metro,

Observer

Sri Rukmini, S,Pd

NIP. 19750823 200604 2 016

Gatot Munandar

NPM. 1601070089

APPENDIXES 5

THE OBSERVATION SHEET

NO	Students' Code	Frequency	Percentage
1	The students are able to understand the meaning of Idiom from the song lyrics that are listened to		
2	The students are able to understand the meaning and detail of information contained in the English Acoustic song lyrics that are listened to		
3	The students are able to answer questions by completing gaps in sentences from the song lyrics they listen to		
	Total Students		

APPENDIXES 6

DOCUMENTATION SHEET

No.	Document Point	Availability
1.	A Profil of SMPN 4 Sekampung	
2.	The Total of Students of SMPN 4 Sekampung	
3.	The Organization Structure of SMPN 4 Sekampung	
4.	The Location Sketch of SMPN 4 Sekampung	
5.	The Documentation of students in Listening mastery test of SMPN 4 Sekampung	

***Note:**

- (v) Tick for each positive availability.

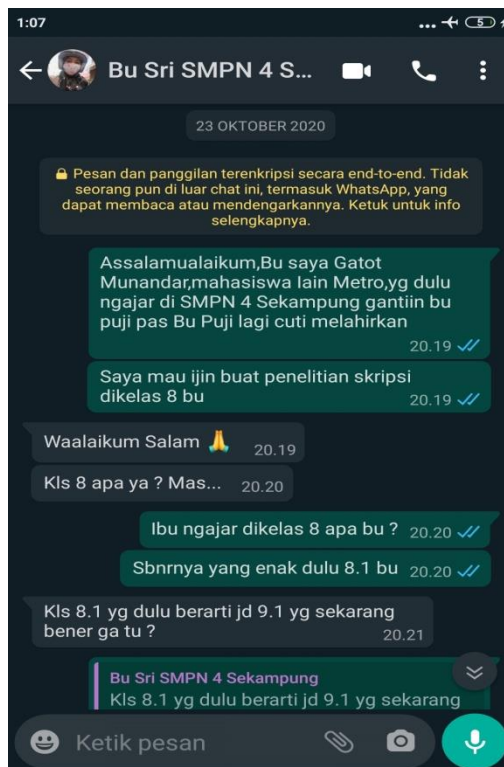
APPENDIXES 7

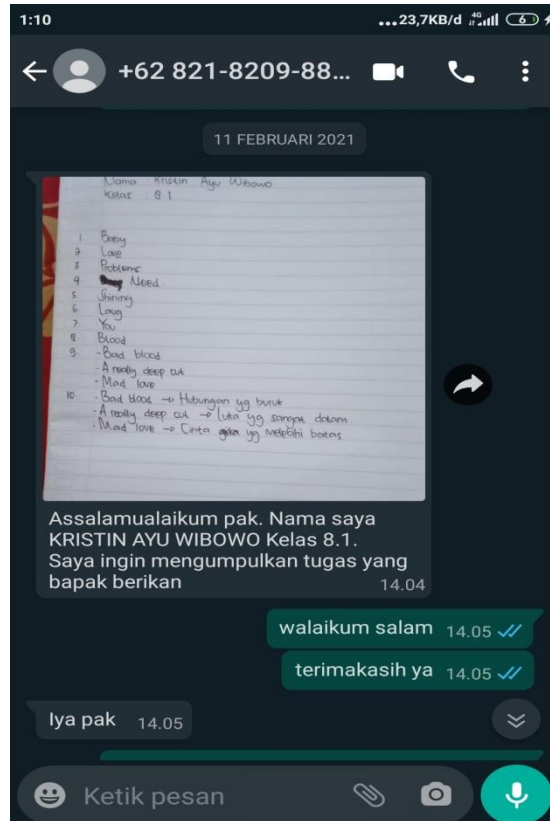
FIELD NOTE

Cycle		Students' Attitude
Cycle I	First Meeting	<ul style="list-style-type: none"> • Most of the students were still confuse in following the lesson. • There were some students were not ready with the new method. • Most of the students got difficulties in doing the task. • There were some students were not active during teaching learning.
	Second Meeting	<ul style="list-style-type: none"> • The students began interest in following the lesson. • Some students enjoy with the new method. • Some students could do the task easily. • Some students active in asking and answering the question during teaching and learning process. • There are some students were shocked with the post-test.
Cycle II	First Meeting	<ul style="list-style-type: none"> • Most of the students were interested in following the lesson. • The students enjoyed with the new method. • Some students could do the task easily. • Most of the student's active in asking and answering the question during teaching and learning process.

APPENDIXES 8

Documentation







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-252/In.28/S/U.1/OT.01/03/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : GATOT MUNANDAR
NPM : 1601070089
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070089

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 April 2021
Kepala Perpustakaan


Drs. Mokhtaridi Sardin, M.Pd
NIP. 195808311981031001



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

Jalan Ki Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0148/In 28/D.1/TL 01/01/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
 menugaskan kepada saudara:

Nama : GATOT MUNANDAR
 NPM : 1601070089
 Semester : 10 (Sepuluh)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMP NEGERI 4 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS LISTENING COMPREHENSION BY FINDING IDIOM IN ENGLISH ACOUSTIC SONGS AMONG THE EIGHT GRADERS OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 25 Januari 2021

Wakil Dekan I,

Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003





**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 SEKAMPUNG**

Alamat: Jln. Raya Girikepomulyo 57 A Kec. Sekampung Kab. Lampung Timur Kode pos 34182

SURAT KETERANGAN
No: 800/054/02/SMPN 4/2021

Yang bertanda tangan di bawah ini :

- | | |
|----------------|---------------------------------------|
| 1. Nama | : R. ARIEF SETYADI, S.Pd |
| 2. Nip | : 196102241981121001 |
| 3. Pangkat/Gol | : Pembina Tk.I/IV.b |
| 4. Jabatan | : Kepala Sekolah |
| 5. Unit Kerja | : SMP Negeri 4 Sekampung Kab. Lam-Tim |

Dengan ini menerangkan bahwa :

- | | |
|-------------------|---|
| 6. Nama | : GATOT MUNANDAR |
| 7. NPM | : 1601070089 |
| 8. Semester | : X (Sepuluh) |
| 9. Jenis Kelamin | : Laki-Laki |
| 10. Program Study | : Pendidikan Bahasa Inggris |
| 11. Fakultas | : Tarbiyah dan Ilmu Keguruan IAIN METRO |

Telah memberi izin observasi sebagai syarat untuk menyelesaikan Tugas Akhir/Skripsi dengan judul:

“INCREASING THE STUDENTS LISTENING COMPREHENSION BY FINDING IDIOM IN ENGLISH ACOUSTIC SONGS AMONG THE EIGHT GRADERS OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG EAST LAMPUNG”.

Demikian surat pernyataan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 25 Januari 2021
Kepala Sekolah

R. ARIEF SETYADI, S.Pd
Nip. 196102241981121001

Scanned by TapScanner

PERMOHONAN SURAT BIMBINGAN SKRIPSI

Kepada Yth.
Ketua Jurusan Tadris Bahasa Inggris
FTIK IAIN Metro
di-
Metro

Assalamualaikum Wr.Wb

Saya yang bertanda tangan di bawah ini :

Nama	: GATOT MUNANDAR
NPM	: 1601070089
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Semester	: IX (sembilan)
IPK Sementara	: 3,32
Alamat Tempat Tinggal	: Itik Randai, Kec. Melinting, Kab. Lampung Timur
Judul	: INCREASING THE STUDENT'S LISTENING COMPREHENSION BY FINDING IDIOM IN ENGLISH ACOUSTIC SONGS AMONG THE EIGHT GRADERS OF STATE JUNIOR HIGH SCHOOL 4 SEKAMPUNG EAST LAMPUNG

Dengan ini mengajukan permohonan surat bimbingan skripsi dalam rangka menyelesaikan tugas akhir atau skripsi. Pembimbing skripsi saya sebagai berikut:

Pembimbing 1: Dr.Widhiya Ninsiana, M.Hum


Pembimbing 2: Syahreni Siregar, M.Pd.

Sebagai bahan pertimbangan berikut saya lampirkan fotokopi lembar pengesahan seminar.

Demikian surat permohonan ini saya sampaikan, atas perkenannya diucapkan terimakasih.

Wassalamualaikum Wr.Wb

Metro, 17 Desember 2020
Pendaftar,


GATOT MUNANDAR
NPM. 1601070089



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website. www.metrouniv.ac.id E-mail. iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Gatot munandar
NPM : 1601070089

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Taangan Mahasiswa
		I	II		
1.	Senin, 26-Oktober-20		V	Bimbingan Bab I, II, III	
2.	Senin, 2-November-20		V	- Revisi Background of Study - Revisi Bab II - Revisi Kutipan. Acc dan lanjut ke Pembimbing I	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Svahreni Siregar, M.Hum
NIP. 19760814 20091 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gatot Munandar
 NPM : 1601070089

Jurusan : TBI
 Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 11-November-2020	✓		Bimbingan Bab I, II, III	
2.	Rabu, 18-November-2020	✓		- Revisi Bab I - Revisi Bibliography - Revisi Bab II	
3.	Jumat 20 November	✓		- Revisi penulisan - Revisi Planning - Revisi Bibliography	
4.	Rabu, 25 November	✓	✓	- Revisi kata pengantar - Revisi bab I ACC untuk uji terbit	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M. Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gatot Munandar
 NPM : 1601070089

Jurusan : Tadris Bahasa Inggris (TBI)
 Semester : IX

No	Hari / Tanggal	Pembimbing		Materi Yang di Konsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 21-Desember-2020			- Jabarkan cara tertnya. - Perbanyak soal tertnya. - Revisi jurnal untuk tertnya.	
2.	Senin, 28-Desember-20			Aec Kereach Instrument	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 197506102008011014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
 NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iam@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gatot Munandar
 NPM : 1601070089

Jurusan : Tadris Bahasa Inggris (TBI)
 Semester : IX

No	Hari / Tanggal	Pembimbing		Materi Yang di Konsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 8 Januari 2021	✓		- Tambahkan observasi	
2.	Rabu. 13 Januari 2021	✓		ACC APD.	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 197506102008011014

Dosen Pembimbing I,

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id, E-mail:
www.tarbiyah.metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Gatot Munandar

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1601070089

Semester : X

No	Hari / Tanggal	Pembimbing		Materi Yang di Konsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 5 April 2021		✓	-Revisi Abstrak. -Revisi Grafik -Revisi Conclusion -Revisi Referensi	
2.	Senin, 12 April 2021		✓	-Revisi Pengetikan	
3.	Senin. 19 April 2021		✓	Acc dan lanjut Pembahasan I	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing II

Svahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki Hajar Dewantara Kampus 15 A Iring Muljo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41057 faksmlu (0725) 47296. Website tarbiyah.iam@metrouniv.ac.id. E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gatot Munandar

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1601070089

Semester : X

No	Hari / Tanggal	Pembimbing		Materi Yang di Konsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 22-April-2021	V		- Revisi Abstrak - Revisi Dedication Page - Revisi Cycle 2 - Revisi Table - Revisi Conclusion - Revisi Pengetikan format	
2.	Jumat, 23-April-2021	V		Ace to murengah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing I,

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

CURRICULUM VITAE



Gatot Munandar was born in Itik Renday, December 25 1997. He is the first son of two children from the happy family couple Mr. Suyatno and Mrs. Sunani. He was enrolled his study at TK PGRI Itik Renday, Melinting, Lampung Timur in 2003 and graduated in 2004. He graduated from SD N Itik Renday in

2004 until 2009. He decides to continue his study at SMP N 1 Bandar Sribhawono in 2009 until 2012. After graduating in the junior high school, he studied in SMA N 1 Bandar Sribhawono on 2012 until 2015. Since he has been very interested in English, as an result, he made IAIN Metro as his next step to study in academic year 2016/2017. Being a University of IAIN Metro, English Education Department.