

AN UNDERGRADUATE THESIS

**USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING SKILL
OF THE SECOND GRADE STUDENTS OF THE SMPN 23 TULANG
BAWANG BARAT**

BY:

AYU PUSPITASARI

STUDENT NUMBER: 1601070006



**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/ 2023 M**

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presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Departement

BY :

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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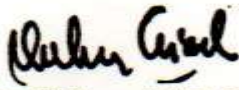
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.
Wassalmu'alaikumWr.Wb

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

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RATIFICATION PAGE

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An Undergraduate thesis entitled: USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING SKILL OF THE SECOND GRADE STUDENTS OF THE SMPN 23 TULANG BAWANG BARAT. Written by: Ayu Puspitasari, Student Number 1601070006, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday June 21, 2023, at 13:00– 15:00 p.m

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**USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING SKILL
OF THE SECOND GRADE STUDENTS OF THE SMPN 23 TULANG
BAWANG BARAT**

ABSTRACT

BY:

AYU PUSPITASARI

This research conducted to improve students of second grade of SMPN 23 Tulang Bawang Barat listening skill. The action used in this research is Islamic English song as a media in teaching listening. This research conducted to find whether the use of Islamic English song media can improve listening skill of the second grade students of the SMPN 23 Tulang Bawang Barat. After found out that the students of second grade of SMPN 23 Tulang Bawang Barat listening skill is low this research held. This study focuses on observing the using of Islamic english song to improve listening skill of the second grade students of the SMPN 23 Tulang Bawang Barat. This study using classroom action research method (CAR). Data collection method used in this study was test: pre-test, post test I and II. The data collected will be use to measure students improvement in listening skill using Islamic english song media.

The target for the research is to get at least 70% of students in class get MMC or 75 in listening class. The result of this research showed mean or average score of the class improve, average score in pre-test is 59,38 and increasing into 69,38 in post test I and finally in post test II average score became 80. In cycle II, the percentage of students pass the test is 81,25% with conclusion that using Islamic english song can improve students listening skill.

Keywords: *Listening Skill, Teaching ESFL, English, Islamic Songs*

**PENGGUNAAN LAGU INGGRIS ISLAMI UNTUK MENINGKATKAN
KEMAMPUAN MENDENGARKAN SISWA KELAS DELAPAN SMPN 23
TULANG BAWANG BARAT**

ABSTRAK

OLEH:

AYU PUSPITASARI

Penelitian ini dilakukan untuk meningkatkan kemampuan mendengarkan siswa kelas delapan SMPN 23 Tulang Bawang Barat. Tindakan yang digunakan dalam penelitian ini adalah media berupa lagu Inggris Islami yang digunakan dalam mengajarkan pelajaran mendengarkan. Penelitian ini dilakukan untuk mengetahui apakah penggunaan lagu Inggris Islami sebagai media dapat meningkatkan kemampuan mendengarkan siswa kelas delapan SMPN 23 Tulang Bawang Barat. Penelitian ini berfokus pada mengamati penggunaan lagu Inggris Islami untuk meningkatkan kemampuan mendengarkan siswa kelas delapan SMPN 23 Tulang Bawang Barat. Penelitian ini menggunakan metode penelitian tindakan kelas (PTK). Alat pengumpulan data yang digunakan yaitu tes: pre tes, post tes I dan II. Data yang berhasil dikumpulkan akan digunakan untuk mengukur peningkatan kemampuan mendengarkan.

Tujuan dari penelitian ini untuk mendapatkan minimal 70% siswa dikelas dapat memperoleh nilai KKM dalam pembelajaran listening. Hasil penelitian ini menunjukkan nilai rata-rata kelas meningkat, rata-rata nilai pre test yaitu 59,38 meningkat menjadi 69,38 di post test I dan menjadi 80 di post test II. Presentasi siswa yang mendapat KKM yaitu 81,25% dengan kesimpulan bahwa penggunaan lagu Inggris Islami dapat meningkatkan kemampuan mendengar siswa.

Kata kunci : *Kemampuan Mendengarkan, Mengajar ESFL, Bahasa Inggris, Lagu Islami*

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa skripsi ini murni hasil penelitian penulis, kecuali beberapa bagian yang sudah dicantumkan dalam daftar pustaka.

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not charge a soul except (with that within) its capacity.”

(Al-Baqarah: 286)

“Most of the successful people I’ve known are the ones who do more listening than talking.”

(Bernard Baruch)

DEDICATION PAGE

This undergraduate thesis is dedicated to :

- Allah Swt, The Most Gracious and The Most Merciful who always gives all needs.
- My beloved Prophet Muhammad SAW who brings the darkness to the lightness.
- My beloved parents (Mr. Amsori and Mrs. Supini) who always pray and support in their endless love
- My beloved family who has given me support and motivation until now
- My beloved friends has helped me to arrange my thesis and give motivation and unlimited support

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Alhamdulillah Rabbil Alamin, the researcher would like to convey her deepest gratitude to the almighty Allah SWT. The only provide, the most merciful who gives His guidance, inspiration and good healthy for all time to conduct the writing of this undergraduate thesis. Also sholawat and salam are always deliver to our great prophet Muhammad SAW. Who has brought us from the darkness to the lightness.

This undergraduate thesis is conducted by the research entitled **“USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING SKILL OF THE SECOND GRADE STUDENTS OF THE SMPN 23 TULANG BAWANG BARAT”**. Regarding to the undergraduate thesis, the researcher offers her big thank to the Mr. Andianto, M.Pd as the head of English Education Departement. Mr. Dr Mahrus As’ad, M.Ag as the advisor. May Allah SWT gives his better reward for their spending time to support and guide during the undergraduated thesis writing process.

During the writing of this undergraduate thesis, the researcher received much assistance from a number of people, for their valuable guidance, correction, suggestion, advice and golden support. Without them, the writing of this undergraduate thesis would never been possibly completed.

Metro, June, 21 2023

Researcher,



AYU PUSPITASARI
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CHAPTER I

INTRODUCTION

A. Background of Study

English is the most important language in the world. English is widely used throughout the world to communicate with other people from different countries. English is the second language used to communicate daily with other countries. English is very important in this era because English is the second language in communication. Many people use English to communicate about work or study.¹

English language skills have become a necessity in the current era because they become an international language. English is an international language that is very widely used. English is a communication tool used verbally and in writing.² English is a foreign language that is often used in Indonesia and has even been taught in schools. that is why experts in language teaching midwives must create an English language teaching and learning environment today.

English is currently used in Indonesia for communication and teaching in schools. English is one of the lessons in schools and English is the second foreign language. The role and function of teaching English in Indonesia is very important because to improve students' communication

¹ H. Douglas Brown, *Teaching by principle: an Interactive Approach to Language Pedadogy*, (New Jersey : Prentice Hill, 2001), p. 70

² Ferguson, *Communication Skills Second Edition*, (New York : An Imprint of Facts On File, Inc., 2004) page. 1

using English. Teaching English in schools, namely listening, speaking, reading and writing.

These skills are very important, because they all have a relationship and also support each other. The first teaching that is important is listening because listening is very influential to start learning English.

Listening has an important role in the process of getting main topic or information. Therefore, listening foreign language is not as easy as we think especially in English which has inconsistent pronunciation. Listening is natural precursor to Speaking and as the early stages of language development in a person's first language (and in naturalistic acquisition of other language) are dependent on listening.³

Therefore listening is important for the students because listening gives them more knowledge from what they have heard. Listening is one of important language skill that must be mastered by students because more than 40% of communicating time is spent listening, which clearly shows how important this skill is in overall language ability the students who have good skill in listening will be easy to get information, knowledge and idea from sources they heard. But, so far the students still find difficulties to improve their listening because they seldom do the listening activity at school.

Moreover, there are many media to teach and there are 2 media improve listening in second grade students of SMPN 23 Tulang Bawang Barat. The researcher choose one of media it is Islamic Song media. Song is

³ I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York : Routledge, 2009), 37.

powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing to us to use our brains to Analyze it and its effect if we so wish.

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

Pre survey had done on August, 2022 of the second grade of SMPN 23 Tulang Bawang Barat. The result can be seen as below:

Table 1
The data of The Pre-survey score at Second Grade of
SMPN 23 Tulang Bawang Barat

No.	Students	Score	Explanation
1	AR	70	Failed
2	AP	80	Pass
3	AS	30	Failed
4	A	30	Failed
5	BS	70	Failed
6	DT	60	Failed
7	IS	40	Failed
8	LASP	70	Failed
9	MFS	50	Failed
10	NPL	75	Pass
11	N	45	Failed
12	PB	75	Pass
13	S	65	Failed
14	TAB	55	Failed
15	WW	45	Failed
16	WW	35	Failed
	Total	895	
	Average	55.93	
	Percentage	18,75%	

From the table 1 can be seen that the Minimum Mastery Criteria (MMC) of listening skill is 75. It can be known that the student's listening result at second grade of SMPN 23 Tulang Bawang Barat is low. It indicates 3 students (18.75%) of them pass the test and 13 students (81.25%) is failed the test.

In this case the researcher assumes that is causes the students' listening skill is low because they feel that learning English is very difficult. On the other hand, the researcher also noted that these problem caused by the the students had lack in vocabulary, so they did not understand what words they had heard by the teacher.

To overcome the problem, the researcher would like to take a Class Action Research (CAR) under the title of "Using Islamic English Song to Improve Listening Skill of the Second Grade Students of the SMPN 23 Tulang Bawang Barat". Hopefully, by applying this method in class the student's listening skill could improve.

B. Problem Identification

Based on the research background above, there are several problems related to student difficulty of using Islamic English songs to improve the student listening skill for the second grade students of SMPN 23 Tulang Bawang Barat.

1. Students have lack vocabulary.
2. Most of the students get low score in listening skill.

3. The students have low attention to study English because they think it is hard.

C. Problem Limitation

Based on the problems above the researcher limits the problem by focusing on problem number three is most of the students get low score in listening skill.

D. Problem Formulation

Based on the background of the problem identification and problem limitations above, the problem formulations of this study is: Can English Islamic songs improve listening skill of the second grade students of the SMPN 23 Tulang Bawang Barat?

E. The Objective and Benefits of the Study

1. The Objective of the Research

The objective of this students comprehension is to show that the use of English Islamic songs can improve the students listening skill of the second grade students of SMPN 23 Tulang Bawang Barat.

2. Benefit of the study

a. For students

This study expected to provide knowledge or lessons for students about listening to be more in-depth about learning listening and expressing their opinion and students easily master of listening.

b. For Teacher

This study expected to help the teacher applies the islamic song to improve students listening skill in teaching and learning process.

F. Prior Research

This research carried out by considering a number of prior research which focus on the domain of using song media in listening comprehension. The first previous study was conducted by Hariatul and Syahria under the title “Improve Students Skill in Listening skill by Using Song Based on Multimedia”

The research method used in the first prior research is action research. This research and the first prior research has similarities and differencies. The similarity between this research and the first prior research is in the skill used, listening skill. Both of the studies have simalirities by using song to improve student’s listening skill. While the difference is this study using Islamic english song as a media and the first prior research using song based on multimedia.⁴

The second prior research is carried out by Apin Hidayat entitled “The Use of Song in Teaching Students Listening Ability”.⁵ This study used research method CAR Research, with the sample is 60 students of second grade in a Junior High School in Sumedang.

⁴Hariatul Janah, Abdullah and Syahria Majid, “Improve Students Skill in Listening Comprehension by Using Song Based on Multimedia”, *Tamaddun Life Jurnal Bahasa dan Budaya*, No.2(17), December, 2018, 107-113.

⁵Apin Hidayat, *The Use of Songs in Teaching Students Listening Ability*, (Indonesia Uniersity, 2013), 21-29.

The similarity between this study and the second prior research is the similarity of variable examined namely listening. The next similarity is the method. The method use in the second prior research and this study is the Classroom Action Research (CAR). The difference between this study and the second prior research is the media, this research use Islamic english song as media while the second prior research use general song. The other difference is this study focus on listening skill while the second prior research focus on listening ability.

Furthermore, the third prior research was conducted by Rossolino R. Teppa entitled "Improving Student's Listening Skill by Using Song's Lyrics a Study Conducted at SMAN 1 Melonguane". The similarity between this study and the third prior research is the method used CAR method and also variabel focused on these study that is listening skill. The difference between this study with the third prior research is this study using Islamic english song as media while the third prior research using song's lyrics.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Listening Skill

1. The Definition of Listening Skill

Skill is the ability to use thoughts, ideas and creativity in doing, changing or making something become more meaningful. Skill also means as the ability to translate people's knowledge into implementation in order to achieve the work result that one's desired.

Moreover, according to Gordon, skill is the ability to cooperate works or tasks in the way that easy and smart. Nadler also stated that skill is an activity that needed practice or also can be interpreted as implications and activities. Last, Iverson explained that skill is the ability to operate some works or tasks easily and smart.

Furthermore, Anderson and Lynch stated that 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 knowledge and by aplying what he knows to what he hears and trying to understand what the speakers means.⁶

Terminologically, Thomlison's describes listening is the ability to identify and understand what others are saying. This process involves

⁶ Pourhossein Gilakjani, A., "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, 978

understanding a speaker's accent or meaning.⁷ It means that listening is the ability to process the word that had been learnt and try to find the meaning.

Yagang says listening is the ability to identify and understand what others are saying; it is not passive but active process of receiving and constructing a message as one stream of sound. It can be noted listening is an active process of paying attention and need fully concentration to get meaning by using listening comprehension and also to hear and to know everything that the speaker said.

Listening is a process of listen to sounds that surround us. Listening is also very important to train someone to speak well. The listener has an important role in listening to something because listening will encourage us to get to know the material more and try to find the meaning of what is heard.

Furthermore, listening skills according to Vishwanath are a combination of hearing people talking and psychological involvement with the person whom talking to. Johnson states that listening skill is part of communication process while Hampleman said that listening skill used to distinguish words and recognizing other words.⁸

⁷ Thomlison, T. Dean. "Relational listening: theoretical and practical considerations". Paper presented at the Annual Meeting of the 5th International Listening Association, 1984. 30pp. [ED 257 165]

⁸ Talat Aytan, *The Effect of a Listening Education Course on the Listening Behaviors of Prospective Turkish Teachers* (Sciedu Press: Department of Turkish Education, College Education, Yildiz Technical University, Istanbul, turkey, 2016), 254.

From all the definitions stated above about listening and skills. It can be interpreted that listening skills are the skills that contribute to someone's ability to receive information when communicating with someone else accurately. Listening skills are related to the process of listening itself.

2. Basic Skill of Listening Skills

Listening is not only as the process of perceiving of audible symbols, but also the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to brain.⁹ It means that when the speaker produces sound as an input, the hearer catches the sound waves through the ear. Then the brain processes the input in order for the hearer to construct the meaning of input. According to Nunan, there are six basic skills in listening that consist of hearing, attending, understanding, remembering, evaluating, and responding.¹⁰

The first basic skill is hearing. Hearing is a perception of sound, not necessarily paying attention. Hearing also means the ability to perceive sounds through the ear by detecting vibrations as periodic changes in pressure of the surrounding medium. Hearing or auditory processing is awareness of sounds and placing the meaning to those sounds someone hears.

⁹ Brown H Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), 249.

¹⁰ Nunan, David, *Second Language Teaching and Learning*, (New York: McGraw-Hill Companies, 2003), 23.

The second basic skill is paying attention. This refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus. Paying attention involves concentrating in activity and integrating information from different sources. Paying attention also involves in someone being able to ignore irrelevant information. The third basic skill is understanding which consist of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. This is the skill where listener determines the context and meanings of words they have heard.

The fourth basic skill in listening is remembering, which means that an individual, in addition to receive and interpret the message has also added it to the mind's storage bank, which means that the information will be remembered in our mind. After that, there are evaluating as basic skill in listening. Evaluating means the listener evaluates the message that has been received.

It is at this point when active listener weight evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The last one is responding. A stage in which, according to response, the speaker checks if the message has been received correctly and giving a good feedback. This stage done after all the four basic skills done and measure by teachers so that teacher can get the feedback and response.

3. Some Factors That Affecting Listening Skills

There are a some factors that can affecting somebody's listening skills.¹¹ Some of these factors can be seen as follows:

a. Quality of Recorded Material

In some classes, teachers use some recorded materials that do not have hight quality. The quality of sound system can impact the comprehending of learners' listening.

b. Culturals Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understaning. If we listening task involves completely different cultural materials then the learners may have citical problems in their skill. It the responsibility of teachers to give background knowledge about the listening activities in advance.

c. Accent

Expressed that too many accented speech can lead to an important reduction in comprehension.¹² In addition, 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener skill. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learner's listening

¹¹ Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C, *Listening Comprehension Difficulties Encountered by student in second language Learning Class*. Journal of Education an Instructional Studies in the Word, 2014, 4(4), 1-6.

¹² Munro, M. J., & Derwing, T. M, *Foreign Accent, Comprehensibility and Intelligibility in the Speech of Second Language Learners*. Language Learning, 1999, 49(1), 285-310.

comprehension.¹³ Indicated that when listeners hear an unfamiliar accent such as Indian-English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening skill process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.¹⁴

d. Unfamiliar Vocabulary

When listening texts contain known words it would be very easy for student to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the student's listening comprehension ability. A lot of word have more than one meaning and if they are not use appropriately in their appropriate contexts students will get confused.

e. Length and Speed of Listening

Underwood says that speed of speech can make listening difficult. The student would have trouble listening clearly if the speaker talks too quickly. In this case, the listener cannot control the speaker's pace which can cause significant trouble with listening comprehension¹⁵.

¹³ Goh, C., *Teaching Listening in the Language Classroom*. Singapore: SEAMEO Regional Language Center. 1999.

¹⁴ Buck, G. *Assesing Listening*. Cambirdge: Cambridge University Press. 2001.

¹⁵ Abbas Pourhossein Gilakjani And Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties In English Language Learning: *A Literature Review*," *Canadian Center Of Science And Education*, English Language Teaching, Iran, 9, No. 6 (2016): 127.

4. The Measurement of Listening Skill

According to Brown, The test is a tool used for measuring certain abilities, knowledge and performance. In addition, Tinambunan provides an understanding of measurement or indicators testing and evaluation. Measurement is the process of giving numbers to students according to certain characteristics and rules. A test is a set of questions that are answered orally or in writing by students. Evaluation is the method by which information is gathered, evaluated and handled to assess student achievement.¹⁶

From the above definition, we can conclude that the test has a narrower sense than appraisal, but it has a wider definition than measurement. Limiting the word test to the data collection process and translating it into an interpretable form seems acceptable in assessment studies.

a. Measurement Criterias

Measurement criterias commonly used in the assessment of students in tests listening is as follows:

1) Understanding

This refers to student's understanding of understanding as well the response given. This understanding has a very large effect on listening assessments. If students understand what the teacher provides, the student can easily respond.

¹⁶ Melawanti, "Dictation As A Testing Technique In Measuring The Students' Listening Mastery (A Case Study Of The Fifth Grade Students Of Sd Negeri Wonorejo 01 Karanganyar Demak In The Academic Year Of 2006/2007)," 14.

2) Lexical Resources

This refers to the amount of vocabulary used by students and after all, the meaning is clear. It includes variations of the words used and the ability to get a full vocabulary. If students' vocabulary is very complete, it will be very easy to understand listening. This is why students have to collect complete vocabulary in English.

3) Grammar Range and Accuracy

It refers to the various structures available to students and how accurate and precise it is used. The assessment takes into account the length and complexity of listening comprehension. Often students experience difficulties with grammar and sentence accuracy which is very influential on student understanding.

4) Pronunciation

This refers to the student's ability to listen to speech. How can students understand and remember how each word pronounce so they can distinguish each word. Because there are some words that have a similiar sounds with differengt meanings for example: meet and meat, two and to or sea and see. Furthermore, different country and accent also have different pronunciation for each word. So, it is important for students to have an ability in distinguish words by their pronunciation.

b. Listening Assessment

Listening comprises of some key components they are:¹⁷

- 1) Discriminating between sounds, is the ability to recognize similarities and differences between sound. Mainly sound discrimination allows people to distinguish between phonemes in words. **For example:** the word great the phonemes or sound of this word is /greit/
- 2) Recognizing words and understanding their meaning, is a process by which students learn to identify and recognize written words correctly and knowing detail information explicitly stated in the audio song. **For example:** the word success has meaning the accomplishment of an aim or some purposes.
- 3) Identifying grammatical groupings of words, is the process by which students to identifying grammatical in each words, it helps the students to know what that they heard. **For example:** the words happy, sad, angry, good and nice is grouping as an adjective in grammar.
- 4) Identifying expressions and sets of utterances that act to create meaning, is the process by which students to identifying expression of the characters in the text that the teacher gives in listening process in the classroom. **For example:** the sentence

¹⁷ BabitaTyagi, *An Important Skill and its Various Aspect*, An International Journal An English. ISSN 0976-8165, p. 1

“don’t go near that lake!” is a sets of utterances that used to express warning to prevent someone from drowning or other accident.

- 5) Using background knowledge to predict and to confirm meaning and recalling important words and ideas, is the process by which students to know and which is available before a certain learning task, such as knowledge of vocabulary, syntax, or background knowledge about a topic or event in the text. **For example:** for students who is studying, they might be familiar with some words related to their backgorund such as: book, study, task, learning etc.

B. The Concept of Islamic English Song

1. The Definition of Islamic English Song

According to Sudibyو et all, song is a piece of music with words. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host other language skills in just a few rhymes.¹⁸ Songs can also provide a relaxed lesson. They can also form the basis for many lessons. Moreover, Susan explains that song is part of music that is uttered through words.¹⁹ According to Mark, Song consist of lyrics, beat, chorus, intro, riff and tune.²⁰

¹⁸ Nurteteng, Sudibyو, and Kolin. “*THE EFFECTIVENESS OF USING SONGSIN TEACHNG SKILL*” Jurnal Pendidikan Bahasa; October 2018. Vol 5, No 2

¹⁹ Susan Henneberg, *What is a song*, (New York: Brittanica Educational Publishing. 2005),4.

²⁰ Mark Hancock, *Singing Grammar: Teaching Grammar Through Song*, (Uk: Cambridge University Press, 1998), 11.

There are several kinds of songs that can be used in teaching English. However Zamin et al found that the use in teaching English songs from contemporary genres, such as Western or Islamic songs can be an effective way to promote language learning. Islamic songs are the suitable song used in teaching vocabulary because it is rich in moral messages.²¹

Islamic songs is a song that contain the element of religion and bring teaching about goodness. Islamic song is a song that contain religious element in each lyrics like remembering Allah, worshiping Allah and also about many other things related to Islam religion. There are various types of Islamic song such as Islamic pop song, Islamic English song and also nasyid.

Furthermore, Indonesia has the biggest population of Moslems around the world and has vast number of Moslem who Learning English as a foreign language. As the biggest Moslem population, Indonesia needs teaching activities that also contain the values of Islam. So, song as an aid in teaching English should also contain the value of Islam or at least the positive message within the lyrics.²² Therefore, researcher used this song for research.

²¹ Indra Yeni, "Development of Moral and Religious Values for Children Through Singing Themed Islamic Songs" (*international Conference of Early Childhood Education 2017*) vol. 169. P. 3

²² Vina N and Yek A. A. "Using Islamic Songs And Its Effect in Teaching English at an Indonesian Islamic University" (*Journal of English Language Education 2020*) Vol. 3(2) p 127-149

2. The Kinds of Islamic English Song

In our daily we surrounded by songs. Therefore, when we hear the song we could be brought into the songs. According to Suyanto there are some kinds of song as follows²³:

a. Song for pleasant

Song for pleasant is popular and special songs to make happy situation and it is usually song out of class for example when they have recreation, when they are on the way or when the heart situation is bored. This is the type of song that used for entertainment without a very meaningful lyrics or have special message.

The example of this type of song is songs that sang by pop singer like *Ariana Grande : Positions* or song from *Justin Bieber : Beauty and The Beat*. According to Suyanto Islamic songs include in song for pleasant because this song is not created by teacher specifically to learning activities. Although Islamic song has meaningful lyrics but Islamic song also can be relaxing and pleasant because the rhythm and the lyrics can make someone feel healing.

b. Song for lesson

Song for lesson means a special song to learn vocabulary, phrase or sentences. It is a song which made by the teacher to students to understand the material. This song is usually used by the teacher in teaching and learning process. The song that used for the

²³ Suyanto, *English for Young Learner*, (Jakarta : Bumi Aksara, 2009), 24.

education purposes such as : *Head, Shoulders, Knees and Toes* and *ABC Song* or *The Finger Family*.

3. The Characteristics of Islamic English Song

There are some characteristic of Islamic English song which can used by the teacher in learning process, such as:

a. Song create a positive atmosphere

The teacher can take great care in decorating the classroom to make the students warm and conducive to learning. The teacher should think about how the teacher are decorating the classroom with audio. Learning a foreign language can be stressful for anyone, especially young learners. Fun and simple Islamic English song playing as students enter the classroom help create a welcoming environment.

b. Songs help to balance energy levels

Some students come to class very noisy, while other are quite reserved. Starting class with an active song allows the higher energy students to “get the wiggles out” which has function for make the students keep spirit.

c. Songs allow everyone to participate.

Some students come to the classes having learned English from birth. While others in the same class may be learning English for the first time. Singing is an activity that students of all levels can enjoy equally. Students with low English levels will be able to follow along with gestures and dances as they gradually learn the language

in the songs. More advanced students can also enjoy singing and dancing while improving their rhythm, intonation, and pronunciation, even if they already familiar all the words.

d. Songs are “sticky”

It has meaning that students difficult to forget about the English song. When the teacher teach with songs, it can be assured that those songs will bounce around the students heads long after the class is over.

Based on the explanation above the researcher conclude that Islamic English song usually so peaceful so it can say that Islamic English song is very effective and fun learning media in teaching listening comprehension skill. As already mentioned that English is a foreign language, and the fact that learning English is not easy and cannot be underestimated. In teaching listening comprehension skill Islamic English song can create a positive atmosphere, balance energy levels, and sticky song are needed in the classroom so that the students can enjoy their learning activities and achieve their learning goals.

C. The Principles in Use Islamic Song to Improve Listening Skill

According to Brewster, there are several principles that teacher needs to know when they want to use Islamic song in listening class, the principles are:

1. Make context, in this chase teacher need to explain the purpose of the song used

2. Play the songs so that the students can listen to the song and shows their understanding.
3. Do the next listening section
4. Ask students to listen, repeat and sing together.
5. Ask students to fill in the blank of lyrics song while listening to it
6. Ask students to make a conclusion of the song they heard.

D. The Action Hypothesis

Based on the rationale of the study, the hypothesis is formulated as follows: the use of Islamic song media can improve listening skill of the second grade students of the SMPN 23 Tulang Bawang Barat.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

The type of the research is Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class.²⁴

B. Setting of the Research

This research uses classroom action research. Then, it will conduct of the second grade students of SMPN 23 Tulang Bawang Barat. It is located at village, subdistrict of Way Kenanga, regency of West Tulang Bawang Barat and Province of Lampung.

C. Subject of the Research

The subject of this research was 16 students of second grade of SMPN 23 Tulang Bawang Barat. In the second grade students of SMPN 23 Tulang Bawang Barat, there is 4 male students and 12 female students. Total of students is 16 students in the class. While, the objective of this research is the Student's Listening Skill. The researcher chooses this class because most of the students were low performance especially in listening. The kind of this research is Classroom Action Research. In this research, the researcher

²⁴ M. Djunaidi Ghory, *Penelitian tindakan kelas*, (Malang: UIN Malang Press, 2008), 8.

needed a collaborator. The collaborator is an English teacher of the second grade students of SMPN 23 Tulang Bawang Barat whose named Rini Muslimah, S.Pd.

D. Action Plan

This research design of the study is classroom action research. Norton stated that the purpose of action research is to investigate systematically the teaching or learning facilitation practice with the dual aim modifying practice and contributing to theoretical knowledge.²⁵

This classroom action research conducts with teaching writing by using two kinds of tests, those are pre-test and post-test. Action research is compatible for educators as a practical process since it commonly does not gain elaborate statistical analysis. Action research is more concerned with improvement in the context of study.²⁶

This research consists of two cycle, cycle I and II. The cycle consists of four activities, namely:

a. Planning

The first step in every activity is planning. Planning is the first step of this teaching context and must be prepared by the researcher before doing action. Planning is a step to make arrangement for action project which explains about what, why, when, who, and how the action

²⁵ Lin S. Norton, *Action Research in Teaching & Learning*, (New York: Routledge, 2009), 4.

²⁶ Jean McNiff & Jack Whitehead, *All You Need to Know about: Action Research. An Introduction*, (London: Sage Publications, 2006), 7.

will be done.²⁷ Without planning the researchers activity will not be successful. The planning stage consists of the activities below:

- 1) The researcher prepare the English subject lesson plan.
- 2) The researcher prepare the materials and media of learning listening.
- 3) The researcher make observation sheets and list of students name
- 4) The researcher make work sheets and answer sheets which will be learned by the students.
- 5) The researcher make test which will be used in pre-test and post - test.

b. Action

The second step from classroom action research is action. This step is the realization from the planning that has made by researcher. However, without the action “the plan” is just imagination that could not be real. In this phase, the researcher applied the learning strategies as follow:

- 1) Pre teaching activities
- 2) While teaching activities
- 3) Post teaching activities

c. Observing

The third step is observing. In observing the teacher must be able to analyze the learning process, the student’s activities, the teacher performance, the material and the result of simulation. Observations

²⁷ Jack C. Richards, *Reflective Teaching in Second Language Classroom*, (New York, Cambridge University Press, 2007), p.28

controlling the result or effect from the action which done for the students. The observation is done teaching learning process. The necessary things in teaching learning process are noted by observer.

d. Reflecting

The last activity is reflecting. Suharsimi Arikunto states that in this step, researcher tries to learn, to see, and to consider the results or effect of the action from some criteria. Reflection is the activities that have purposes to analyze, understand, get conclusion based on observation of part that need correction or perfection part have filled the target. The researcher will know the strength and weakness from action by reflecting. The researcher applies the date for evaluation of making improvement the next cycle. It means that classroom action research is actually helped from process of learning in the class that utilized a systematic planning.

E. Data Collection Technique

Technique of collecting data in this study consists of four techniques that will be conducted by the researcher to collect data. They completely explain as follows;

1. Test

According to Brown, test means, in simple terms, “a method of measuring a person’s ability, knowledge, or performance in a given domain”.²⁸

²⁸ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (New York: Longman, 2004), 3.

a. Pre-Test

The researcher gives the learners the pre-test. The test have the purposes to know how far comparison the student's listening skill of media before given treatment.

b. Post-Test

Post-test is examined to the students after implementing the Islamic song media in teaching listening skill as a treatment in order to know the improvement of student's achievements before and after giving the treatment. The writer analyzed the differences between mean of pre-test and two evaluations of test scores.

2. Observation

Observation is, cited Brown, planned procedure for real-time, almost secretly recording of student verbal and nonverbal behavior. One of the objectives of such observation is to measure the students without their consciousness of the observation in order to naturalness of their linguistic performance is maximized.

In this case, the researcher will use observation to get the data about students' activity and teacher performance during teaching learning process which is observed by observer.

In addition, the researcher uses observation as data collecting approach to know how teaching listening through Islamic song works in the classroom, how the students respond to the media and they are be

able to improve their listening skill, and how the media is able to help the students in learning English listening.²⁹

3. Documentation

Documentation is a readily easy to use source of data in action research as many already exist in the institutional system. Documents collected during the course of an enquiry can illuminate numerous aspects of practice. It includes portfolios of written work, student records and profiles, lesson plans, classroom materials, letters, class memos and newsletter, and previous test or examination papers.³⁰ The writer will use documentation to acquire the data about the school profile such as history of the school, the number of teacher and staff officer and students at SMPN 23 Tulang Bawang Barat and also the documentation is used to describe the classroom activity in the form of photograph.

4. Field Notes

The most ordinary method of recording the data collected during observation is field notes. Then, notes may improve information from others sources, belonging to documents and interviews, or main research data. Otherwise, it may include photographs, audio and video recordings. In this research, the observer uses field note to record the students activity during the learning process in report form.

²⁹ Michael J. Wallace, , *Action Research For Language Teacher* (Cambridge University Press, 2002), 20.

³⁰ Anne Burns, *Collaborative Action Research for English Language Teachers*, (United Kingdom: Cambridge University Press, 1999), 140.

F. Technique of Data Analysis

Analyzing the data will be organized step of the pre-test and post-test. This step is to know comparison between pre-test and post-test by conducting the test.

The formula to get the average of pre-test and post-test as follow:

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

Note:

M = Mean or Average Score

$\sum X$ = Total Product of Score

N = Number of Score

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follow:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency

N = Total Number of Students

G. Indicator of Success

To know the gain of data, the researcher will analyze the result of test by taking the average score of pre-test and post-test. Furthermore, the result

must reach the minimum standard of listening ability in this class at least 75. If the mean of post-test has fulfilled at least 75, and 70% of the students has been passed, the researcher will not continue to the next cycle. There will be two minimum cycles in this classroom action research.

CHAPTER IV

RESULT OF RESEARCH

A. Research Setting

1. SMPN 23 Tulang Bawang Barat Profile

SMPN 23 Tulang Bawang Barat is a public school owned by the local government of Tulang Bawang Barat districts. SMPN 23 Tulang Bawang Barat located in Indraloka II village, Tulang Bawang Barat sub-districts. This school established since 2010. The headmaster of SMPN 23 Tulang Bawang Barat is Dace Solehudin, S.Pd. Total of students in first grade is 92 students, total of students in second grade is 90 students and in third grade is 93 students. Amount of students of SMPN 23 Tulang Bawang Barat is 265 students.

2. Vision and Mision of SMPN 23 Tulang Bawang Barat

The vision of SMPN 23 Tulang Bawang Barat is to become ideal school that have faith, pious, achievers, cultured and national character.

The indicator of this vision can be seen below:

- a. Prime in curriculum development
- b. Prime in learning process
- c. Prime in informatics systems mastery
- d. Prime in graduation
- e. Prime in educational facilities and infrastructure
- f. Prime in educational human resources

- g. Prime in IMTAQ
- h. Prime in school institutions and management
- i. Prime in academic achievement
- j. Prime in non-academic achievement
- k. Prime in inculcation of national cultural values
- l. Prime in national character life

Meanwhile, the mision of SMPN 23 Tulang Bawang Barat can be seen as follow:

- a. Carry out the development of education unit curriculum
- b. Carry out the development of learning tools/syllabus
- c. Carry out the development of an assessment system
- d. Carry out the development of learning implementation plan (RPP)
- e. Carry out the development of curriculum development
- f. Carry out the basic technology education curriculum development (PTD)
- g. Implementation in learning innovation
- h. Carry out learning using various methods and appropriate approaches
- i. Carry out the development of activities in MIPA and non-MIPA field
- j. Carry out the development of learning methods in school
- k. Carry out information and communication technology education
- l. Carry out the development of educational facilities
- m. Carry out the development of student learning achievement activities

- n. Carry out professionalism development of teachers and education personnel
- o. Complete the learning media
- p. Carry out the development of Principal Professionalism through MKKS
- q. Carry out Al-Qur'an reading and writing activities
- r. Provide opportunities for students to worship according to their respective beliefs
- s. Carry out the development of educational financing

3. Name of Teacher of SMPN 23 Tulang Bawang Barat

Table 2
Name of Teacher of SMPN 23 Tulang Bawang Barat

No.	Name	Positions
1.	Dace Solehudin, S.Pd	Headmaster
2.	Drs. Wayan Pendriasa	Indonesia Language Teacher
3.	Kotamad Roji, S.Pd	IPS Teacher
4.	Sri Arti Maryanti, S.Pd	Math Teacher
5.	Eka Puspita Dewi, S.Pd	Sains Teacher
6.	Suparjo Rustam, S.Pd	IPS Teacher
7.	Heri Supriyanto, S.Pd	Math And Sains Teacher
8.	Sundari, S.Pd	Art Teacher
9.	Niken Fajar Sari, S.Pd	Indonesia Language Teacher
10.	Hendri Septian, S.Pd	Sport Teacher
11.	Ayu Rahayu, S.Pd.I	Lampung Language and PAI Teacher
12.	Tri Widayanti, S.Pd	Indonesian Language Teacher
13.	Maharoni, S.Pd.I	English And Lampung Language Teacher
14.	Heri Susanto, S.Pd	Character Education Teacher
15.	Siti Rohani, S.Pd	PAI And Lampung Language Teacher
16.	Wayan Alit Saputra, Spd.H	Hindu Religion And Culture Teacher
17.	Pradibta Arif Al Amin, S.Pd	Sport Teacher
18.	Nyoman Indra	Art and Lampung Language

	Nariswara,S.Pd	Teacher
19.	Rini Muslimah,S.Pd	Character Education and English Language Teacher
20.	Widi Andriyani, S.Pd	KN and Lampung Language Teacher
21.	Muhammad Samsu Rizal	PAI and PJOK Teacher
22.	Astia Ningsih,S.Pd	Indonesia Language and Sains Teacher
23.	Intan Yulianti	Library Staff
24.	Siti Aminah	Administration Staff
25.	Sutrisno	School Guard

B. Result of Research

1. Pre-Test result

Before give the treatment to second grade students of SMPN 23 Tulang Bawang Barat, researcher give them a pre-test question that was conducted on November 05, 2022. Researcher told the students that researcher is going to conduct the research in their class to find out about their listening skill. For the pre-test, researcher played the song by Demi Lovato called "Gift of A Friend". After listening to the song played, students asked to answer the question accordance to the music or song. They fill in the blank the lyric of the song with the right answers according to what they have hear.

The result of students pre-test can be seen in table as follows:

Table 3
Table of Pre Test Results Score

No.	Name	Score	Explanation
1.	AR	80	Pass
2.	AP	80	Pass
3.	AS	50	Failed
4.	A	40	Failed
5.	BS	80	Pass
6.	DT	50	Failed
7.	IS	60	Failed
8.	LASP	70	Failed
9.	MFS	50	Failed
10.	NPL	40	Failed
11.	N	50	Failed
12.	PB	60	Failed
13.	S	50	Failed
14.	TAB	50	Failed
15.	WW	60	Failed
16.	WW	80	Pass
	Total	950	
	Average	59,38	
	Percentage	25%	

According to the data results above, it can be seen that only 25% of total students or 4 students that get the MMC (Minimum Mastery Criteria) among 16 students. The total of students that pass the test are less than

students that failed the test given to them. from pre-test that given researcher get the average score of the students is 59,38.

Furthermore, the result of this pre-test is not good so that the researcher take further action to implement the treatment, Islamic english song to improve students of the second grade students of the SMPN 23 Tulang Bawang Barat listening skill.

a. Cycle I

The first step is planning:

In this step, researcher made the lesson plan and prepares the material accordingly. Researcher prepares song that will be play in the class and also the material. Researcher also prepares an observation sheet to observe students activities while in the class. The other preparation is post test I that will be use to measures students of 8A listening skill before and after the treatment given to students.

The second step is acting:

The action of this first cycle is conducted on November 07, 12 and 14, 2022. The first two meeting used for the treatment application and the last meeting used for measurement of second grade students of the SMPN 23 Tulang Bawang Barat listening skill using post test that prepared. The amount of students in 8A class is 16 students. The meeting begin with praying and then teacher (researcher) greeting the students and checking their attendance list. After that, the teacher tell a story related to material that day.

After finished with some related story, teacher give them material to study. After explained about listening material, teacher divided the students into group that consisted of three students. After students divided by group, they asked to makes name for their group. Then, teacher played the song prepared. Song sang by Maher Zain entitled “Thank You Allah”.

Teacher gave the post-test and students will answers the question by discussing the answer with their group. After finished their post test, teacher asked them to gather the answer. Teacher also asking them the answer and the meaning of the words afterward. The last meeting of cycle I was conducted on November 14, 2022.

The third step is observing:

The observation process happened when the process of teaching and learning happened. Researcher (teacher) record the observation process by using observation sheet. In this process. Researcher trying to observe the students activities in the class. Then, based on the observation. Researcher still found some of the students that did not pay attention and inactive in teaching and learning process. After teaching learning process in cycle I finished, researcher gave post test I in the third meeting on November 14, 2022. The results of students post test I can be seen as follows:

Table 4
Table of Post Test I Results Score

No.	Name	Score	Explanation
1.	AR	80	Pass
2.	AP	80	Pass
3.	AS	80	Pass
4.	A	80	Pass
5..	BS	80	Pass
6.	DT	60	Failed
7.	IS	50	Failed
8.	LASP	80	Pass
9.	MFS	80	Pass
10.	NPL	60	Failed
11.	N	50	Failed
12.	PB	50	Failed
13.	S	80	Pass
14.	TAB	60	Failed
15.	WW	60	Failed
16.	WW	80	Pass
	Total	1110	
	Average	69,38	
	Percentage	57%	

Based on the result of post test I, mean score of class derived into 69,38. Where there are 9 students who got MMC score or more than 75.

The fourth step is reflecting:

After finished the post test I on November 14, 2022. Researcher discussed the results with collaborator about the result from using Islaming english song in listening class. After discussion, it appeared that there are improvement in student's listening skill by using Islamic english song. The improvement can be seen from the result score of pre test with total grade 950 and average score 59,38. Meanwhile the post test I results showed total grade 1110 with average score 69,38. Although, from the result of post test I, there are improvement score, but the result has not achieved indicator of success yet. Only 9 students or 57% students that pass the test while the indicator of success is >70% students pass the test with MMC 75. So still there a problem in teaching that should be fix in the next cycle.

Moreover, based on field note researcher used to record student's activities. Still there a problem because some students still passive in listening class and some of them still having difficulties in differentiate the words they heard. Because of this, researcher decided to conduct next cycle to improve listening skill of student 8A class of SMPN 23 Tulang Bawang Barat.

b. Cycle II**The first step, planning:**

In this phase from second cycle, researcher focused on solving the problem that found in first cycle of meeting. After considering the

result from cycle I with collaborator, researcher decided to give more of listening material to students. In this phase, researcher focuses on the problem found in first cycle that is understanding the meaning of the words in song. That's because some students still do not know the meaning of the words they heard from the song. To get the result researcher wants, researcher will make the class condition more fun.

The second step, acting:

The action of the second cycle is conducted on November 19, 21 and 26, 2022. The first two meeting used for the treatment application and one meeting used for measurement of second grade students of the SMPN 23 Tulang Bawang Barat listening skill using post test II. The meeting joined by total 16 students of 8A. The meeting started with praying and then teacher greeting the students and checking their attendance list. After that, the teacher have a small talks with students and talk about the previous material to recall their memory of the material. After reviewing material from before, teacher give another material to gain more knowledge and skill in listening. Teacher give an example song to listen and then discuss the word and the meaning together.

As for the last meeting that conducted on November 26, 2022. Teacher played the song prepared. The song sang by Maher Zain with entitled "One Day". Teacher then gave the post-test II question and students will answers the question given by discussing the answer

with their group that consisted of three students. After they finished their post test II, teacher asked them to gather the answer. The answer from this post test II will answer the research question whether there are some significant improvement in student 8A class of SMPN 23 Tulang Bawang Barat listening skill using Islamic english song.

The third step is observing:

The observation result showed that in cycle II, the condition of class is getting better than before. After fixing some problem in the cycle I and students started to be able the word in song played clearly and be able to answer the meaning of words they heard. They also gain more confident to give the feedback when teacher asked them to answer question and guess the meaning of the word. For the last meeting of second cycle, researcher give post test II to students. The results of students post test II can be seen as follows:

Table 5
Table of Post test II Results Score

No.	Name	Score	Explanation
1.	AR	80	Pass
2.	AP	70	Failed
3.	AS	80	Pass
4.	A	90	Pass
5.	BS	80	Pass
6.	DT	80	Pass
7.	IS	70	Failed

8.	LASP	80	Pass
9.	MFS	80	Pass
10.	NPL	80	Pass
11.	N	70	Failed
12.	PB	80	Pass
13.	S	80	Pass
14.	TAB	90	Pass
15.	WW	90	Pass
16.	WW	80	Pass
	Total	1280	
	Average	80	
	Percentage	81,25%	

Based on the result of post test II, mean score of class derived into 80. Where there are 13 students who got MMC score which means 81% students pass.

The fourth step is reflecting:

After finished the post test II of cycle II on November 26, 2022 and the result of teaching learning process. Researcher were able to analyze that by using Islamic english song in listening class could improve student's listening skill. By using Islamic english song while listening, it help students because Islamic english song uses more easy words and also using the words that familiar and easy.

Also, topic about Islam is more familiar for students that help them understand the song meaning and answer the question given to them. After being able to reach target of research as more than 70%

students able to pass the test. Researcher stop the classroom action research (CAR). Because the research already succeeded in answer the research question.

C. Interpretation

The interpretation of pre-test, post test I, and post test II results data can be seen as follow:

1. Student's listening skill improvement using Islamic english song through pre-test, post test I and II

a. Pre-test score

The total score of student listening skill in pre test before the treatment was 950 with average score 59,38. This was the score of students before the using of Islamic english song in listening class. From the score it can be sseen that the percentage of students who pass the test was 25% from total of 16 students. From 16 students, only 4 of them who able to get score more than 75.

b. Post test I score

In this cycle I of post test I the average score of students increase into 69,38 with total score of students 1110. The number showed an improvement on students listening skill from the previous test where the treatment has not apply in the class. Furthermore, the percentage of the students who pass the test in post test I was 57% with 9 of 16 students pass the test. It showed there are 32% impovement in percentage of students who pass the test given. But the improvement

is not enough because it has not reach indicator of success where 70% students pass the test. So, that is why the next cycle was conduct.

c. Post test II score

In post test II of cycle 2, the average score of the students increased into 80. This data showed there was an improvement of students listening skill from post test I score. Meanwhile, the percentage of students who passed the minimum mastery criteria (MMC) in post test II was 81,25% that means there are 13 students who passed MMC 75 and there are only 3 students who got score under 75. This results showed that post test II in second cycle was succeeded in fulfilled the target of classroom action research (CAR) where the 70% students of second grade students of the SMPN 23 Tulang Bawang Barat could pass the MMC and they can be more active in the teaching and learning process. After this conclusion the observation was succeeded and stopped.

The result of students pre-test, post test I and II score can be seen in table as follows:

Table 6

The Result Of Students Pre-Test, Post Test I And II Score

No.	Initial	Pre Test	Post Test I	Post Test II
1.	AR	80	80	80
2.	AP	80	80	70
3.	AS	50	80	80

4.	A	40	80	90
5.	BS	80	80	80
6.	DT	50	60	80
7.	IS	60	50	70
8.	LASP	70	80	80
9.	MFS	50	80	80
10.	NPL	40	60	80
11.	N	50	50	70
12.	PB	60	50	80
13.	S	50	80	80
14.	TAB	50	60	90
15.	WW	60	60	90
16.	WW	80	80	80
Total		950	1110	1280
Average		59,38	69,38	80
Percentage		25%	57%	81,25%

From the data in the table, it can be seen that there were an improvement of students' listening skill from the pre-test, post test I and II. The improvement could be seen from the mean or average score of the class, average score in pre-test is 59,38 and increasing into 69,38 in post test I and finally in post test II average score became 80.

2. Students learning activities improvement in teaching and learning process through cycle I and II

- a. The result of students activities in teaching learning in cycle I shows some improvement. In this cycle there are 9 students from 16 students who pay attention in the teaching learning process. There are 8 students from 16 students who answered questions and there are 14 students who doing the work.
- b. The result of students activities in teaching learning of cycle I shows more improvement than cycle II. In the first cycle there are 9 students who pay attention in the teaching learning process and increased to 14 students. Moreover, there are 8 students from 16 students who answered questions in the first cycle and increased to 12 students in the second cycle. Last, there are 14 students who doing the work or task in first cycle and increased to where all students doing the work given.

The results can be seen in table below:

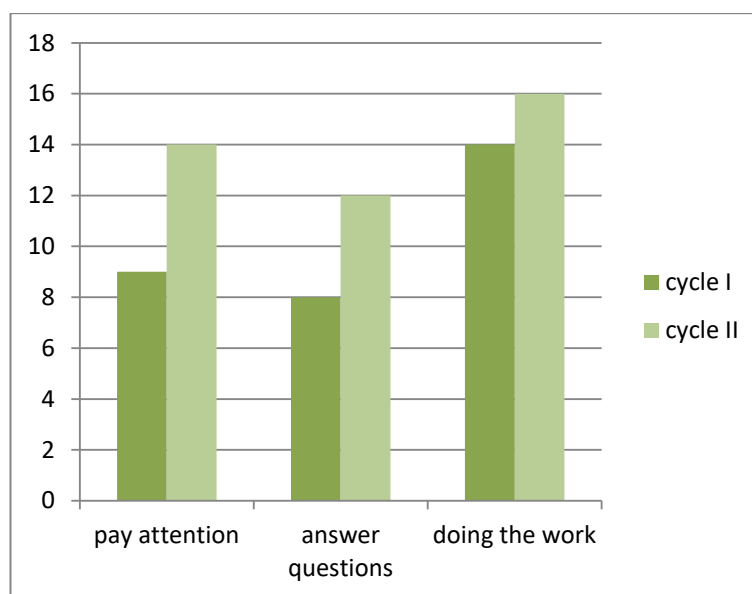
Table 7
Students Activities Record In Cycle I & II

No.	Indicator	Cycle	
		1	2
1.	Pay Attention To The Class	9	14
2.	Answer The Question	8	12
3.	Doing The Work	14	16

The statistics of Students Activities Record In Cycle I & II can be seen below:

Figure 1

Statistics of Students Activities Record In Cycle I & II



From the observation of students activities that showed in table and statistics above. It showed there are some improvement in students activities by using Islamic english song in listening class. The improvement can be seen from category of paying attention in class from 9 students in cycle I to 14 students in cycle II. Furthermore, for category answering questions from teacher there are 8 students in cycle I increased to 12 students in cycle II. The last, for category doing the work, there are 14 students in cycle I increased to 16 students in cycle II. From the data, can be conclude that using Islamic english song can improve students activities in listening class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the classroom action research (CAR) that researcher conduct on the second grade students of the smpn 23 tulang bawang barat. Researcher can conclude that, using Islamic english song as the media in listening class proved to improve student's listening skill. Islamic english song can help students understand more the meaning of songs and understand the meaning of each words. This because, Islamic english song consist of easy and familiar words that easy to be understand by students. Using of this song also can help students became more active in the teaching learning process.

Moreover, there also some significant improvement in students activities in class. The improvement can be seen from category of paying attention in class from 9 students in cycle I to 14 students in cycle II. Furthermore, for category answering questions from teacher there are 8 students in cycle I increased to 12 students in cycle II. The last, for category doing the work, there are 14 students in cycle I increased to 16 students in cycle II.

B. Suggestion

After conducted the research in SMPN 23 tulang bawang barat, researcher would like to give some suggestion as follow:

1. For Students

Students hopefully be more active and paying attention on class. Specifically, in listening because the knowledge will be helpfull for them in future when they enter college and looking for job. Learning listening also can help them collect vocabularies.

2. For Teacher

For teacher, researcher would like to suggest to use Islamic english song as one of variety media in listening class. Because this media already showed that it can improve students listening skill score and students activities and interest. teacher also must be creative in created class condition that makes students enjoy teaching learning process.

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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN

PRE TEST

Sekolah	: SMPN 23 Tulang Bawang Barat
Mata Pelajaran	: Bahasa Inggris (Mendengarkan)
Kelas	: VIII
Alokasi Waktu	: 1 x 60 menit (1x pertemuan)
Topik Pembelajaran	: Listening

A. Standar Kompetensi

Mendengarkan

Mendengarkan lagu berbahasa Inggris dalam upaya memahami kosa kata dan arti kata serta makna lagu untuk meningkatkan kemampuan kosa kata bahasa Inggris siswa

B. Kompetensi Dasar

Memahami kosa kata dan makna dalam lagu berbahasa Inggris dan menemukan pesan dalam lirik lagu bahasa Inggris.

C. Indikator Pencapaian Kompetensi

1. Melengkapi lirik lagu yang masih rumpang.
2. Menarik kesimpulan serta makna yang ada dalam lirik lagu berbahasa Inggris.

D. Tujuan Pembelajaran

1. Siswa mampu melengkapi lirik lagu rumpang dengan kata yang benar, sehingga menjadi susunan yang benar.
2. Siswa mampu menangkap, menyebutkan, dan menanggapi isi dari lagu *Gift of a Friend* dengan percaya diri.

E. Materi Pokok

Listening atau mendengarkan, guru akan melafalkan beberapa kosa kata kemudian siswa mengikuti untuk melatih listening skill mereka kemudian guru akan memberitahu arti dari setiap kosa kata yang disampaikan.

Lirik Lagu

➤ Gift of A Friend

F. Metode Pembelajaran

Cooperative Learning : Think Pair Share

G. Media/alat/bahan/sumber

Alat : Laptop,LCD,Speaker

Bahan : Materi, Lagu berbahasa Inggris (Gift of a Friend)

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**
5. Guru mengatakan beberapa kosa kata bahasa inggris yang kemudian diikuti oleh siswa
6. Guru memberi tahu arti dari setiap kosa kata
7. Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 3 siswa
8. Guru memberikan soal dan lembar jawaban kepada setiap siswa
9. Guru memutar lagu bahasa inggris
10. Setiap siswa menyimak lagu yang diberikan kepada mereka
11. Siswa mengisi lembar jawaban yang diberikan oleh guru
12. Guru mengulangi audio sampai 3 (tiga) kali
13. Guru meminta siswa untuk mengumpulkan lembar jawaban

Penutupan

1. Guru menjelaskan makna dan arti kata yang ada dalam lirik lagu yang didengarkan
2. Guru memberikan kesempatan kepada siswa bertanya tentang materi terkait
3. Guru menutup pembelajaran di kelas

I. Penilaian

- Sikap
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.

Instrumen soal:

Gift of A Friend

Sometimes you think you'll be (1) by yourself
Cause a dream is a (2) that you make all alone
It's easy to feel like you don't need help
But it's harder to walk on your own
You'll (3) inside, when you, realize

The (4) comes to life, and everything's right
From beginning to end, when you have a friend by your side
That helps you to find
The (5) you are when you' open your heart
And believe in the gift of a friend
The gift of a friend

Someone who knows when you're (6) and you're scared
There through the highs and the lows
Someone to (7) on, someone who cares
Besides you wherever you'll go
You'll change inside, when you, realize

The world comes to life, and everything's alright
From beginning to end, when you have a friend by your side
That helps you to find
The beauty you are when you open your heart
And believe in the gift of a friend

And when your (8) crashes down
Shattering to the ground
You, you'll (9) all alone
When you don't know which way to go
And there's no (10) leading you home
You're not alone

The world comes to life, and everything's alright
From beginning to end, when you have a friend by your side
That helps you to find
The beauty you are when you open your heart
And believe in the gift of a friend

Checklist the right answer below to fill in the blank!

1. a. Find
b. Found
c. Fine
2. a. Wish
b. With
c. Wise
3. a. Chance
b. Change
c. Charge
4. a. World
b. Work
c. Word
5. a. Beautiful

- b. Beauty
- c. Bright
- 6. a. Lost
- b. Loose
- c. Look
- 7. a. Can't
- b. Count
- c. Care
- 8. a. Hope
- b. Hold
- c. High
- 9. a. Fill
- b. Field
- c. Feel
- 10. a. Side
- b. Sign
- c. Size

Measurement Instruction: students will get 10 point for each correct answer

Jumlah benar x 10 = nilai siswa

Mengetahui
Guru

Metro, Desember 2022
Peneliti

Rini Muslimah, S.Pd
NIP.

Ayu Puspitasari
NPM. 16010070006

RENCANA PELAKSANAAN PEMBELAJARAN

CYCLE I

Sekolah	: SMPN 23 Tulang Bawang Barat
Mata Pelajaran	: Bahasa Inggris (Mendengarkan)
Kelas	: VIII
Alokasi Waktu	: 1 x 60 menit (1x pertemuan)
Topik Pembelajaran	: Listening

A. Standar Kompetensi

Mendengarkan

Mendengarkan lagu Islami berbahasa Inggris dalam upaya memahami kosa kata dan arti kata serta makna lagu untuk meningkatkan kemampuan kosa kata bahasa Inggris siswa

B. Kompetensi Dasar

Memahami kosa kata dan makna dalam lagu Islami berbahasa Inggris dan menemukan pesan dalam lirik lagu Islami bahasa Inggris.

C. Indikator Pencapaian Kompetensi

1. Melengkapi lirik lagu yang masih rumpang.
2. Menarik kesimpulan serta makna yang ada dalam lirik lagu Islami berbahasa Inggris.

D. Tujuan Pembelajaran

1. Siswa mampu melengkapi lirik lagu rumpang dengan kata yang benar, sehingga menjadi susunan yang benar.
2. Siswa mampu menangkap, menyebutkan, dan menanggapi isi dari lagu *Thank You Allah* dengan percaya diri.

E. Materi Pokok

Listening atau mendengarkan, guru akan melafalkan beberapa kosa kata kemudian siswa mengikuti untuk melatih listening skill mereka kemudian guru akan memberitahu arti dari setiap kosa kata yang disampaikan.

Lirik Lagu

➤ Thank You Allah

F. Metode Pembelajaran

Cooperative Learning : Think Pair Share

G. Media/alat/bahan/sumber

Alat : Laptop,LCD,Speaker

Bahan : Materi, Lagu berbahasa Inggris (Thank You Allah)

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**
5. Guru mengatakan beberapa kosa kata bahasa inggris yang kemudian diikuti oleh siswa
6. Guru memberi tahu arti dari setiap kosa kata
7. Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 3 siswa
8. Guru memberikan soal dan lembar jawaban kepada setiap siswa
9. Guru memutar lagu Islami bahasa inggris
10. Setiap siswa menyimak lagu yang diberikan kepada mereka
11. Siswa mengisi lembar jawaban yang diberikan oleh guru
12. Guru mengulangi audio sampai 3 (tiga) kali
13. Guru meminta siswa untuk mengumpulkan lembar jawaban

Penutupan

1. Guru menjelaskan makna dan arti kata yang ada dalam lirik lagu yang didengarkan
2. Guru memberikan kesempatan kepada siswa bertanya tentang materi terkait
3. Guru menutup pembelajaran di kelas

I. Penilaian

- Sikap
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.

Instrumen soal:

Listen to music played and read the text carefully!

Thank You Allah

I was so far from you
 Yet to (1)..... you were always so close
 I wandered lost in the dark
 I closed my (2)..... toward the signs
 You put in my way

I walked (3).....
 Further and further away from you
 Ooooo Allah, you brought me (4).....
 I thank you with every breath I take

Alhamdulillah
 All praises just to (5).....
 I never thought about
 All the things you have given to me
 I never thanked you once

I was too proud
 To see the truth
 And prostrate to you
 Until I took the first step
 And that's when you opened the (6).... for me
 Now Allah, I realized what I was missing
 By being far from you

Alhamdulillah
 All praises just to Allah
 Allah, I (7).... thank you
 I wanna thank you for all the things that you have done
 You've done for me through all my (8)..... I've been lost
 You guided me from all the ways that were wrong
 And did you give (9).... hope

O Allah, I wanna thank you
 I wanna thank you for all the things that you've done
 You've done for me through all my years I've been lost
 You (10) me from all the ways that were wrong
 I wanna thank you for bringing me home
 Allhamdullialah
 All praises just to Allah

Checklist the right answer below to fill in the blank!

1. a. Met
 b. Me
 c. Mean
2. a. Eyes
 b. Ice
 c. Are
3. a. Every week
 b. Everyone

- c. Everyday
- 4. a. House
 - b. Hope
 - c. Home
- 5. a. Allah
 - b. God
 - c. Lord
- 6. a. Dope
 - b. Doors
 - c. Done
- 7. a. Want
 - b. Wanna
 - c. One
- 8. a. Years
 - b. Yearn
 - c. Yard
- 9. a. Mean
 - b. Me
 - c. Meet
- 10. a. Good
 - b. Gold
 - c. Guided

Measurement Instruction: students will get 10 point for each correct answer

Jumlah benar x 10 = nilai siswa

Mengetahui
Guru

Metro, Desember 2022
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RENCANA PELAKSANAAN PEMBELAJARAN

CYCLE II

Sekolah	: SMPN 23 Tulang Bawang Barat
Mata Pelajaran	: Bahasa Inggris (Mendengarkan)
Kelas	: VIII
Alokasi Waktu	: 1 x 60 menit (1x pertemuan)
Topik Pembelajaran	: Listening

A. Standar Kompetensi

Mendengarkan

Mendengarkan lagu Islami berbahasa Inggris dalam upaya memahami kosa kata dan arti kata serta makna lagu untuk meningkatkan kemampuan kosa kata bahasa Inggris siswa

B. Kompetensi Dasar

Memahami kosa kata dan makna dalam lagu Islami berbahasa Inggris dan menemukan pesan dalam lirik lagu Islami bahasa Inggris.

C. Indikator Pencapaian Kompetensi

3. Melengkapi lirik lagu yang masih rumpang.
4. Menarik kesimpulan serta makna yang ada dalam lirik lagu Islami berbahasa Inggris.

D. Tujuan Pembelajaran

3. Siswa mampu melengkapi lirik lagu rumpang dengan kata yang benar, sehingga menjadi susunan yang benar.
4. Siswa mampu menangkap, menyebutkan, dan menanggapi isi dari lagu *One Day* dengan percaya diri.

E. Materi Pokok

Listening atau mendengarkan, guru akan melafalkan beberapa kosa kata kemudian siswa mengikuti untuk melatih listening skill mereka kemudian guru akan memberitahu arti dari setiap kosa kata yang disampaikan.

Lirik Lagu

➤ One Day

F. Metode Pembelajaran

Cooperative Learning : Think Pair Share

G. Media/alat/bahan/sumber

Alat : Laptop,LCD,Speaker

Bahan : Materi, Lagu berbahasa Inggris (One Day)

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**
5. Guru mengatakan beberapa kosa kata bahasa inggris yang kemudian diikuti oleh siswa
6. Guru memberi tahu arti dari setiap kosa kata
7. Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 3 siswa
8. Guru memberikan soal dan lembar jawaban kepada setiap siswa
9. Guru memutar lagu Islami bahasa inggris
10. Setiap siswa menyimak lagu yang diberikan kepada mereka
11. Siswa mengisi lembar jawaban yang diberikan oleh guru
12. Guru mengulangi audio sampai 3 (tiga) kali
13. Guru meminta siswa untuk mengumpulkan lembar jawaban

Penutupan

1. Guru menjelaskan makna dan arti kata yang ada dalam lirik lagu yang didengarkan
2. Guru memberikan kesempatan kepada siswa bertanya tentang materi terkait
3. Guru menutup pembelajaran di kelas

I. Penilaian

- Sikap
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.

Instrumen soal:

Listen to music played and read the text carefully!

One Day

Lying wide here (1) on my own now
 Silence is the loudest cry
 I'm (2) , but I've lost I've known everything
 I can smile because the pain has gone
 But cry because it's where I'm from

O God I turn to You to make me stronger again, oh
 One day I can reach that rainbow
 Watch the (3) sweet
 (4) off my first home
 I'd give anything to see my family again

And say how much them I love
That's all I (5)

One day
I wish I tomorrow could go back
If it's only for just one second
Put (6) back into a town that's frozen
I can smile because the pain has gone
But cry because it's where I'm from
O God I turn to You to make me (7) again, oh
One day I can reach that rainbow
Watch the sweet reflection
Shining off my first home
I'd give anything to see my family again
And say how much I love them
That's I imagine all
I have cried so many time's

And all those tears have (8) my eyes
Now I see clearly into the light
'Cause I believe
I know one day I'll be again home
To start a new life, with (9) everywhere
Right from the until the start end
I believe that one day
I can reach rainbow that
One day (oh)
One day
I believe that
One day
One day I believe that
One day I can (10) that rainbow
Watch the sweet reflection
Shining off my first home
I'd give anything to see my family again
And say how much I love them
That's all I imagine

Checklist the right answer below to fill in the blank!

1. a. Awake
b. Wake
c. Whale
2. a. Save
b. Safe
c. Shall
3. a. Raise
b. Reflect
c. Reflection
4. a. Shall
b. Shine
c. Shining
5. a. Impact
b. Imagine
c. Image
6. a. Warmth
b. Wrath
c. War
7. a. Stronger
b. South
c. Straight
8. a. Was
b. Wash
c. Washed
9. a. Peach
b. Peace
c. Pound
10. a. Reach
b. Rich
c. Right

Measurement Instruction: students will get 10 point for each correct answer

Jumlah benar x 10 = nilai siswa

Mengetahui
Guru

Metro, Desember 2022
Peneliti

Rini Muslimah, S.Pd
NIP.

Ayu Puspitasari
NPM. 16010070006

\

STUDENT ACTIVITIES OBSERVATION SHEET

No.	Nama Siswa	Aktivitas Siswa		
		A	B	C
1	AR			
2	AP			
3	AS			
4	A			
5	BS			
6	DT			
7	IS			
8	LASP			
9	MLS			
10	NPL			
11	N			
12	PB			
13	S			
14	TAB			
15	WW			
16	WW			

Note :

A. Pay attention to the class

B. Answer the question

C. Doing the work

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.
	Second 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. • The students were not shocked with the post-test.

STUDENT ACTIVITIES OBSERVATION SHEET

Cycle I Students Activities Record

No.	Nama Siswa	Aktivitas Siswa		
		A	B	C
1	AR	✓	✓	✓
2	AP	✓	✓	✓
3	AS	✓	✓	✓
4	A	✓	✓	✓
5	BS	✓	✓	✓
6	DT	-	-	✓
7	IS	-	-	-
8	LASP	✓	-	✓
9	MFS	✓	✓	✓
10	NPL	-	-	✓
11	N	-	-	-
12	PB	-	-	✓
13	S	✓	✓	✓
14	TAB	-	-	✓
15	WW	-	-	✓
16	WW	✓	✓	✓

Note :

D. Pay attention to the class

E. Answer the question

F. Doing the work

STUDENT ACTIVITIES OBSERVATION SHEET

Cycle II Students Activities Record

No.	Nama Siswa	Aktivitas Siswa		
		A	B	C
1	AR	✓	✓	✓
2	AP	✓	✓	✓
3	AS	✓	✓	✓
4	A	✓	✓	✓
5	BS	✓	✓	✓
6	DT	✓	✓	✓
7	IS	✓	-	✓
8	LASP	✓	-	✓
9	MFS	✓	✓	✓
10	NPL	-	✓	✓
11	N	-	-	✓
12	PB	✓	-	✓
13	S	✓	✓	✓
14	TAB	✓	✓	✓
15	WW	✓	✓	✓
16	WW	✓	✓	✓

Note :

A. Pay attention to the class

B. Answer the question

C. Doing the work

PRE-TEST

NAME : _____

CLASS : _____

Listen to music played and read the text carefully!**Gift of A Friend**

Sometimes you think you'll be (1) by yourself

Cause a dream is a (2) that you make all alone

It's easy to feel like you don't need help

But it's harder to walk on your own

You'll (3) inside, when you, realize

The (4) comes to life, and everything's right

From beginning to end, when you have a friend by your side

That helps you to find

The (5) you are when you' open your heart

And believe in the gift of a friend

The gift of a friend

Someone who knows when you're (6) and you're scared

There through the highs and the lows

Someone to (7) on, someone who cares

Besides you wherever you'll go

You'll change inside, when you, realize

The world comes to life, and everything's alright

From beginning to end, when you have a friend by your side

That helps you to find
The beauty you are when you open your heart
And believe in the gift of a friend

And when your (8) crashes down
Shattering to the ground
You, you'll (9) all alone
When you don't know which way to go
And there's no (10) leading you home
You're not alone

The world comes to life, and everything's alright
From beginning to end, when you have a friend by your side
That helps you to find
The beauty you are when you open your heart
And believe in the gift of a friend

Checklist the right answer below to fill in the blank!

1. a. Find
b. Found
c. Fine
2. a. Wish
b. With
c. Wise
3. a. Chance
b. Change
c. Charge

4. a. World
b. Work
c. Word
5. a. Beautiful
b. Beauty
c. Bright
6. a. Lost
b. Loose
c. Look
7. a. Can't
b. Count
c. Care
8. a. Hope
b. Hold
c. High
9. a. Fill
b. Field
c. Feel
10. a. Side
b. Sign
c. Size

Keywords

1. c. fine

2. a. Wish

3. b. Change

4. a. World

5. b. Beauty

6. a. Lost

7. b. Count

8. a. Hope

9. c. Feel

10. b. Sign

POST TEST I**NAME** : _____**CLASS** : _____**Listen to music played and read the text carefully!****Thank You Allah**

I was so far from you
Yet to (1)..... you were always so close
I wandered lost in the dark
I closed my (2)..... toward the signs
You put in my way

I walked (3).....
Further and further away from you
Ooooo Allah, you brought me (4).....
I thank you with every breath I take

Alhamdulillah
All praises just to (5).....
I never thought about
All the things you have given to me
I never thanked you once

I was too proud
To see the truth
And prostrate to you
Until I took the first step

And that's when you opened the (6)..... for me
Now Allah, I realized what I was missing
By being far from you

Alhamdulillah
All praises just to Allah
Allah, I (7).... thank you
I wanna thank you for all the things that you have done
You've done for me through all my (8)..... I've been lost
You guided me from all the ways that were wrong
And did you give (9).... hope

O Allah, I wanna thank you
I wanna thank you for all the things that you've done
You've done for me through all my years I've been lost
You (10) me from all the ways that were wrong
I wanna thank you for bringing me home
Allhamdulillah
All praises just to Allah

Checklist the right answer below to fill in the blank!

1. a. Met
b. Me
c. Mean
2. a. Eyes
b. Ice
c. Are
3. a. Every week

- b. Everyone
 - c. Everyday
4. a. House
- b. Hope
 - c. Home
5. a. Allah
- b. God
 - c. Lord
6. a. Dope
- b. Doors
 - c. Done
7. a. Want
- b. Wanna
 - c. One
8. a. Years
- b. Yearn
 - c. Yard
9. a. Mean
- b. Me
 - c. Meet

- 10. a. Good
- b. Gold
- c. Guided

Keywords

- 1. b. Me
- 2. a. Eyes
- 3. c. Everyday
- 4. c. Home
- 5. a. Allah
- 6. b. Doors
- 7. b. Wanna
- 8. a. Years
- 9. b. Me
- 10. c. Guided

POS TEST II

NAME : _____

CLASS : _____

Listen to music played and read the text carefully!

One Day

Lying wide here (1) on my own now
 Silence is the loudest cry
 I'm (2) , but I've lost I've known everything
 I can smile because the pain has gone
 But cry because it's where I'm from

O God I turn to You to make me stronger again, oh
 One day I can reach that rainbow
 Watch the (3) sweet
 (4) off my first home
 I'd give anything to see my family again
 And say how much them I love
 That's all I (5)

One day
 I wish I tomorrow could go back
 If it's only for just one second
 Put (6) back into a town that's frozen
 I can smile because the pain has gone
 But cry because it's where I'm from
 O God I turn to You to make me (7) again, oh

One day I can reach that rainbow
Watch the sweet reflection
Shining off my first home
I'd give anything to see my family again
And say how much I love them
That's I imagine all
I have cried so many time's

And all those tears have (8) my eyes
Now I see clearly into the light
'Cause I believe
I know one day I'll be again home
To start a new life, with (9) everywhere
Right from the until the start end
I believe that one day
I can reach rainbow that

One day (oh)
One day
I believe that
One day
One day I believe that
One day I can (10) that rainbow
Watch the sweet reflection
Shining off my first home
I'd give anything to see my family again
And say how much I love them
That's all I imagine

Checklist the right answer below to fill in the blank!

1. a. Awake
b. Wake
c. Whale
2. a. Save
b. Safe
c. Shall
3. a. Raise
b. Reflect
c. Reflection
4. a. Shall
b. Shine
c. Shining
5. a. Impact
b. Imagine
c. Image
6. a. Warmth
b. Wrath
c. War
7. a. Stronger
b. South

c. Straight

8. a. Was

b. Wash

c. Washed

9. a. Peach

b. Peace

c. Pound

10. a. Reach

b. Rich

c. Right

Keywords

1. a. Awake

2. b. Safe

3. c. Reflection

4. c. Shining

5. b. Imagine

6. a. Warmth

7. a. Stronger

8. c. Washed

9. b. Peace

10. a. Reach

No. _____

Date _____

kelompok I

1. Agung Pesyantio

2. Angga Saputra

3. Dimi Triwardani

kelas : VIII A

~~U~~ A

~~U~~ B

B : 8

~~X~~ B

S : 2

~~U~~ C

~~U~~ B

~~U~~ A

~~U~~ A

~~U~~ C

~~X~~ A

~~U~~ A

kelompok 2.

Nama : 1. Ajeng Puspita Sari
2. Indra Suprastiyo
3. Nirawati

Kelas : VIII A

~~U~~ a

~~U~~ b

~~U~~ c

~~U~~ c

~~X~~ c

~~U~~ a

~~U~~ a

~~X~~ a

~~U~~ b

~~X~~ c

B : 7

S : 3

<input type="checkbox"/>	Kelompok 4	
<input type="checkbox"/>	1. Bela Saputri	
<input type="checkbox"/>	2. Muhammad Fajar Sidik	
<input type="checkbox"/>	3. Wayan Wira	
<input type="checkbox"/>	Kelas VIII A	
<input type="checkbox"/>	X b	
<input checked="" type="checkbox"/>	X b	B : 8
<input checked="" type="checkbox"/>	X c	S : 2
<input type="checkbox"/>	X c	
<input checked="" type="checkbox"/>	X a	
<input type="checkbox"/>	X a	
<input type="checkbox"/>	X a	
<input checked="" type="checkbox"/>	X c	
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where there is a will, there is a way





**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.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5690/In.28.1/J/TL.00/12/2022
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: AYU PUSPITASARI
NPM	: 1601070006
Semester	: 13 (Tiga Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING SKILL OF THE SECOND GRADE STUDENTS OF THE SMP NEGERI 23 TULANG BAWANG BARAT

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Desember 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



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Nomor : B-0893/In.28/J/TL.01/03/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMP NEGERI 2 WAY
KENANGA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: AYU PUSPITASARI
NPM	: 1601070006
Semester	: 12 (Dua Belas)
Jurusan	: Tadris Bahasa Inggris
Judul	: USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING COMPREHENSION EFL LEARNERS AT THE SECOND GRADE STUDENT OF SMP NEGERI 2 WAY KENANGA

untuk melakukan prasurvey di SMP NEGERI 2 WAY KENANGA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Maret 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



PEMERINTAH KABUPATEN TULANG BAWANG BARAT
DINAS PENDIDIKAN
SMP NEGERI 23 TUALANG BAWANG BARAT



Alamat : JLSimpang Asahan Desa Indraloka II Kec. Way Kenanga Kab.TulangBawang Barat

Tulang Bawang Barat, 15 Agustus 2022

Nomor : 422/1010/SMPN 23/TBB/VIII/2022
Lampiran : -
Perihal : Surat Balasan Penelitian

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
IAIN Metro
Di-
Tempat

Menindaklanjuti Surat Nomor :B-0893/In.28/J/TL.01/03/2022. Dengan ini :

Nama : DACE SOLEHUDIN, S.Pd
NIP : 19660105 199010 1001
Jabatan : Kepala SMPN 23 Tulang Bawang Barat
Instansi : SMPN 23 Tulang Bawang Barat

Menerima Permohonan Izin Saudara:

Nama : Ayu Puspitasari
NPM : 1601070006
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan Kegiatan PraSurvey di SMPN 23 Tulang Bawang Barat.

Demikian Surat Ini Dibuat, Semoga dapat dipergunakan Sebagaimana Mestinya, dan Kami ucapkan Terima Kasih.

Mengetahui

Kepala SMPN 23 Tulang Bawang Barat

DACE SOLEHUDIN, S.Pd
NIP. 19660105 199010 1001



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

Nomor : /In.28/D.1/TL.00/00/2023
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala sekolah SMP NEGERI 23
TULANG BAWANG BARAT
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: /In.28/D.1/TL.01/00/2023, tanggal 08 Januari 2023 atas nama saudara:

Nama : **AYU PUSPITASARI**
NPM : 1601070006
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 23 TULANG BAWANG BARAT, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING SKILL OF THE SECOND GRADE STUDENTS OF THE SMPN 23 TULANG BAWANG BARAT".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Januari 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN TULANG BAWANG BARAT
 DINAS PENDIDIKAN
 SMP NEGERI 23 TULANG BAWANG BARAT
 Alamat: Jl. Simpang Asahan desa Indraloka II Kec. Way
 Kenanga
 Kab. Tulang Bawang Barat



SURAT PERNYATAAN

Nomor : 08.132/SMP/V/2023

Perihal : **Balasan Permohonan Izin Penelitian**

Kepada Yth.

Dekan Fakultas Keguruan dan Ilmu pengetahuan

Institut Agama Islam Negri Jurai Siwo Metro

Di

Tempat

Dengan hormat,

Sehubungan dengan surat saudara pada tanggal 08 January 2023 perihal perizinan pelaksanaan penelitian dalam rangka skripsi mahasiswa atas nama Ayu Puspitasari dengan judul "USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING SKILL OF THE SECOND GRADE STUDENTS OF THE SMPN 23 TULANG BAWANG BARAT".

Perlu kami sampaikan beberapa hal sebagai berikut :

1. Pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di tempat kami
2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik
3. Waktu penelitian dilakukan 3 hari setelah tanggal ditetapkan

Demikian surat balasan dari kami.

Tulang Bawang Barat, 10 January 2023


 DACE SOLEHUDIN, S.Pd
 NIP. 196604051990101001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: /In.28/D.1/TL.01/00/2023

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

Nama : **AYU PUSPITASARI**
NPM : 1601070006
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 23 TULANG BAWANG BARAT, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING SKILL OF THE SECOND GRADE STUDENTS OF THE SMPN 23 TULANG BAWANG BARAT".
 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 : 08 Januari 2023

Mengetahui,
Pejabat Setempat



PHUDIN, S. Pd.

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**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
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Metro, 07 Desember 2022
Kepala Perpustakaan



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USING ISLAMIC ENGLISH SONG TO IMPROVE LISTENING SKILL OF THE SECOND GRADE STUDENTS OF THE SMPN 23 TULANG BAWANG BARAT

by Ayu Puspitasari

Submission date: 12-Jun-2023 02:20AM (UTC-0400)

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 NPM : 1601070006

Jurusan : TBI
 Semester : XII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	19 Mei 2022			- Perbaiki cover - Tambah Materi.	
2.	09 Juni 2022			- Tambahkan assignment model - Hubungan antara karakteristik dan listening comprehension - Perbaiki typo. <i>Agus Siswandi</i>	

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IAIN METRO

Nama : Ayu puspitasari
 NPM : 1601070006

Jurusan : TBI
 Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat 25/11-2023			Pembala. pstrayan : threat linking skills.	
	Jumat, 02/12/2023			Pembandu. skripsi : kea dioperasikan	

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 Ketua Jurusan TBI

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IAIN METRO

Nama : Ayu puspitasari
 NPM : 1601070006

Jurusan : TBI
 Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	09 Januari 2023			Perbaiki Bab I dan Bab II - Perbaiki the objective and Benefits of the study - Tambahkan contoh the Finds of Islamic English Song	
2	15 Februari 2023			<i>lihat arbabkan 86 dlu</i>	
3	27 Maret 2023			Perbaiki Bab II	
4	20 April 2023			Perbaiki Bab II	
5	13 Mei 2023			Perbaiki Bab II dan IV	
6	29 Mei 2023			Perbaikan Interima	
7	senin. 5/23			ACC di Munagasyahlem	5/23 16/4

Mengetahui,
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DOCUMENTATION





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The author has named Ayu Puspitasari was born in Tulang Bawang on 02th January 1998. The last daughter of the couple from Mr. Amsori and Mrs. Supini. The author has one sister and brother, named Rini Muslimah and M. Trio Afandi. Currently the author lives in the village of Indraloka Mukti, Kec. Way Kenanga, Tulang Bawang Barat.

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