

**AN UNDERGRADUATE THESIS**

**THE STUDENTS' PERCEPTIONS  
ABOUT THE USE OF ENGLISH POP SONGS  
TO IMPROVE VOCABULARY MASTERY FOR SPEAKING  
ABILITY  
IN SMA NEGERI 02 BUAY BAHUGA**



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

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**IN SMA NEGERI 02 BUAY BAHUGA**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S. Pd)

In English Education Department

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Students Number.1701070088

Tarbiyah and Teacher's Training Faculty

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**1442 H / 2021 M**



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*Assalamualaikum Wr. Wb.*

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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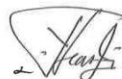
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalmu'alaikumWr.Wb*

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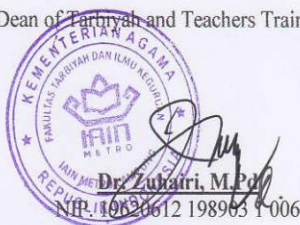
The Undergraduate Thesis entitled: THE STUDENTS' PERCEPTIONS ABOUT THE USE OF ENGLISH POP SONGS TO IMPROVE VOCABULARY MASTERY FOR SPEAKING ABILITY IN SMA NEGERI 02 BUAY BAHUGA. Written by: Ely Ayuningsih, Student Number 1701070088, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, September 02, 2021 at 14.00-16.00 p.m.

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**THE STUDENTS' PERCEPTIONS  
ABOUT THE USE OF ENGLISH POP SONGS  
TO IMPROVE VOCABULARY MASTERY FOR SPEAKING ABILITY  
IN SMA NEGERI 02 BUAY BAHUGA**

**ABSTRACT**

By:

Ely Ayuningsih

This Research discusses about The Students' Perceptions about The Use of English Pop Songs to Improve Vocabulary Mastery for Speaking Ability in SMA Negeri 02 Buay Bahuga. The purposes of this research are to find out the criteria of English pop songs to improve vocabulary mastery in speaking ability, describe the use of English pop songs in learning process and to analyze the students' perceptions about the use English pop songs in learning vocabulary.

This research method is Descriptive Qualitative research involves describing and providing the important information from research. This study used interview, observation and documentation in collecting data and used data reduction, data display and draw conclusion drawing/verifying based on Miles and Huberman Model in data analysis technique.

The researcher finds that English songs can help students in the learning process in improving vocabulary for speaking skills, because many student agreed and helped by the use of English pop songs and the teacher also explain that English pop song can be one alternative media to make proses learning easily. But the songs used must have criteria such as; have simple lyric, popular songs in student environment, the meaning from the song does not contain dirty things, and the other criteria, besides the use of songs in the learning process also has different ways adapted to abilities and levels of student.

**Keywords:** *Student Perception, Vocabulary, English Pop Songs, Speaking Ability.*

**PERSEPSI SISWA**  
**TENTANG PENGGUNAAN LAGU POP BAHASA INGGRIS**  
**DALAM MENINGKATKAN PENGUASAAN KOSA KATA**  
**UNTUK KEMAMPUAN BERBICARA MEREKA**  
**DI SMA NEGERI 02 BUAY BAHUGA**

**ABSTRAK**

Oleh:

Ely Ayuningsih

Penelitian ini membahas tentang Persepsi Siswa tentang Penggunaan Lagu Pop Bahasa Inggris untuk Meningkatkan Penguasaan Kosakata Untuk Kemampuan Berbicara di SMA Negeri 02 Buay Bahuga. Tujuan dari penelitian ini adalah untuk mengetahui kriteria lagu pop Inggris untuk meningkatkan penguasaan kosakata dalam kemampuan berbicara, mendeskripsikan penggunaan lagu pop Inggris dalam proses pembelajaran dan menganalisis persepsi siswa tentang penggunaan lagu pop Inggris dalam pembelajaran kosakata.

Metode penelitian ini adalah penelitian deskriptif kualitatif yang melibatkan pendeskripsian dan pemberian informasi penting dari penelitian. Penelitian ini menggunakan metode wawancara, observasi dan dokumentasi dalam pengumpulan data dan menggunakan reduksi data, penyajian data dan penarikan kesimpulan/verifikasi berdasarkan Model Miles dan Huberman dalam teknik analisis data.

Peneliti menemukan bahwa lagu-lagu berbahasa Inggris dapat membantu siswa dalam proses pembelajaran dalam meningkatkan kosakata untuk keterampilan berbicara, karena banyak siswa yang setuju dan terbantu dengan penggunaan lagu-lagu pop bahasa Inggris dan guru juga menjelaskan bahwa lagu pop bahasa Inggris dapat menjadi salah satu media alternatif untuk membuat proses pembelajaran menjadi mudah. Namun lagu yang digunakan harus memiliki kriteria seperti; memiliki lirik yang sederhana, lagu-lagu yang populer di lingkungan siswa, makna dari lagu tersebut tidak mengandung hal-hal yang kotor, dan kriteria lainnya, selain itu penggunaan lagu dalam proses pembelajaran juga memiliki cara yang berbeda-beda disesuaikan dengan kemampuan dan tingkat siswa.

***Kata kunci: Persepsi siswa, Kosakata, lagu pop bahasa inggris, kemampuan berbicara.***



## **STATEMENT OF RESEARCH ORIGINALITY**

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Metro, 9<sup>th</sup> July 2021

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Metro, 9 Juli 2021

Penulis

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## MOTTOS

لَا تَحْزَنْ إِنَّ اللَّهَ مَعَنَا

*"Do not be sad, verily Allah is with us"*

**(Q.S At-Taubah Ayat 40)**

*If You Will to Get More, You Have to Learn More*

*(Ely Ayuningsih)*

## **DEDICATION PAGE**

I dedicate this thesis to:

My beloved parents, Mr. Ariyanto, and Mrs. Istiwi who always support me in finishing this thesis and give the best for me, thanks for loving me unconditionally. You're my everything and my reason to always smile and be grateful, I love you.

For my younger brother as well as my twin (Bagas Wahyu Saputra) thank you for always supporting until sister finish, I'm proud of you, be nice boy!

For my grandmothers and late grandfather who has taken care of me since childhood, thank you for supporting and taking care of me grandma and see me from heaven grandpa and pray for me to be a successful person. I miss you!

My beloved all my family

For my friends in arms Siti nurhalimah, Dwi Maria Silvia, Ulfa Alimah, Umi Suprihatin and Nanda alfrida, thank you for the support and motivation as well as

For my sisters Hanik Apriyanti, Tika nur khifayah, Dwi Saraswati and Eka Wahyuningsih thank you for inspiring and encouraging me to complete this thesis

For you my support system Yudistira Rahmanda Putra, thank you for always giving support, encouragement, and always accompanying me in completing my thesis

My sponsor and co-sponsor (Dr. Umi Yawisah M.Hum) and (Yeasy Agustina Sari M,Pd) thanks for your guidance to finish my undergraduate thesis

My Almamater IAIN Metro.

## ACKNOWLEDGEMENT

Thanks to Allah SWT who has bestowed His grace and guidance so that the researcher can complete this undergraduate thesis entitled "THE STUDENTS' PERCEPTIONS ABOUT THE USE OF ENGLISH POP SONGS TO IMPROVE VOCABULARY MASTERY FOR SPEAKING ABILITY IN SMA NEGERI 02 BUAY BAHUGA". Shalawat and greeting also deliver to our prophet Muhammad SAW who guided us from the darkness until the lightness

The researcher would like to thank the sponsors, namely Dr. Umi Yawisah M, Hum. And Yeasy Agustina Sari M,Pd. who always provide support, time, and guidance so that the researcher can complete this undergraduate thesis. There was nothing she could do to return their kindness. Thanks are also conveyed to the Rector of Institute for Islamic Studies of Metro (IAIN Metro) who has provided support and approval so that researcher could complete this research.

As a human being, the researcher realizes that this undergraduate thesis still has the weaknesses. The researcher apologizes for any mistakes that have been made in writing. The researcher hopes that this undergraduate thesis can be useful for all readers.

Metro, 9<sup>th</sup> July 2021

The Writer



Ely Ayuningsih

St. Number1701070088

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

One of English component that have to be thought for Speaking is Vocabulary, Vocabulary is the entire words that make up a language. Before someone studies about the English skill, he should learn about vocabulary as the first step. Vocabulary is one of the important factors in all language teaching, students have to keep learning words as they learn structure and as they practice sound system. Vocabulary is a best important for human interaction activities. Vocabulary is central of language teaching and learning. It means that by mastering vocabulary, of course with grammar, the students will produce so many sentences easily either in spoken or written also. They can also communicate with other people fluently and express their opinion or ideas conveniently. Vocabulary refers to the collection of words a particular person, group of people, socioeconomic group, and profession knows and uses the technical term for vocabulary (Crystal: 2006). In listening, reading, speaking, and writing English accurately.<sup>1</sup>

In a good way or in a good situation, as students try to speak English, as much as they can, the students need to master the vocabulary. The students have to memorize a lot of vocabulary, but it's not easy to memorize vocabulary. The teacher had to allow them to memorize the vocabulary more

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<sup>1</sup> Eva Faliyanti, *The Influence of English Song Toward Students' Vocabulary Matery and Students' Motivation*. Premise Journal Vo. 6 No.1, April- 2017,ISSN online: 2442-482x ISSN printed:2089-3345

easily.<sup>2</sup> Some students often feel scared and lazy about learning English. Because they feel that learning English is very difficult. In addition, with the other languages in their own language, they have difficulty. The students also rarely or never use English in their daily lives.<sup>3</sup>

Technique is one of the ways used by teachers to improve students' English skills, especially in teaching vocabulary to improve students' speaking skills, a teacher is responsible for creating and choosing effective ways to improve students' speaking skills so that students feel happy and interested in learning the language. foreigners, especially English, because the most basic problem in the classroom is that the teacher teaches vocabulary in a monotonous way, so that many students feel bored and are not interested in following the learning process.

Researcher conducted a pre-survey on July 13, 2020 at SMA NEGERI 02 BUAY BAHUGA. Researcher made classroom observations. SMA NEGERI 02 BUAY BAHUGA has three levels; they are in grade one, two and three, which are divided into two majors, namely MIA and IIS. Class one consists of seven classes, class two consists of six classes and class three consists of eight classes and each class consists of 35-40 students.

In the pre-survey, the researcher conducted analysis in the class to obtain data on how attractive the students in the learning process using English pop songs; the class used for the pre-survey was the twelfth grade.

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<sup>2</sup> Ryzky Gushendra, *An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs*, IJIELT, Vol. 3 No. 1 June 2017

<sup>3</sup> Darwin, *Increasing Vocabulary Mastery Of The Tenth Grade Students' At SMK NEGERI 1 Galang Through Song*, JME, Volume 4, No. 4 Juli 2016 ; hlm 249-255.

Teachers usually adapt songs to trends that are developing in society and in everyday life, such as songs that have just been released, used in the Tik-tok application, in Korean films or dramas and songs that are trending On the YouTube channel, teachers usually use songs at the beginning, middle or end of the learning process. The researcher conducted interviews with several teachers; in the learning process the songs used were usually slow or medium tempo, the lyrics of the song were written on the blackboard or played via a cellphone, usually in the learning process the song would be played twice. The researcher also conducted interviews with several students, in learning English they had a lot of difficulties to be interested in learning English especially if the teacher taught using same method, but when the teacher used songs, many students felt happy and excited in the learning process, in addition to get new vocabulary they also learn to understand the meaning of the vocabulary and adjust the usage of the vocabulary they get.

In the pre-survey that had been conducted the researcher found Students' perception about English learning is something that very difficult and being one of the subjects in the learning process makes them afraid, so many students have difficulty using vocabulary to speak up because they have little vocabulary, generally after did interview with several students, they say felt bored and were not interested in the learning process because many variation method had not been apply yet in the learning process. The students felt nervous if students need to speak in front of the class or in public, because the students have low vocabulary mastery that they feel confused about what

to say or talk about and how to speak fluently. It is different if a teacher uses other media in the learning process such as the use of songs, they feel more relaxed, it is easier to learn vocabulary and the atmosphere in the classroom becomes more exciting and less stressful, so that in learning English students pay more attention because they have to read and understand and listen.

The purpose of the results is based on how the teacher can determine the outcome of the learning process. How the Teacher teaches English. The teacher must choose a technique that is unique and interesting but also in accordance with the material so that the material presented is more challenging, interesting and fun for students to learn. So that the song was chosen as an interesting technique in learning vocabulary mastery for speaking skills, because songs can help students felt comfortable and enjoyable. Researcher found vocabulary mastery problems in speaking skills when conducting research in the classroom (it can be seen on the table below), especially students who have poor vocabulary mastery of speaking skills.

**Table 1.1**  
**The result of pre survey at SMA NEGERI 02 BUAY BAHUGA in The Academic Year of 2019/2020**

No	Range	Frequency	Percentage	Categories
1.	90-100	0	0%	Excellent
2.	75-89	5	18,5%	Good
3.	60-74	10	31,5%	Fair
4.	0-59	15	50,0%	Poor
	Total	30	100 %	

Source: Ledger of the English result of pre survey at SMA Negeri 02 Buay Bahuga., taken on July 13<sup>th</sup> 2020.

Based on data above, it can be inferred that the score of vocabulary mastery is still low, this is proven from 30 students; there are 15 categories into the poor category 50, 0%, because the standard minimum score is 65. In this study the researcher will use songs like the song from Michael Jackson 'You Are Not Alone'; 'I Have a Dream' from Westlife and the song from John Legend 'All of Me' as the alternative media, because the song can create a pleasant learning process and make it easier to remember the vocabulary. It does not make them bored, either. In the learning process, when students do not feel bored, accepting the material can make it easier for them. Song is a valuable aid in student development to improve vocabulary and speaking ability. The students were very excited when the teacher offered it to them. Therefore the researcher is so motivated to use the above explanation as a basis for research, and the researcher is inspired to conduct research by finding out 'The Students' Perceptions about The Use of English Pop Songs to Improve Vocabulary Mastery for Speaking Ability in SMA Negeri 02 Buay Bahuga'.

## **B. Problem Identification**

The writer wants to analyze about 'The Students' Perceptions about The Use of English Pop Songs to Improve Vocabulary Mastery for Speaking Ability in SMA Negeri 02 Buay Bahuga' and hopefully the problem of the student can be involved or minimized. Based on the background above the researcher identified a certain problem as follows:

1. The students have lack of vocabularies.
2. The students have unfamiliar words in vocabulary.

3. The students have low interesting to more memorize about vocabulary.
4. The students have the difficult speaking of English.
5. The students do not interesting to learn speaking ability.

### **C. Focus Of Study**

The research is more focused on limiting the problem based on the issue identification above the students have low vocabulary mastery, and low interest in vocabulary mastery use the songs because vocabulary is basic in English of speaking ability, and The Students' Perceptions of The Use of English Pop Songs To Improve Their Speaking Ability in SMA Negeri 02 Buay Bahuga.

### **D. Research Question**

The researcher formulates the problem by following research questions on the base of the focus of the study:

1. What Are the Criteria of English Songs to Improve Student's Vocabulary Mastery?
2. How to Use English Pop Songs to Improve Student's Vocabulary of Speaking Ability?
3. How are the students' perceptions of the use of English pop songs in English Learning vocabulary?



### **E. Purpose of The Study**

The purposes of this research are:

1. To find out the criteria of English pop songs to improve vocabulary mastery in speaking ability
2. To describe the use of English pop songs in proses learning to improve vocabulary of student
3. To analyze the students' perceptions of the use English pop songs in learning vocabulary for speaking ability at SMA Negeri 02 Buay Bahuga.

### **F. Objective and Benefit of the study**

1. Objective of the study

The goal of the research is to investigate about The Students' Perceptions about the Use of English Pop Songs to Improve Vocabulary Mastery for Speaking Ability in SMA Negeri 02 Buay Bahuga.

2. Benefit of the Study

Generally, it is expected that the outcome of this study will be helpful

In making students more interested in improving vocabulary mastery and providing other ways to learn vocabulary more fun of speaking ability, the benefits are as follows:

- a. For the English teacher

The result of this research is the teacher's contribution to create fun learning environment in the class on the order to use English Pop songs technique to improve the students' vocabulary, confidence and

activity in English learning process especially in the students' speaking performance and make student more easy and fluently for speaking especially students in SMA Negeri 02 Buay Bahuga.

b. For the student

By using songs as a medium of learning, it is hoped that students will be more interested and motivated in learning English. So that the ability to master vocabulary in speaking will be rise.

c. For the next Research

For other researchers, the result of this study may be a reference to use other technique or methods in teaching vocabulary and to find yet another way or Technique So That Students Feel Interested and Fun in Vocabulary Mastery Of speaking ability.

## **G. Prior Research**

The researcher got inspired to make a research script which title is The Students' Perceptions about the Use of English Pop Songs to Improve Vocabulary Mastery for Speaking Ability in SMA Negeri 02 Buay Bahuga, after she had read some previous research. The first previous research is according of Fiky Puspita Sari (2017) who wrote about The Effectiveness of Using English In Improving The Student Speaking Ability in SMP Negeri 1 Purbolinggo. She shared most of the student's low interest in English in the teaching learning process, do not pay attention to the teaching English process, so the song selected as an interesting technique in teaching and learning

speaking comprehension because song can help the student feel pleasant and enjoyable, her research and this research have the same topic but different from method to analyze the data, if this prior research used quantitative research, the recently use qualitative method.<sup>4</sup>

The second previous study is The Effect of English Pop Songs In Building Vocabulary To Seventh Grade Students of SMP Angkasa Adisutjipto Yogyakarta In The Academic Year of 2010/2011 by Wahyu Dwi Widhiastuti (2012), in her study she found out There have been some classroom problems that make learners have less knowledge of vocabulary for the ultimate purpose of learning the foreign language. The basic problem for many students is the monotonous way of remembering the vocabulary. Typically, students just receive 3 English words from their teacher or lecturer and never try to improve their vocabulary mastery. The situation where learners rarely face the real situation of using English vocabulary makes students less masterful of English vocabulary. So she chooses songs to find an alternative way to enhance the vocabulary of students through the implementation of effective and appropriate media. The similarity of the research from Wahyu Dwi Widhiastuti and this research is same analyze the effect of using English pop songs, but object from her research is in building vocabulary and object in my research is vocabulary mastery in speaking Ability of student.<sup>5</sup>

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<sup>4</sup> Fiky Puspita Sari. "The Effectiveness of Using English In Improving The Student Speaking Ability in SMP Negeri 1 Purbolinggo". Metro 2012.

<sup>5</sup> Wahyu Dwi Widyastuti, "The effect English Pop Songs in Building Vocabulary to Seven Grade Students of SMP Angkasa AdisuTJjipto Yogyakarta in The Academic Year Of 2010/2011", Yogyakarta.: November 2012. Pg.18.

The third previous study is *The Effectiveness of Songs for Teaching Speaking* by Titis Wisnu Wijaya (2018). The researchers found out Students' difficulties in speaking are visible from their product. The challenges are related to their speaking ability. The students might have fewer vocabularies and lack knowledge in mastering grammar to arrange sentences to speak. The students' ability is essential for their speaking skill. So in this case the researcher use English pop for students needs to address their problem to speaking in order to achieve excellent speaking achievements. The research from Titis Wisnu Wijaya and this research have the same topic to analyst the effectiveness of songs but it has a different, if the research only focuses on analyzing the effectiveness of songs in teaching speaking, this study also pays attention to vocabulary in speaking even though the focus is also on speaking.<sup>6</sup>

Next previous is according by Veronica Cristamia (2014), the researcher wrote *About Improving Students' Speaking Skills through English Songs and Puppets at Grade IV of SDN Adisucipto in the Academic Year of 2013/2014*.<sup>7</sup> The researcher found some problems with the teaching and learning process on the base of the observation in her research, the student have low motivation in the learning process, especially in English; the student was still not familiar with the English sound and pronunciation. Based on a discussion with two research collaborators, *Strategies for teaching speaking Efforts to improve the capacity of the speaking students and the ability of*

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<sup>6</sup> Titis Wisnu Wianu, "*The Effectiveness of Songs for Teaching Speaking*", Journal Of Foreign Language Teaching and Learning. Volume 3, No. 2, 2018

<sup>7</sup> Umi Kalsum Batu Bara." *Improving the Students' Vocabulary Mastery By Using English Song At Eight Grade Of Mts Islamic Zending Medan*". Medan. Agustus 2015.

teachers Using English songs and puppets to motivate students must be enhanced. The different from her research and this research is in subject; if in her research use songs and puppets to analyst the effectiveness using English pop song, in this research just uses English pop song to analyses the effectiveness using English pop song to improve vocabulary of speaking ability.<sup>8</sup>

And the last previous study is according by Umi Kalsum Batu Bara (2019) she wrote about Improving The Students' Vocabulary Mastery By Using English Song At Eight Grade Of Mts Islamic Zending Medan, in her research she observe that In English teaching songs, Students are expected will joyfully learn English, enjoy, and be interested in learning English. Especially in mastering the vocabulary and helping to achieve the learning objectives optimally, of course. The students can also correctly pronounce in their daily lives, they can use vocabulary and communicate with the immediate environment. The different from her research and this research is in place, if this research choose place at Eight Grade of Mts Islamic Zending Medan, the researcher doing this research at Seven Grade SMA Negeri 02 Buay Bahuga. But use English pop songs to improve vocabulary mastery, have the same topic to analyze the effectiveness. After looking for and reading some thesis above, Those previous studies give much input in conducting the research because have the same topic but the writer confidence that this research will more success advertisement making because the subject truly

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<sup>8</sup> Veronica Cristamia, "Improving Students' Speaking Skills through English Songs and Puppets at Grade IV of SDN Adisucipto in the Academic Year of 2013/2014". Yogyakarta, November, 2014.

different. In this research the researcher thinks that songs can be a way that can motivate students to be interested in learning English, not only to improve vocabulary but also to improve their speaking ability and can help students speak more easily and fluently in English speaking ability.

So the writer tries to conduct the research about Students' Perceptions About The Use Of English Pop Songs To Improve Vocabulary Mastery For Speaking Ability, but the researcher took two objects, there are vocabulary and speaking ability because the researcher realize that in speaking ability vocabulary is important part that must be considered, even though the focus of the research is speaking ability.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Vocabulary Mastery

##### 1. Vocabulary

Vocabulary is a language that is important thing to be mastered by the students in learning a foreign language because it is a foundation for other language components such as pronunciation, spelling, meaning and grammar. Therefore, since vocabulary as a foundation in language learning can improve students' vocabulary mastery, it has become priority in education. In addition, students' vocabulary mastery academically is needed language learning, because it is essential to be successfully in reading, listening, speaking and writing.<sup>9</sup>

Vocabulary is all the words used to construct a sentence or language. Vocabulary is one thing a person should learn before they learn about English language skills. In all language teaching, vocabulary is one of the important variables, students must constantly memorize the vocabulary is different.<sup>10</sup> Vocabulary is knowledge, according to Frank understanding the meaning of words and therefore the object of vocabulary test data involves understanding is to find out if students can enter each word in their own language with a synonym, dictionary, or

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<sup>9</sup> Elda Marta Suri, "Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang", EDU RESEARCH; Jurnal Pendidikan, Vol.1 No.1 Juli 2012

<sup>10</sup> Rizky Gushendra, "An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs", IJIELT : Vol. 3 No. 1 June 2017.

equivalent word. In learning, we have to know the meaning of the word itself and can use it in words automatically.

## 2. Vocabulary Mastery

Vocabulary Mastery is a great knowledge to increase understanding of certain things. Sunarti (2010) suggests that vocabulary is a set of words which are mastered by students after the teaching and learning process. Mastering a large number of vocabulary words is very important for foreign language learners.<sup>11</sup> Without mastering vocabulary, of course foreign language learners will experience many difficulties in developing the four language skills such as writing, reading, listening and especially speaking.

Nunan (1998) states that the development and mastery of a large number of vocabularies is an important element in mastering a second language. From the above definition, it can be concluded that vocabulary is the number of words, a list or a collection of words in a particular language that is usually known or used by someone in everyday life. Without having sufficient and proportional English vocabulary, students will experience various difficulties in using English to communicate. Vocabulary mastery can be measured by terms of generalization (being able to define words) and application (choosing the right usage).

According to Cameron (2001), vocabulary skill included: pronunciation, spelling, grammar and meaning.

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<sup>11</sup> Septian Maharani, „*Improving Student's Vocabulary Mastery Through The Use of Wall Charts*”, Surakarta: May 2012, Hal 8.



a. Pronunciation

Pronunciation is one aspect of mastery of vocabulary which has a very big influence on vocabulary. Learners must listen to the sound of foreign language vocabulary at the beginning and at the end and how the stress patterns of the words.<sup>12</sup> "There is a different pronunciation between the use of language in English and Indonesia, as Sailun suggests: "Each language in the word has different phonemes. A sound in Indonesia/ Malaysia is different in English. Therefore, students have pronunciation problems. The first reason, of course, is that in Indonesia and Malaysia, some English sounds do not exist.

Thus, in learning pronunciation, one must learn or not only to form sound correctly, but also to use them in the correctly place. " Ur (1997) gives his ideas in helping students' pronunciation:

- 1) Imitating teacher or recorded model of sound word and sentences
- 2) Recording of learner speech, contrasted with native model
- 3) Systematic explanation and instruction (including detail of the structure and movement of part of the mouth)
- 4) Imitation drill, repetition of sounds, words and sentences
- 5) Choral repetition of drill
- 6) Varied repetition of drill
- 7) Tongue twister

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<sup>12</sup> Siti Fachraini," Using English Songs To Increase Early Students' Vocabulary" *English Education Journal* (GEEJ) : Vol. 4 No.2 Novemver 2017.

8) Learning and performing dialog

9) Self-correction through listening to recording of own speech

b. Grammar

Information is tied up in words, and learning about vocabulary can take students time while learning about grammar. When teaching new verbs, for example, we may also need to provide the old form of the vocabulary. Both in an irregular form (think, think) and can also be transitive or intransitive. Likewise, when teaching a noun, a teacher may be able to present it or explain it in the plural form, or in an irregular form, or the word of noun does not have a plural form. Teachers can teach vocabulary appropriately, such as teaching verbs according to the form of the word that follows them, or adjectives and verbs that precede them with prepositions or prepositions.

Every student who learns about vocabulary must know about grammar, otherwise the student will have difficulty interpreting the meaning of the existing vocabulary, because usually the meaning of the vocabulary will change according to the context used. For example, I was a teacher and I was to be a teacher had to be translated into Indonesian so I was a teacher; therefore grammar is an important aspect of vocabulary.<sup>13</sup>

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<sup>13</sup> A. Effendi Kadarisman, "Relativitas Bahasa dan Relativitas Budaya" dalam *Jurnal Linguistik Indonesia*, Tahun ke 23, No.2, Agustus 2005, Jakarta, hal.153.

### c. Spelling

The student must understand how to spelling from the vocabulary use alphabet in English, because spelling word in English is different with spelling word in Indonesia. Mismatching of the spelling of the speech sound is likely to be the cause of mistakes, both in pronunciation and in spelling, and can contribute to the difficulty of meaning of a word.<sup>14</sup>

### d. Meaning

Nation and Cameron (2001) argue about how to explain the meaning of a new word to young learners in the classroom by using an object, some form of cut, movement, performance and action, photos, drawing or diagramming on the board, and drawing. from the story book. Actually, finding the meaning of a word for someone who is unfamiliar with the word can affect whether or not a person remembers the meaning of the word itself, students must think about the word and its meaning, so that the more likely it is for them to remember.

Usually vocabulary does not only have one meaning or one meaning only, the word can also be called a polysemic, namely a word that has the same writing but a different meaning, for example, such as; fair which means fair (that's not fair) and fair which means pretty (a fair number of book).<sup>15</sup> Ur (1997) says that to find the meaning of a

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<sup>14</sup> Rizky Gushendra, *An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs*, IJIELT : Vol. 3 No. 1 June 2017.

<sup>15</sup> A. Effendi Kadarisman, "Relativitas Bahasa dan Relativitas Budaya" dalam *Jurnal Linguistik Indonesia*, Tahun ke 23, No.2, Agustus 2005, Jakarta, h.156-167.

word can be done through translation, namely the word in the student's mother tongue means the equivalent of the item being taught. It can be concluded from the pronunciation, spelling of the word, grammar and meaning are some indicators of vocabulary mastery.<sup>16</sup>

According to Kriedler in Septiani, learning vocabulary in modern languages is not too difficult, such as memorizing separate word lists, duration, and words. That is, they must understand the context of the vocabulary. By knowing much vocabulary, students can understand what someone says or can communicate with other people.<sup>17</sup>

In the song, the song does something important a tone and the lyric. Tone has a lilting voice that produces imagination brought in by students. Songs such as pop, rock, jazz, modern, reggae, traditional and contemporary, have many kind and variations. When they are in the learning process, students also do not feel sleepy and lazy. It is easier to understand vocabulary by listening to a song than before, because most of the students like to listen to music. When they hear a song, they will remember it. If they like the song, they will easily memorize the lyrics so that the students' vocabulary will increase.

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<sup>16</sup> Elda Marta Suri, "Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang", EDU RESEARCH; Jurnal Pendidikan, Vol.1 No.1 Juli 2012

<sup>17</sup> Eva Faliyanti, "The Influence Of English Song Toward Students' Vocabulary Mastery And Students' Motivation", ,Premise Journal : Vol. 6 No.1, April 2017.

### 3. Technique in Teaching Vocabulary

In teaching vocabulary, the teachers should have many techniques to order the material about vocabulary, to make student familiar about vocabulary, so that they understand about the new word it can be more easily. The technique has function not only to help the students get the message or the meaning about the word or sentence quite easily.<sup>18</sup> According to Allen, when the teachers teach, the teacher teaches three things as follows:

- a. Teach forms or parts of vocabulary.

Teacher teaches the student about the shape of word, in language word has some different shape like verb, adjective, adverb, noun, pronoun and some the other shape. Every shape has different functions and how to use them.

- b. Teach the meaning of the word.

That's mean the teacher must explain what the meaning of each word or material teaching, so that students can understand and capture the meaning of the material presented by the teacher during the learning process.

- c. Teach both the form and meaning of vocabulary together.

In the presenting of vocabulary, the teacher is also supposed to transfer the meaning of the words. Then the students can understand and can use transfer meaning or full sentence of the vocabulary above.

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<sup>18</sup> Muh Fadrulrohman Al Ihsani, *"Improving Students' Vocabulary Mastery Using Song Lyric"*, Surakarta, Januari 2017.

There are several references to offered such as:

- a. The vocabulary items should be centered about the topic or one topic.
- b. Vocabulary are thought in the same way the teacher teach everything else; the teacher give the student an understanding meaning in many ways, like student must dramatize, paraphrase give equivalent in necessary and appropriate technique.
- c. Student must more practice vocabulary as practice structure. In substitution drills, transformation drills, question and technique.

## **B. The Concept of Speaking**

### **1. Speaking**

#### **a. The Definition of Speaking**

In English language there are four kind of English subjects, namely listening, reading, writing and speaking. In English vocabulary is very important to four aspects especially speaking. in language skills there are four abilities that must be learned, one of the four skills is speaking. It is important to convey in the communication.<sup>19</sup> Speaking is very important if the student want be good native speakers. When the student can fluently in speaking, students must more easily to communication, sharing about what they need for the people in their environment, and for the other activity because every people need

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<sup>19</sup> Mukminatus, Zuhriyah, "Storytelling to Improve Students' Speaking Skill", English Education: Jurnal Tadris Bahasa Inggris, Vol 10 (1), 2017, 119-134.

speaking so the other people can understand, in speaking the people need vocabulary.

Learning to speak is used by students more as difficult as learning to understand the language spoken. The important process of learning English is speaking ability. when people want to express the ideas that are on their mind then what they use is the oral skill.<sup>20</sup> In fact, People have the ability to speak in the world because speaking is an activity. Carried out by everyone to communicate with other people and to create good relationships and communicate in society at all times.

Speaking is neither an easy nor a fast process to learn, Speaking teaching is not just asking the student to speak up. Nunan (1991) states that speaking is the ways of how to deliver information and express idea.<sup>21</sup> According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.<sup>22</sup> In speaking, there are several characteristics that indicate success in speaking.

## **b. Types of Speaking**

Speaking skills or speaking skills are divided into several types; can be classified in several terms according to the type of speaking performance:

### **1) Imitative**

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<sup>20</sup> Ishrat Aamer Qureshi, *The Importance of Speaking Skills for EFL Learners* ( online ) Dep.of English, Alama Iqbal Univ. Available : ishrataamer@hotmail.com.

<sup>21</sup> Titis Wisnu Wianu, “*The Effectiveness of Songs for Teaching Speaking*”, Journal Of Foreign Language Teaching and Learning. Volume 3, No. 2, 2018

<sup>22</sup> Rahmawati, *Improving English Speaking Ability Using The Team-Games-Tournament Technique*, ENGLISH EDUCATION JOURNAL (EEJ), 8(1), 1-13, January 2017.

In speaking there is the ability to imitate a word or phrase or perhaps a sentence when speaking. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.<sup>23</sup>

## 2) Intensive

Assessment is the production Language of a designed Spoken language to demonstrate competence in a narrow grammatical band, phrase, and lexical relationships from Phonological relations such intonation, stress, rhythm, and point in time of prosodic elements. Brown (2001) states that speaking intensively goes beyond one step of mimicking to include speaking performances designed to practice the phonological or grammatical aspects of language. Intensive speaking can be done alone or can even be done with other people or in pairs, where learners "pass" certain forms of language.<sup>24</sup>

## 3) Responsive

Talking is an activity of interacting and testing understanding with other people very briefly, greeting each other and chatting, asking, commenting and the like. Nunan writes (in brown, 2001: 250) that in general, two types of language are spoken, namely:

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<sup>23</sup> Ani Dwi Wahyuni," The Effectiveness of Shot Movie For Teaching Speaking ( An Experimental Research on Eight Grade Student at SMP Negeri 3 Kalimanah in the Academic Year 2015/2016)" Purwokerto, 2016.

<sup>24</sup> Nafisah Yuliana, "Improving Students" Speaking Ability By Implementing Quantum Teaching Method To The Tenth Grade Students Of Man 2 Karanganyar In The Academic Year 2017/2018", Surakarta: Agustus 2018.



a) Monologue<sup>25</sup>

Brown states say Monologue is a monologue a type of conversation that is carried out by one person in conveying n information orally for a long time, such as giving speeches, lectures, reading. Broadcast news and another. So that listeners must listen and process what information they hear. In theater, a monologue is when someone demonstrates a character with a clear and firm voice, or when someone is talking to another character or audience in the theater.

Monologue does not only exist in theater, sometimes it also occurs in a drama or film. In non-dramatic media, such as poetry, as well. Monologue is also almost the same as some other literature such as soliloquies, apostrophes, and asides. but each has its own differences. Monologues are divided into two types, namely active and narrative.

b) Dialogue

Dialogue is the most complex, pervasive and human form of interaction.<sup>26</sup> Perhaps this is why scholarly title attention is already received until fairly recently. It was a tool it was too passive and obvious, used everywhere by everyone, to be noticed

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<sup>25</sup> ["The Greatest Movie Speeches/Monologues of all time!"](#). IMDb. [Archived](#) from the original on 1 April 2016. Retrieved 29 April 2018.

<sup>26</sup> Ani Dwi Wahyuni, The Effectiveness of Shot Movie For Teaching Speaking ( An Experimental Research on Eight Grade Student at SMP Negeri 3 Kalimanah in the Academic Year 2015/2016) Purwokerto, 2016. Pg. 7-8.

as substantially problematic.<sup>27</sup> Dialogue is a technique of speaking in literature which is carried out by two or more people in a conversation. Conversation or conversation can occur to interact with each other or provide certain information. In classical literature, especially as in Republic in Plato, the use of dialogue can be seen again. In general, dialogue can make a literary work more real and interesting. There are two types of dialogue in literature.

#### (1) An Inner Dialogue

The characters speak to themselves in inner dialogue and reveal their personalities. Literary techniques are used by writers, like streams of consciousness or dramatic monologues to use inner dialogue. In the works of James Joyce, Virginia Woolf and William Faulkner, we often find such dialogues.

#### (2) An Outer Dialogue

An outside dialogue is a brief conversation between two people. Characters and is always present in a work that is fictional.

### c. Function of Speaking

There are many roles proposed by many practitioners in speaking. Speaking as interaction, the people must need speaking to

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<sup>27</sup> Marcelo Dascal, *Dialogue An Interdisciplinary Approach* (Brazil: John Benjamin Publishing Company, n.d.), 1.

make interaction to the other people because every person cannot life alone, they must need the other person to help them.<sup>28</sup>

- 1) Speaking as interact is more about social function. Such as when several people meet they will reprimand each other, exchange ideas, and tell stories and chat so as to create comfortable situations with other people.
- 2) Speaking as performance, refers to speaking public, if a person want to give material or knowledge or something they must need speaking to tell what he does mean, so the other person can know and understand what he need and can get some information or other knowledge.
- 3) Speaking as a transaction, speaking as a transaction refers to a situation where someone gives a message about what someone wants to say or feel. The speaking needed the people use to make transaction just for to get something or to get what he need in their life.

#### **d. The Component of Speaking**

In speaking, speakers are not only expected to be able to speak and communicate with others, but also to understand the English speaking component.<sup>29</sup> In Amri (2013), Harris states as follows:

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<sup>28</sup> Febria Afiah Rahmah, "The Effectiveness of Using English Songs From YouTube Toward Students' Vocabulary Mastery", Jakarta : Maret 2015.

<sup>29</sup> Baihaqi, "The Influence Of Speaking Club In Improving Students' Speaking Ability", Banda Aceh : January 25, 2016

### 1) Pronunciation

Many students who learn to speak English decide that English is a difficult language to learn. Especially in pronunciation, because the pronunciation is also wrong in meaning, most students are lazy to learn it. So, often when the students speak, it is difficult for the teacher to understand what they are saying.<sup>30</sup> It means that many students have difficulty pronouncing words. Pronunciation is a person's way of producing sounds that include articulations, accents and vocal styles. The concept of "pronunciation or the sound of the language" may be said to include:

#### a) Pitch

Pitch is a step to express someone's feelings, because everyone has a different tone and accent according to the feelings they feel and have so that the tone of someone's speech can change.<sup>31</sup> When we feel angry and afraid we can sound high and firm, but when we feel tired and bored the tone of the voice will be low and tend to be small.

#### b) Intonation

Intonation is an important thing in speaking, because with intonation the listener will better understand and understand the intentions and feelings of the person speaking

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<sup>30</sup> Anggraeni, Purwita. "Audio Lingual Teaching As An Alternative Method In Teaching Speaking," Semarang : 2007.

<sup>31</sup> Elda Marta Suri, "Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang", EDU RESEARCH; Jurnal Pendidikan, Vol.1 No.1 Juli 2012

with them. So that they can distinguish which one asked, ordered, asked or commented.

c) Spelling and Sound

Two things that are interconnected and needed in speaking are sound and spelling. To help listeners to receive messages from the speaker more easily.

d) Stress

Stress is a term used to describe the emphasis on a phrase or word. In conveying the meaning of words, phrases and sentences, stress is very important to use.

## 2. Speaking Ability

### a. The Definition of Speaking Ability

Speaking ability have definition is speaking relationship between speaker and listeners. Stories not only help children to understand the world and develop their imagination but are also useful in developing children's language skills. That's mean the objective for speaking ability is for communication with the other people in the world and for improving speaking skill ability.<sup>32</sup> Improving is about doing something for be better in learning, or for show the change people skill. For improving speaking ability student there have many ways and kind, one of them is use English pop songs, because the song

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<sup>32</sup> S, Thornburry, *How to Teach Speaking*. Essex: Stenton Associates. 2005.

can help the student to more practice for speaking so the student can more brave to speaking in front of the class or in the other place.

## **b. Aspect of Speaking Ability**

The ability to speak, namely the linguistic and non-linguistic aspects, has two aspects.

### **1) Linguistic Aspect**

Language skills are one of the main requirements that must be managed by students learning English in order to speak properly and correctly. Comprehension, pronunciation, grammar, and word order, such as vocabulary, as well as overall sentence speed and length, are also included. There are five components that are generally recognized in speech process analysis. Pronunciation, grammar, vocabulary, fluency, and the process in understanding.

#### **a) Pronunciation**

The way language is pronounced is called pronunciation. Holmby (2003) states that the way a language is spoken is by pronunciation, the way a person pronounces a language or words in a language.<sup>33</sup> States that pronunciation as features are what form speech such as stress, intonation, association in sound, and flow in speech.

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<sup>33</sup> Nafisah Yuliana, "Improving Students" Speaking Ability By Implementing Quantum Teaching Method To The Tenth Grade Students Of Man 2 Karanganyar In The Academic Year 2017/2018", Surakarta : Agustus 2018. Pg 26-29.

b) Grammar

To help students develop their speaking ability, grammar is very useful; Brown (2001) says that the system of rules governing words is grammar. In a sentence's conventional arrangement and relationship, students who understand the use of grammar will find it easier to speak and tend to be more fluent.

c) Vocabulary

Rivers in Nunan (1983) states that for the successful use of the second language, the acquisition of an adequate vocabulary is essential, because we will not be able to use the structures and functions for vocabulary that we may have learned for understandability. Communication without an extensive vocabulary. If students have a lot of vocabulary in their minds, it will be easier for them to explore their concepts, feelings, and opinions without being confused about which words to use.<sup>34</sup>

d) Fluency

Students or students must be given an opportunity to develop their ideas in the language learning process, especially at the early and intermediate stages. Fluency is the extent to which speakers quickly use language. And comfortably, according to Nunan (2003), without the slightest hesitation or

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<sup>34</sup> *Ibid.* Pg.28.

pause. Unnatural in conveying something and others. a teacher must provide exercises that build students to be able to recognize their mistakes so they can correct them.

e) Comprehensibility

If someone wants to improve their speaking skills so that they can speak well then the thing that must be mastered understands. Homby (2003) states that understanding is the strength of students who aim to improve or test their understanding of a language in writing or orally in English. It can be concluded that understanding is the ability of student to understand the teacher's assignment and how students react correctly.

2) Non-linguistic Aspect

An aspect of the non-linguistic aspect is that encourages learners Success in speaking skill to be achieved from outside. In society, the non-linguistic aspect is a personality o r dimension. Personality is a psychological that is owned by an individual because of where he lives and the environment he lives in.

Dimension is the skill of using language in a unique way in speech or writing. That influences or convinces people. The linguistic elements that cover comprehension, fluency, grammar,



vocabulary and pronunciation to measure the ability of students to speak.<sup>35</sup>

## **C. English Pop Songs**

### **1. Definition of Songs**

Song is a short musical work which uses poetry text with the same importance according to the music and the words used. It may be written for one or several voices and is usually performed with a catchy instrument accompaniment that offers great imaginative power. Language songs are usually easy to understand. Songs also have other queues, such as: According to Parto a song is a collection of arrangements consisting of lyrics and musical elements such as rhythm, melody, harmony and expression, in which there are also musical compositions for sounds of several kinds of sounds, and can be interpreted as a short poem sung. The American Heritage Dictionaries says that a song is: Music with a short composition written or adapted so that it can be sung. He also said that Songs are distinctive or characteristic sounds that can come from animal sounds, for example as a bird or insect.

According to Richard (2002). It sometimes rhymes and uses a language style different from that used in scientific or formal texts. The words used in a song are also sung with a tone as well, speed, rhythm, and style in accordance with the accompaniment of a musical instrument that enhances and beautifies with a certain tone, rhythm, speed, and style, the

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<sup>35</sup> *Ibid.* Pg.29.

words in a song are sung Musical instruments is usually accompanied by a song. That enhances and enhances their appearance. Related to the singing of songs Often the touch of music makes a song more emotional than a poem.<sup>36</sup>

Accordingly, this definition supports the previous statement that songs of rhythms and rhythms are regarded as inevitable components of poems.<sup>37</sup> The last definition, Song is one of the tools that can be used for teach English, regardless of the age of the people who want to learn it, because song is Music that binds all cultures and languages and therefore becomes one about the best way to make learning English more enjoyable.<sup>38</sup> Song is very useful and important because we can make class more enjoyable and more colored if we choose them well. It means songs have important role in teaching and learning process. As tools song can help the teacher to make create and enjoyable class and creative students, so they can outpour all of idea very well.

By using the media the song will be more fun and attract the attention of students and will make it easier for students to speak in English speaking skills. But in using songs there are also criteria that must be considered so that the learning process can take place properly.

According to (Collie and Slater, 1994) Song criteria generally include the

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<sup>36</sup> Wahyu Dwi Widyastuti, "The effect English Pop Songs in Building Vocabulary to Seven Grade Students of SMP Angkasa AdisuTJjpto Yogyakarta in The Academic Year Of 2010/2011", Yogyakarta.: November 2012. Pg.18.

<sup>37</sup> Eva Faliyanti, "The Influence Of English Song Toward Students' Vocabulary Mastery And Students' Motivation," Premise Journal Vol. 6, No.1, April 2017

<sup>38</sup> [http://www.ehow.com/how\\_5182054\\_use-teaching-english-second-language.html](http://www.ehow.com/how_5182054_use-teaching-english-second-language.html)  
accessed on 26 January 2011

cultural background of the song, the lyrics or tone used, and the characteristics of the song and the purpose of the song.<sup>39</sup>

In addition to these criteria, Dommel and Sacker argue that the songs used in the learning process must have the following criteria: the music and rhythm of a song should not influence or dominate students in a bad way, and be too fast or have a vulgar meaning. Because this can reduce students' understanding of the song and have a bad effect on students' musical combinations, while the music only functions as an accompaniment, and the text of the song should be clear and not too difficult to understand and make it easy for learners to sing along.<sup>40</sup>

## 2. Kinds of Songs

Song is poetry, a verse and a lyrics poem or ballad.<sup>41</sup> Songs are poetry, verse and lyrics of poetry or ballads. In the song there are also several kinds of songs, including:

### a. Classical

As the name suggests, classical songs are those in which traditional music plays a main role. These songs were first composed by artists like Johann Sebastian Bach, Wolfgang Amadeus Mozart, Ludwig Van Beethoven, to name a few.

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<sup>39</sup> Rini Damaynati, dkk. *Bulir-Bulir Kajian Linguistik Terapan*. Yogyakarta: CV MARKUMI, 2020.

<sup>40</sup> Adriyati May Nggiri, "Keefektifan Penggunaan Media Lagu Terhadap Penguasaan Kosakata Bahasa Jerman Peserta Didik Kelas X Sma Negeri 1 Muntilan Magelang," Yogyakarta : Februari 2014. pg 21-24.

<sup>41</sup> [www.answers.com/topic/song](http://www.answers.com/topic/song) accessed on 26 January 2011

b. Pop

Pop songs are those which have contemporize lyrics and an upbeat rhythm, basically meant for the youth culture. Some of the popular artists of this genre are Michael Jackson, Madonna, Justin Timberlake and Cher.

c. Rock

Rock songs are the most popular among teenagers and Youngers. They consist of clear piece of lead guitar, drums and keyboard as some the main instrument.

d. Metal

Metal songs are a kind of songs has pitches and screaming vocals, heavy guitar leads, and solid drum work. In a bit more hard-sounding than rock songs. There songs have pitches and screaming vocals, heavy guitar leads, and solid drum work. In a majority of metal songs, power chords and riffs are used. They may consist of random lyrics, as the primary focus is on the music.

e. Hip-hop

In hip hop or rap songs, the singer lyrics recites in an off- beat manner but with the continuity of the rhythm, these songs primary include solid rhythmic beats and synch. With a focus on the way the lyrics are sung.

f. Ballads

Ballads are songs which includes a narration of a story in a musical way. These are basically slow songs but may contain component it's very well. Generally, ballads have an emotional touch to them, owing to the lyrical content.

g. Dance

Dance songs are those which are fast and have thumping rhythmic pattern lyrics are not given much importance in these songs.<sup>42</sup>

### 3. Function of Song

Songs are invaluable tools, according to Lo and Li for developing the skills of students in listening, speaking, reading and writing. And can be used in items such as phrases, patterns, vocabulary, pronunciation, rhythm, and can be used to teach different languages, adjective, and adverb the world.<sup>43</sup>

One of the songs' benefits is that the student is going to feel comfortable and relaxed Because of its good quality, study an atmosphere that will profanely enchant them. Located in the same field, Lo and Li also explain that the effectiveness of Songs offer a lot of advantages when promoting English, So they say that the advantages of the songs are the desire to stimulate students and enhance their lives.

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<sup>42</sup> <http://www.buzzle.com/articles/types-of-songs.html> 6 June 2011

<sup>43</sup> Rahma,, Febria Afia "The effectiveness Using English Songs From YouTube Toward Students' Vocabulary Mastery", Jakarta : Maret 2015. Pg. 17

From the above description, songs have many language functions, psychology, social and culture. Songs are not only as a medium of entertainment but can also be used for education in learning English, especially to improve the speaking vocabulary skills of students. Besides that, the song also has texts that are easy to understand by students so that it can increase the vocabulary of students. In addition, the function of the song in learning is also distinguished according to the use of the song, if the song is used at the beginning of the learning process then the function of the song is as motivation or ice breaking so that the atmosphere in the classroom is more comfortable and fun before starting the learning process, if the use of songs in the middle the learning process eats the function of the song as teaching material, because the song has a lot of lyrics and vocabulary, the song can be used to help improve student skills such as listening, writing, reading, speaking and pronunciation, and the last function of the song is entertainment. or cover that is used at the end of the learning process so that students feel relaxed after learning the material.

#### **4. The Use of English Pop Songs to Teach Vocabulary For Speaking Ability**

Music and songs play an important role in the world and the lives of teenagers and young people today. Everyone listens to the song and most people enjoy it. When songs are used to teach English, it has social and emotional benefits as students gain confidence in using language

through music to express their feelings and thus they also do not face the same performance pressures that are found in formal language learning (Tabassum, 2006).

According to the Big Indonesian Dictionary (2007: 624), states that songs are a variety of rhythmic voices (in speaking, singing, reading, etc.) Song is related to hearing, namely listening to the sound, this is related to the sense of hearing. So songs include audio media which is used as a tool to convey learning. To make it easier understood by students. This song media can be used as a tool for various skills language. This track media can be used as one way to achieve the desired learning objectivities such as vocabulary mastery because of the song can attract student' attention in the learning process so as to provide motivation student to learn.<sup>44</sup> Therefore, music and songs have a legitimate part in teaching language especially vocabulary.

The most important thing in using songs to teach vocabulary is choosing songs that suit the students. Teachers also have to choose songs that are very popular among students, usually the songs most often listened to are pop type songs, and therefore it is very important for teachers to know the students' favorite western songs. Songs that students like will stimulate them to sing and will also make the learning process easier and

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<sup>44</sup> Nggiri, Adriyati May”*Keefektifan Penggunaan Media Lagu Terhadap Penguasaan Kosakata Bahasa Jerman Peserta Didik Kelas X Sma Negeri 1 Muntilan Magelang*,”Yogyakarta : Februari 2014. pg 21-24.

more interesting.<sup>45</sup> Careful selection of lyrics and songs to improve vocabulary in teaching speaking is very important. Not all songs are suitable and liked by students, in choosing songs that are suitable for students. Blankman (2000) suggest the following: Difficulty Song lyrics should be simple; the teacher should choose western songs with simple repetitions and the vocabulary that is not too difficult to remember, songs for high school students may be more likely to be pop, romantic, patriotism, home, friendship, etc. lyrics suitable for the lesson repeating lyrics are suitable for teaching speaking so that students will be trained to pronounce the word multiple times.

Movement can be added to make it more meaningful and fun. This opinion was conveyed by Paquette, when she stated that “songs can be used to teach various English skills, such as sentence patterns, vocabulary, pronunciation and parts of speech. Movement can be added to the song to make it more meaningful and fun”.

The use of songs in the learning process can be divided into 3, namely the use of songs at the beginning of the learning process as motivation, in the middle of the learning process as material and at the end of the learning process as a cover or entertainment for students. From the explanation above, it can be seen that song provides assistance to students in mastering vocabulary. By using the media, the song will be more fun and attract the attention of students. It has also been explained that the

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<sup>45</sup> Nanda, Don Narius. “*Improving Student’s Speaking Ability through Western Songs at Junior High School*”, Journal of English Language Teaching, Vol. 1 No. 1, September 2012, Series B.



song media can train four language skills; it means that the vocabulary skills of students will improve and will make it easier for students to speak in English speaking ability. English pop songs can be the right choice to use in teaching vocabulary because pop songs are liked by everyone from children to parents, So one of the media that can be used by the teacher to help teach vocabulary of students is the song especially English pop songs.<sup>46</sup>

#### **5. Advantages and Disadvantages of Songs to Improve Speaking Ability in Learning Process.**

Song has there many advantages to improving the ability to speak of language in class as follows: students can relax in the classroom by listening to songs so as to create a pleasant classroom atmosphere. The song you listen to can be a song that contains examples of everyday speech, so easy to input the language, Every songs have significant of social information, Language in the songs more easy to understand of the student, so the student can more easy to remember the vocabulary.<sup>47</sup>

Other advantages of songs in many aspects are as follows: opening a conversation can be started with a song, the nature of the song has good vocabulary and has meaning and is structured such as Structures and

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<sup>46</sup> *Ibid*, pg. 24

<sup>47</sup> Elda Marta Suri, “*Improving Students’ Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang*”, EDU RESEARCH; Jurnal Pendidikan, Vol.1 No.1 Juli 2012.

verbs, tenses, and prepositions, for example; to practice for teaching, songs can be used several skills to get new vocabulary from listening songs.<sup>48</sup>

Songs also have some disadvantages in the learning process, such as; Teaching English by using songs requires a lot of money and time. Some students are interested but not in understanding the content and meaning of the song but more interested in listening to the music of the song. During class activities, teaching English using songs can interfere with other classes if the song is playing or singing too loudly and Songs sometimes have meanings that are too vulgar for students.

This show that song or music is one way or method of cultural embodiment with different ways and reasons, music can create a relaxed and fun learning atmosphere for students, but music or songs can also have a bad effect if the selection of songs is not correct and suitable for student.

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<sup>48</sup> Muhammad A Fadrulrohman , *Improving Students' Vocabulary Mastery Using Song Lyric*, Surakarta, Januari (2017).

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Type and Characteristic of The Research**

Descriptive qualitative research focuses on the characteristics of this research. The researcher will take a survey that songs it can be effectiveness used to improving vocabulary mastery. The aim of using the survey for descriptive research is to make certain things a good step forward. Descriptive qualitative research is useful for describing and providing important information about the average group member and number. Descriptive qualitative analysis involves describing the general characteristics that underlie the data. In line with the explanation above, the researcher doing analysis of the Students' Perceptions About The Use Of English Pop Songs To Improve Vocabulary Mastery For Speaking Ability Of Students In SMA Negeri 02 Buay Bahuga

#### **B. Object of Study**

The purpose of this research is to find out about Student Perceptions about the Use of English Pop Songs to Improve Vocabulary Mastery for Speaking Ability of Students in SMA NEGERI 02 BUAY BAHUGA. The researcher chose student at SMA Negeri 02 Buay Bahuga, especially in the class of MIA or IPA.

### **C. Time and Place**

The researcher chose school SMA NEGERI 02 BUAY BAHUGA in class of MIA, because most of the student in this school have low vocabulary and not interesting to learn about vocabulary. The research is aimed at SMA Negeri 02 Buay Bahuga which is located at Jl. Rya Chudu No. 4 Desa Suka Agung Kec. Buay Bahuga, Kab. Way Kanan, Prov. Lampung. These researches have done by Mei until Augustus 2020.

### **D. Data Collecting Technique**

Collecting data is very important activity, collecting data requires an instrument. Instruments are the tools needed to get information. Gay and Airasian (2000) states that the A tool is a tool used in data collection. Here the instrument is researchers herself. Data is information that has been collected by conducting research. To get the desired and appropriate data, researchers must do some techniques to collect the data. Data collection techniques are an important step in research, as the purpose of a study is to obtain information. Collecting data can be done in any setting, any source, and all means. That is observation, interview and documentation. Information is participation in the observation, interviews, and documentation.

In collecting the data, the writer have describe as follow:

#### **1. Interview**

Researchers have conduct interviews with English teachers at SMA Negeri 02 Buay Bahuga, when conducting interviews, the researcher record use a cellphone to record the interview process or can use paper to

write the results of the interview. The interview for the teacher conducted by researcher to answer the question number two, that is How to Use English Pop Songs to Improve Vocabulary Student of Speaking Ability? The indicators of interviews are as follows:

**Tablee 1.3**  
**The indicators for interview with the teacher at SMA NEGERI 02 BUAY**  
**BAHUGA academic years of 2020/2021**

No.	Indicators	Question (Number)
1.	English	1, 2, 3
2.	Vocabulary	4, 5
3.	Atmosphere	6, 7
4.	Song	8, 9, 10, 11, 12
5.	Use of songs	13, 14, 15, 16, 17

## 2. Observation

Observation is the process of collecting data instead of gathering open-ended, first-hand research data to observe people and places on a research site.<sup>49</sup> The Researchers did this observation to get the data to answer the question number one and number three that is What Are the Criteria of English Songs to Improve Student's Vocabulary Mastery? And how are the students' perceptions about English pop songs in learning vocabulary? In this observation the researcher uses the questioners for the student. The indicators of questioner for Criteria of song are as follows:

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<sup>49</sup> John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

**Tablee 2.3**  
**The indicators of criteria songs for learning process at SMA NEGERI 02**  
**BUAY BAHUGA academic years of 2020/2021**

<b>No.</b>	<b>Indicator</b>	<b>Question (Number)</b>
1.	Difficulty Song	1, 2, 3
2	Kind of Song	4, 5
3	Easy	6, 7, 8
4	Relevant	9, 10
5	Suitable	11

The indicators of questioner for Students Perceptions are as follows:

**Tablee 3.3**  
**The indicators of student's perceptions at SMA NEGERI 02 BUAY**  
**BAHUGA academic years of 2020/2021**

<b>No.</b>	<b>Indicator</b>	<b>Question (Number)</b>
1.	Satisfaction	1, 2, 3, 4, 5
2.	English songs	6, 7, 8, 9, 10, 11
3.	Atmosphere,	12, 13
4.	Skills	14, 15, 16, 17, 18
5.	Flexible.	19, 20

The researcher will analyze, take advantages and disadvantages of using English songs to vocabulary mastery students especially in speaking skills and take the perceptions student about using English pop songs in learning English.

### 3. Documentation

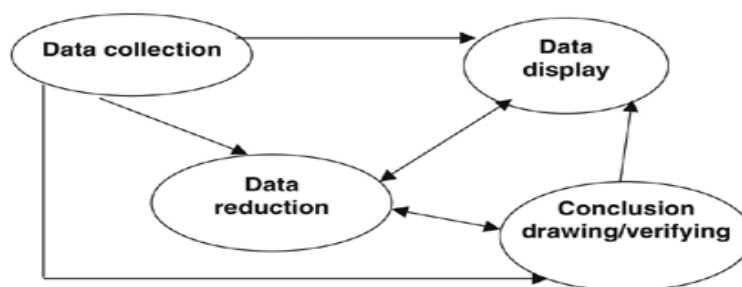
The investigator uses the method of documentation in this research to collect the data. In qualitative research, documents can be a valuable source of information. So, it can be conclude that documentation is note of information in the form of documentation. The written information such as the song lyrics used, the teacher's answers to the interview, and the questions asked during the interview, beside the other documentation such as photos during the interview, photos during learning process, photos of some student having conversations In front of the class and videos of the interview at the time.

Furthermore, the researcher took the data from the school such as total of student, teacher, and the condition of the school and also about the organization structure of SMA Negeri 02 Buay Bahuga

### **E. Data Analysis Technique**

In a research study, the most important part is analyzing the data, because the results will be the conclusion of all the research that has been done. Data qualitative refers to essences of people, object, and situation. The process of data analysis consists of three activities or three stages: data reduction, presentation of data and drawing / verification of conclusions. In order for large amounts of data to be explained and interpreted, researchers must organize and categorize. Data analysis includes two aspects of qualitative research, namely aspects of text analysis, and includes the development of

descriptions and themes. To analyze the information, the researcher would apply the Miles and Huberman model.<sup>50</sup> The part of this model of analysis is represented by this figure.



**Figure I.3 Analysis Components of Miles and Huberman Model**

The following steps are carried out through Miles and Huberman model data analysis:<sup>51</sup>

Steps in data analysis the following

#### 1. Data Collection

Evidence could help provide answers to research questions and hypotheses. To get these answers, the authors took steps to collect or collect data. By making observations, interviews and documentation, researchers collect this data. The data obtained from these activities have then been processed according to the needs of the data reduction, display data and conclusion drawing and verification researchers.

#### 2. Data Reduction

Data reduction refers to the selection, focus, and simplification and transformation process of data that appears in field notes or written

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<sup>50</sup>Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

<sup>51</sup>*Ibid*, pg.10-11.



transcripts.<sup>52</sup> In data reduction, the researcher have reduce the data obtained by summarizing or pharaprashing and selecting certain things related to the effectiveness of using songs to improve students' vocabulary on speaking skills.

### 3. Data Display

The second major flow of analytical activity on qualitative data is data display. In the data display the researcher explain the data obtained by using graphs, pictures or graphs. These views have used to describe all data.

### 4. Conclusion Drawing and Verification

The third stream of analytical activity is the drawing and verification of conclusions. The qualitative analyst begins to determine the meaning in things by starting the data collection, note regularities, patterns, explanations, and possible configurations, causal flows, and suggestions.<sup>53</sup> In this step, the researcher have drawn conclusions about how songs could improve students' vocabulary on speaking skills based on the data obtained by the researcher, both from observation data, interviews and documentation. The data obtained by the researcher in the documentation have use verification and supporting evidence related to the conclusion drawn by the researcher. Therefore, it could be concluded that data analysis has several functions in analyzing research data in qualitative research

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<sup>52</sup> Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429. Pg. 10-11.

<sup>53</sup> *Ibid*, Pg. 10-11.

which includes; created meaningful imaged data, test the null hypothesis, got significant results, described conclusions or made generalizations, and calculated parameters.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

In collecting the data result the researcher doing interview and questioners.

Description of research result refers to the research question including of:

##### **1. The Character Of The Songs Used In English Learning Process**

English songs used in the learning process have character and must be selected. The songs used should not be arbitrary and random, because many English songs have meanings that seem dirty and disrespectful to students. Therefore, the teacher must be selective in choosing the songs that will be used in the learning process. The selection of English songs must also be adjusted to the abilities and needs of students. songs used in the learning process also have several criteria that must be considered, such as; the tempo of the song to be used, the song must have lyrics or vocabulary that are easily understood by students, the song used is a booming song or a song that is familiar to students, the song used must also be easy listening, and use songs in the learning process. This is accordance with the answers to the questionnaire given to students, the students agreed “that English songs should have simple lyrics to make them easier to understand, so that the meaning of the song is also easy to understand, students agree and enjoy more if the teacher uses pop

Songs, because according to students songs can affect the learning situation, the selection of songs is very important, but students prefer songs that use lyrics and have a clear meaning”.<sup>54</sup>

Almost the same thing was also given by other students, through a questionnaire given to students, the student answered “that he strongly agreed that the songs used in the learning process should have a tempo that is not too fast, songs must have simple lyrics and clear meanings. Contains dirty things so that the meaning conveyed can be easily obtained. But sometimes he is a little doubtful about the choice of the song, because if the song used is only a slow tempo, then student abilities will only experience a little growth as well as the vocabulary student acquire”.<sup>55</sup>

Different from the opinions of other students, through a questionnaire given to students, the student answered “that the students strongly agreed about all the criteria for the songs described above, according to him the songs used should be chosen and adjusted as well as possible because with so good new vocabulary, meaning, pronunciation of vocabulary and situations in the learning process will be more easily felt and obtained by students. Student agrees that the song used is a pop song, because

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<sup>54</sup> The results of the questionnaire with the student Riski Sukmawan, on May 29, 2021, at 09.00 WIB

<sup>55</sup> The results of the questionnaire with student Endang Wahyuni, on May 29, 2021, at 09.00 WIB

other types of songs have a fast tempo so that if the students repeat the song, they will feel confused. Therefore, students doubt if the song used is not an English pop song, because English pop songs alone have many types of romantic songs, sad songs and songs that make the spirit”.<sup>56</sup>

In addition, “the songs used in the learning process must also be repeated often in their delivery so that they are easily remembered by students and to help students understand the new vocabulary that students get from using the song”. This was expressed by other students who also answered the questionnaire from the researcher.<sup>57</sup>

The same thing as the student's opinion above is also similar to the next student who filled out the questionnaire from the researcher. This student answered “that the song must be repeated often because it is easier for students to grasp the vocabulary and its meaning, because outside the teaching process, students do not necessarily want to listen to songs even though English songs are easy to obtain. In the process of delivering the song, the lyrics of the song must also be given in written form so that students better

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<sup>56</sup> The results of the questionnaire with student Tara Khairi Aqila, on May 29, 2021, at 09.00 WIB

<sup>57</sup> The results of the questionnaire with student Tara Cahya M Pangestu, on May 29, 2021, at 09.00 WIB

understand how to write and pronounce good and correct vocabulary”.<sup>58</sup>

The same questionnaire was also given to other students, based on the answers from these students; the students stated “that they agreed if the song was used in the learning process because it was able to change the situation and atmosphere both in the room and students. The meaning of the song used can be an external motivation for students to feel the sensation of learning in a fun way and not burden them. Especially if the song used is an English pop song because according to him this type of song is very suitable for all circles, especially teenagers like them, especially if the teacher who teaches has a supportive voice. This makes the atmosphere more fun and enjoyable to learn”.<sup>59</sup>

Based on the questionnaire given to students, the songs used in learning English to improve vocabulary must indeed be adapted to students and must have criteria such as having simple lyrics, not too fast tempo, and clear meaning.

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<sup>58</sup> The results of the questionnaire with student Anisa Wahyu Candrika, on May 29, 2021, at 09.00 WIB

<sup>59</sup> The results of the questionnaire with student Rico Adriansyah, on May 29, 2021, at 09.00 WIB

## 2. The Use Of English Pop Songs In Learning Process

Songs are one of the tools or media that can be used by a teacher to help facilitate the learning process; the use of songs is very helpful to improve English vocabulary for students. Songs can also help students to improve other abilities for students such as correct pronunciation of vocabulary, understanding of meaning and meaning in English, increasing student motivation to learn, can also change the atmosphere in the learning process so that students are not burdened when learning and science delivered will be easier to understand. This is in accordance with interviews with English teachers regarding the question whether songs can improve other abilities in students besides increasing vocabulary for students? The teacher said “that English songs can be an external motivation for students, if the motivation of students is high, the more vocabulary will be acquired and remembered. The use of English pop songs can be one of media to help teachers grow the motivation of students, songs also helps students in acquiring new vocabulary, an example of a song that can help students improve vocabulary is a song from Westlife entitled I Have a Dream, some of the lyrics are as follows;

*“I have a dream, a song to sing, to help me cope, with anything. If you see the wonder (wonder), of a fairy tale, you can take the future Even if you fail, I believe in angels, something*

*good in everything I see I believe in angels, when I know the time is right for me, I'll cross the stream I have a dream, oh yeah”*

A teacher also has to choose songs that are suitable for students. If the song used has a lot of slunk and dirty meaning then the song is not suitable for use, therefore the teacher must choose a song that is easy to listen to and also has a simple vocabulary so that it is easily understood by students. In addition to vocabulary the use of songs in the learning process such as pronunciation. If with the teacher sometimes the pronunciation of the vocabulary or the lyrics of the song is not like a native speaker, especially since it's actually Javanese. If they listen to songs they will get new knowledge, namely proper and good pronunciation like native speakers, another ability that can be improved is listening skills. because listening is an important skill because in every English exam there will be listening questions, by listening to more songs students will be trained to be fast and responsive in understanding the meaning of the questions”.<sup>60</sup>

Based on the next question given to the teacher. How do you choose the songs that will be used in the learning process? The teacher explains “That the selection of songs is very important and must be considered. The selection of songs must be adjusted to the abilities of the students in the class or the students to be

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<sup>60</sup> The results of interviews with SMA Negeri 02 Buay Bahuga teachers, on May 25, 2021, at 10.00 WIB



taught. That's mean if you teach in the upper class; the songs used will be different, although sometimes there are songs that are used for the same class because they are easy like songs from Michael Jackson, You are not alone who has lyrics:

*"Another day has gone, I'm still all alone, how could this be? You're not here with me, you never said goodbye, someone, tell me why, did you have to go? And leave my world so cold... "That you are not alone, I am here with you Though you're far away, I am here to stay, But you are not alone, I am here with you, Though we're far apart You're always in my heart, But you are not alone".*

If social class, the songs used pop songs that have a slightly faster tempo, such as songs from Dill Guard, Therefore, the songs used are adapted to the students and the tendencies of the students from each class".<sup>61</sup>

Based on the interview questions given to the teacher. What do you think about the use of good songs in the learning process? The teacher says:

"A good song depends on how the song is chosen. If the song used is appropriate and has the criteria for the song to be used, the learning process will take place well too. Teacher must be more selective in choosing songs because not a few songs in the

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<sup>61</sup> The results of interviews with SMA Negeri 02 Buay Bahuga teachers, on May 25, 2021, at 10.00 WIB

community have dirty meanings and seem impolite so it would be nice if the teacher had to learn the songs that would be used first, like a song from John Legend *All of Me* with lyrics;

*“What's going on in that beautiful mind? I'm on your magical mystery ride, And I'm so dizzy, don't know what hit me, But I'll be alright.... Cause all of me love all of you, Love your curves and all your edges, all your perfect imperfections, give your all to me, I'll give my all to you, you're my end and my beginning, even when i lose, I'm winning, Cause i give you all of me, And you give me all of you, oh”.*

Therefore, the selection of songs must be really considered by the teacher, the teacher should be able to sing the song well because it will impress the students more, but if not, the teacher can use the audio of the song using the sound system or via mp3. You can also write the lyrics on the blackboard”.<sup>62</sup>

Songs used in the teaching process can be a variation of the learning method because the use of songs can be adapted to students and easy to obtain and can be repeated. So that teachers can more easily convey the material because songs help students increase their learning motivation. This is in accordance with the teacher's answer to the question, how do you use songs for the learning process? He said:

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<sup>62</sup> The results of interviews with SMA Negeri 02 Buay Bahuga teachers, on May 25, 2021, at 11.00 WIB

“He did not give the song in full in the learning process. The use of songs is very important because it will affect the learning process, therefore usually songs can be used at the beginning of the learning process to build a class atmosphere and student enthusiasm. In addition, songs can be given in the middle of the learning process to be given as a distraction so that students do not learn monotonously and do not feel burdened with assignments or materials from previous learning. Songs can also be used at the end of the learning process to make students more relaxed. The use of songs can also change the way teachers teach, teachers can give lessons outside the classroom or out door, such as under trees, in school gardens, and students can use other instruments such as guitar, flute, piano and other tools. In addition, songs can also be given in the form of questions and lyrics”.<sup>63</sup>

### 3. The Students' Perception About Use English Pop Songs

Based on observations made researchers by giving questionnaire with the student, the student explains “that considering that English is a foreign language, it is difficult for them to learn it. The use of English songs is very helpful for students to be able to increase English vocabulary more easily; English songs not only affect the atmosphere during learning but

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<sup>63</sup> The results of interviews with SMA Negeri 02 Buay Bahuga teachers, on May 25, 2021, at 10.00 WIB

also increase students' enthusiasm for learning. Some of the students who filled out the questionnaire agreed that English songs could help students improve their abilities such as adding vocabulary, remembering vocabulary, understanding meaning in English and making it easier for them to learn because songs are easy to get. With the song used in the learning process, it can be a learning motivation for students; students are also easier to understand the correct pronunciation of English vocabulary so that they can more easily practice it outside of study hours. English songs are also very suitable for use because the learning atmosphere becomes more relaxed and fun”.

Different opinions were conveyed by other students who were given the same questionnaire, he explained “that English songs are very suitable to be used as a learning material, songs can make students more enthusiastic in learning, from the songs used students also get new vocabulary that students rarely hear in their environment, and know how to pronounce correctly because the song can be repeated many times so that students can pronounce it like a native speaker. but students find it difficult to acquire vocabulary if it is not accompanied by text or song lyrics written on the blackboard, students also find it difficult if the song used has a fast tempo because even though the pronunciation of the song is repeated, it makes students more confused. if students

do not understand the vocabulary obtained, students will also be confused by the meaning of the vocabulary, therefore the songs used must be paid more attention”.

With English songs, students will be more thorough, both in listening, understanding the vocabulary of the lyrics and understanding the meaning of the song. Vocabulary obtained by students can also last longer because the song can be played over and over again and can be played in various places and students' circumstances. By repeating the song students will understand better how to pronounce it well so that their abilities will automatically increase. English songs can also help students in doing other assignments because students feel calmer in thinking and get a lot of inspiration. Unintentionally students can also learn formal and informal words in English. Students can also learn how to write correctly and how to compose correctly if students use songs along with the text of the song's lyrics. This is in accordance with the answers to the questionnaire given to students, students explain that “Songs do have an impact on students, besides being able to be repeated, students are also easy to get songs”.

The same questionnaire was also given to other student; the student explained that “the student also agreed that songs were used in the learning process because so far students only studied

using the same method. so that students feel bored and lazy during the learning process. From songs students can get vocabulary that they rarely hear so far so that students feel that getting vocabulary can be easily done without having to study with a lot of burden. But students often feel unfocused if the song used is only played once, because the song has a vocabulary that is rarely heard, students are not careful in understanding the meaning of the song. Therefore the use of the song must be accompanied by the text of the song”.

Other students also gave opinions about the use of songs in the learning process, based on the questionnaire received by students explaining “that students strongly agreed that in the learning process songs were used as material for the learning. in addition to acquiring new vocabulary easily, students also find it easier to learn to pronounce the accepted vocabulary, songs that can be repeated make the vocabulary last longer in students' memories, students can practice how to speak using vocabulary received from songs to other people or in front of the mirror. but students still often find it difficult to pronounce like native speakers because of their different ethnicities”.

The same questionnaire was also given to other students, students gave the opinion “that students strongly agreed that in the learning process using song material as a medium because it

could be a variation in learning methods for them so that they were not too burdened with the demands of the existing material and assignments, by With the song, students feel more thorough and focused on acquiring new vocabulary along with how to write, how to read or pronounce it and the meaning of the vocabulary that students get. Not a few of the students also get additional informal vocabulary from the song, because the song can be repeated and can be listened to in various situations, the vocabulary obtained tends to last a long time in their memory, but students are still often confused with the grammar arrangement in the song because sometimes it is not the same as what students have learned so far, but songs do provide many benefits for students”.

## **B. Research Discussion**

Research discussion it also consist of three parts;

### **1. The Character Of The Songs Used In English Learning Process**

To find the characteristic about the songs used in learning process, the researcher used observation by giving questionnaires with student.

The first character of the song that the researcher found after making observations is that the song used must be in accordance with the needs of students. This is in accordance with the theory put forward by (Collie and Slater, 1994) the criteria for song in general include needs,

cultural background, language skills, and special characteristics of students.<sup>64</sup> The song used in the learning process must be in accordance with the needs of students, therefore the song must be selected collectively by a teacher so that the song is worthy of being one of the learning media. If the selected song is inappropriate or contains impolite words, then the song should not be used, because the use of the song affects students, meaning that the song used in the learning process will have an impact on students, whether it has an appositive impact or a negative impact, depending on the from good and good or not the selected song, This is supported by a statement from Lo and Li (2001) <sup>65</sup> “that the effectiveness of Songs offer a lot of advantages when promoting English, So they say that the advantages of the songs are the desire to stimulate students and enhance their lives. From the above description, songs have many language functions, psychology, social and culture. Songs are not only as a medium of entertainment but can also be used for education in learning English, especially to improve the speaking vocabulary skills of students. Besides that, the song also has texts that are easy to understand by students so that it can increase the vocabulary of students, of using songs as a medium to improve students' vocabulary mastery for speaking ability, The most important thing in using songs Teachers also have to

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<sup>64</sup> Rini Damaynati, dkk. *Bulir-Bulir Kajian Linguistik Terapan*. Yogyakarta: CV MARKUMI, 2020.

<sup>65</sup> Elda Marta Suri, “*Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang*”, EDU RESEARCH; Jurnal Pendidikan, Vol.1 No.1 Juli 2012



choose songs that are very popular among students, usually the songs most often listened to are pop type songs, and therefore it is very important for teachers to know the students' favorite western songs. Songs that students like will stimulate them to sing and will also make the learning process easier and more interesting.

The second character possessed by the song is to have a good tempo or rhythm, the song used in the learning process should have a tempo that is appropriate to the students, meaning that the tempo of the song is not too slow and not too fast because it will affect the students who listen. Songs with the right tempo will make students much more comfortable. This is supported by a statement from Pardo that “a song is a collection of arrangements consisting of lyrics and musical elements such as rhythm, melody, harmony and expression, in which there are also musical compositions for sounds of several kinds of sounds, and can be interpreted as a short poem sung”. The use of songs must also be considered because if the use of songs is done in the wrong way, it will also affect students other than that this is supported by an explanation According to Richard (2002) “song are also sung with a tone as well, speed, rhythm, and style in accordance with the accompaniment of a musical instrument that enhances and beautifies with a certain tone,

rhythm, speed, and style, the words in a song are sung Musical instruments is usually accompanied by a song”.<sup>66</sup>

The character of the song found next is that the song can affect the atmosphere or situation in the classroom, with the song students feel excited because the song can make the atmosphere more comfortable and relaxed, The use of songs in the learning process is one of the unique learning techniques and makes students not feel bored while studying so that students are easier to accept the material given by the teacher. This is supported by a statement from Nambiar (1980:80), he explain “Songs have been parts of the human experience. By using songs, the atmosphere of classroom becomes more relaxed and comfortable, not only that, Lo and Li in Schoepp (2001: 1) mentioned that “learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced”. This opinion is supported by Gatbonton and Segalowitz in Schoepp (2001). Songs can affect the learning atmosphere is also supported by statements from Lenka (2011) Songs create a relaxed and fun atmosphere in the classroom and often include lots of repetition, rhyme, and large chunks of language which are more memorable.<sup>67</sup> The songs used do not have to be given full in the learning process but can be given at the beginning, middle or end of the learning process, because it will affect the atmosphere and motivation for students

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<sup>66</sup> Wahyu Dwi Widyastuti, “The effect English Pop Songs in Building Vocabulary to Seven Grade Students of SMP Angkasa AdisuTJjpto Yogyakarta in The Academic Year Of 2010/2011”, Yogyakarta.: November 2012. Pg.18.

<sup>67</sup> Imliyana, Dkk, “The Effectiveness Of The Use Of English Pop Songs In Teaching Vocabulary In Smp”. Oktober. Pontianak 2014.

while studying The above statement is also supported by Dakin (1985) he says “the purpose of songs give a new dimension to drill in learning and they make the drilling more natural and meaningful since they were learnt closely related in daily. From all definition above it can be conclude that songs make student be pleasure in learning process, songs are natural drilling to make student learn without worried. Moreover Futonge also said “songs is a good tool can be used in lesson, because songs can provide relaxed learning it can makes the learning process more be fun for the student.”<sup>68</sup>

The next character of the song is that the song can improve students’ vocabulary mastery, especially if a teacher who can sing a song that is used well and fluently and has a supportive voice will be an added value for using songs to improve vocabulary mastery for speaking ability of students. This is supported by a statement from Nation (2005), He stated “that vocabulary needs to be met again and again to ensure it is learned. Also, through songs learners can also repeat words and phrases spontaneously (Slattery, 2001). Thus, it can be considered that English songs memorization is helpful to promote vocabulary”.<sup>69</sup>Not only that (Gushendra, 2017) says: “Song can balance intellectual and emotional intelligence so that they will provide good results for students, improving Students’ Vocabulary Mastery Using English Song can stimulate brain

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<sup>68</sup> Claudia smith salcedo, “The Effect of Song In Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal,” *Journal of Collage Teaching and Learning*, Vol. 7, No. 6, 2010, p-19.

<sup>69</sup> Novi Pramita Dew. “Using English Song Memorization Technique To Improve The Seventh Graders’ Mastery Of Vocabulary”.Malang 2013.

function, the meaning of songs provide stimulation for the growth of memory functions to learn vocabulary, language, listening and speaking. The learners need a way of teaching that is practical and fun teaching methods so that they can integrate themselves into English, for example singing English songs can make students integrated into English”.<sup>70</sup> Songs can help students to improve students’ vocabulary mastery for speaking ability, they are also strengthened by the statement from Shen (2009) he stated “some criteria why English songs can be an impeccable tool for language teaching. This is because songs have: kaleidoscopes of culture, expressiveness, reliability, and therapeutic functions. It can be assumed that English songs can provide the opportunity for vocabulary practice”.

The next character of the song is that songs can help improve other abilities possessed by students, with the use of songs in the learning process students not only get additional vocabulary but also unconsciously students learn to practice other abilities, these abilities include the ability to pronounce good and correct vocabulary. Because the song is sung by a native speaker, the pronunciation of each vocabulary will be clearer, besides that students also learn to understand the meaning, improve their listening skills and even the ability to write. This is supported by several theories, such as theory from Murphey (1992) He describes “singing can improve the ability of hearing and pronunciation; therefore this can improve students' speaking ability. He further added

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<sup>70</sup> Intan Permata Sari, “Improving Students’ Vocabulary Mastery Using English Song”, *PROJECT Professional Journal Of English Education*, Vol. 2. No. 3. May 2019.

that song media in learning can be used to teach vocabulary, sentence structure and sentence patterns".<sup>71</sup> Another statement was also put forward According to Green (in Nelson and Son, 1986) the rhythm that verses of a song contain aids the development of children's language fluency, while rhyming words of a song help children focus on pronouncing them correctly. She also believes that the children who were continually exposed to songs at their early age increase their vocabulary and build their confidence in using the target language. Therefore, songs are very useful for students to make it easier for them to learn, with songs they can simultaneously improve other abilities without feeling burdened. In addition to the characters described above, there are several characters from the song that the teacher must also pay attention to, such as the meaning of the song, the type of song, and how to use the selected song. Therefore, teachers must be more careful and thorough when sorting songs.

## 2. The Use Of English Pop Songs In Process Learning

The use of songs in the learning process is also important. Songs can be one of the tools for teachers to facilitate the learning process. Based on research conducted by researchers by conducting interviews with teachers, the teacher explained that: The learning process using songs in this school is adjusted to the grade level or student ability based on the observations of teachers who teach English. The songs used in each

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<sup>71</sup> Siti Fachraini, "Using English Songs To Increase Early Students' Vocabulary" *English Education Journal (GEEJ)* : Vol. 4 No.2 November 2017.

class vary depending on the level of the class, because the class is divided into two, namely the MIA (IPA) and IIS (IPS/Social) classes. In science class, the songs used tend to be pop songs which have a slightly fast and difficult tempo and lyrics, although the songs have slightly difficult lyrics and tempo, but the teacher will repeat the song to make it more familiar to students, while in the social studies class, the songs used are more to an English song with a rock genre. the use of English songs is also not fully given to students when the learning process occurs, sometimes the songs that will be used are given first to students so that students can find and understand the lyrics of the song first, then in the next learning process then the teacher will review the song that. the use of songs is also not carried out by the teacher only in the classroom but also outside the classroom or the learning process outside the door, such as under a tree, in the futsal field, or in the school garden, for students who have the ability to use instruments are allowed to play them such as the piano, flute, guitar and others. The use of songs in this school is also varied, not given in the same way every learning process, usually the teacher will divide the use of songs into 3, namely the learning process by using songs at the beginning of learning, in the middle of the learning process and at the end of the learning process depending on the situation and conditions of the students. Therefore, how to use songs is also very important because it affects students in following the learning process and builds a learning atmosphere. This is in accordance with the theory of Gilles, Andre, Dye &

Pfannenstiel (1998) found that “with use a song, students can learn concepts and word meanings that they will encounter in print”. This is in line with Medina’s (2002) belief that “music is an area where children who face language obstacles can be successful in acquiring vocabulary and grammar”. The results of relevant studies, (such as Schunk, 1999 and Overy, 2000) revealed that young children who received vocabulary instruction in a second language, along with songs and rhythmic discrimination activities, incorporated more words into their receptive and active vocabularies”.<sup>72</sup> So the use of songs in learning can provide positive results for students if the use and selection of songs is in accordance with the needs and criteria of the characteristics of songs that are suitable for the learning process.

### 3. The Students’ Perception About Use English Pop Songs

The researchers conducted observations using a questionnaire to students and obtained the results that most of the students were very enthusiastic and felt happy during the learning process using songs. By using songs they find it easier to acquire new vocabulary without them knowing it because songs can be listened to repeatedly so they are easy to remember. Students also find it helpful in improving other abilities such as listening, reading by looking at song lyrics, even the ability to write correct vocabulary. Besides that, the student can also learn the arrangement and use of sentences and how to pronounce vocabulary

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<sup>72</sup> Roimma Limbong, “Enriching Students’ Vocabulary Using English Pop Songs”, *JET Journal of English Teaching*, Vol. 2, No. 3, October 2012.

properly and correctly. Therefore the use of songs in the learning process is considered very helpful for students in learning. In accordance with the theory “The main objective of learning English is the development of communication skills, as well as maintains interest and motivation to learn English. Songs are an example of fun content, and a relaxing feature that influences language development in children. For young learners, songs, such as popular pop-rock songs, provide excellent language resources. Students can not only learn and practice different segments of English through songs, but also meet the special characteristics of their age. Children generally like songs, and if songs are used to learn languages, children are enthusiastic about accepting them. One of the key factors is that children are not aware of the fact that they are learning through songs, and therefore they see it as a fun part of learning English. In addition, the song serves as a good source of pronunciation, intonation, and accent, but also as an exercise in listening skills and vocabulary development”.<sup>73</sup> Another theory that supports the above statement was put forward by (Jolly, 1975: 14; Shin, J.K., 2006) that “songs are useful teaching aids which raise and maintain students’ motivation, especially in cases when they are catchy and supported with colorful visuals, realia (objects from real life used in classroom instruction), and movement. These supplements add additional sensory and visual input which in turn enhance learning”. Based on the description above, it can be understood

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<sup>73</sup> Nihada Delibegović Džanić “*The Effect of Using Songs On Young Learners and Their Motivation for Learning English*”, An Interdisciplinary Journal NETSOL, Vol. 1 No. 2, October 2016 pp. 40-54.



that the reason students agree with the use of songs in the learning process is because songs can provide motivation and make them feel that the learning process is fun and has many benefits to help improve other skills besides adding vocabulary mastery for speaking ability.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this chapter, the researcher briefly explains the conclusions of the research based on interviews and observations using a questionnaire the researcher present the conclusions of the study as follows:

1. English songs can be used to help students improve vocabulary in speaking skills. In addition to increasing students' vocabulary, the use of English pop songs also helps students improve other abilities such as writing, reading, listening, pronunciation and understanding meaning.
2. The criteria for the songs to be used include; songs used in the learning process must be selected first, the use of songs must be adapted to students, songs have a tempo that is not too fast, and has a polite meaning for students.
3. With the use of songs in the learning process students have the motivation to learn, not only that songs can also be a medium to make students learn without having to feel burdened with materials and assignments.

#### **B. Suggestion**

Researchers provide some suggestions for writers, parents, and teachers; first, it is recommended that teachers be more creative and selective in choosing methods and media such as songs, puzzles or other media that are more interesting so that students are more interested in learning and help the

learning process, especially increasing students' English vocabulary because vocabulary in English is very important, Secondly, it is recommended for parents to give encouragement and support to children because children's learning motivation affects how they learn, children need support not only from within themselves but from people around, especially parents. And lastly for students, students must be aware and understand that learning English can not only be obtained at school, but students can learn self-taught by utilizing available and easy-to-find media and facilities such as English songs.

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# APPENDICES

## 1. Blueprint of Interview Sheet

No.	Indikator	Pertanyaan
1.	Bahasa Inggris	1) Apakah menurut Anda bahasa Inggris penting untuk dipelajari oleh siswa? 2) Kesulitan apa yang sering Anda alami dalam mengajar bahasa Inggris? 3) Apakah pilihan media dalam pengajaran bahasa Inggris itu penting? Berikan pendapat anda !
2.	Kosakata	4) Menurut Anda, apa kosa kata penting dalam bahasa Inggris, khususnya dalam berbicara? 5) Apakah menurut Anda lagu dapat membantu meningkatkan kosa kata bagi siswa? Jika ya, apa alasannya?
3.	Suasana	6) Menurut Anda, apakah minat belajar siswa dapat memengaruhi mereka untuk menguasai kosakata? 7) Apakah Anda merasakan perbedaan suasana saat mengajar lagu dan tidak menggunakan lagu?
4.	Lagu	8) Bagaimana Anda memandang atau



		<p>berpikir tentang lagu-lagu Inggris?</p> <p>9) Menurut Anda, selain kosakata baru, kemampuan apa yang dapat ditingkatkan jika siswa belajar menggunakan lagu?</p> <p>10) Apakah pemilihan lagu dalam proses pembelajaran itu penting?</p> <p>11) Bagaimana Anda memilih lagu untuk digunakan dalam proses pembelajaran?</p> <p>12) Selain berbicara, apakah ada keterampilan lain yang dapat ditingkatkan dengan menggunakan lagu-lagu berbahasa Inggris?</p>
5.	Penggunaan lagu	<p>13) Mengapa Anda lebih sering menggunakan lagu pop saat belajar bahasa Inggris?</p> <p>14) Mengapa Anda memilih menggunakan lagu dalam proses pembelajaran daripada menggunakan media lain seperti puzzle atau game?</p> <p>15) Bagaimana pendapat Anda tentang penggunaan lagu yang bagus dalam proses pembelajaran bahasa Inggris?</p> <p>16) Bagaimana Anda biasanya menggunakan</p>

		<p>lagu dalam proses pembelajaran?</p> <p>17) Bagaimana Anda membuat siswa lebih bersemangat belajar bahasa Inggris dengan lagu?</p>
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## 2. Blue Print Observation Sheet

**Table criteria of songs**

No.	Indikator	Pertanyaan
1.	Difficulty song/Kesulitan Lagu	<p>1) Lagu yang digunakan dalam proses pembelajaran tidak terlalu cepat</p> <p>2) Lagu yang diilih harus memiliki lirik yang simple</p> <p>3) Lirik dalam lagu sering diulang pengucapannya sehingga mudah diingat</p>
2.	Kind of songs	<p>4) Lagu pop adalah jenis lagu yang paling</p>

		<p>mudah digunakan</p> <p>untuk belajar daripada</p> <p>jenis lagu yang lain</p> <p>5) Lagu pop cocok untuk</p> <p>semua kalangan</p> <p>terutama remaja</p>
3.	Easy	<p>6) Lagu harus</p> <p>mengandung makna</p> <p>yang mudah dipahami</p> <p>dan dimengerti</p> <p>7) Lirik lagu memiliki</p> <p>arti dan makna yang</p> <p>jelas</p> <p>8) Pengucapan kata yang</p> <p>sama secara berulang-</p> <p>ulang sangat</p> <p>membantu dalam</p> <p>memahami kosa kata</p> <p>baru</p>
4.	Relevant	<p>9) Pemilihan lagu dalam</p> <p>proses pembelajaran</p> <p>sangat penting</p> <p>10) Lagu yang digunakan</p>

		harus sesuai dengan siswa
5.	Suitable	11) Mengikuti lagu yang digunakan dalam proses pembelajaran membantu siswa dalam pengucapan kosa kata ataupun kalimat dalam bahasa inggris

**Table Perceptions of student**

<b>No.</b>	<b>Indikator</b>	<b>Pertanyaan</b>
1.	Kepuasan	<p>1) Lagu pop bahasa Inggris sangat cocok digunakan sebagai salah satu bahan pembelajaran</p> <p>2) Saya senang menggunakan lagu-lagu bahasa Inggris sebagai salah satu media dalam pembelajaran bahasa Inggris</p>

		<p>3) Lagu Bahasa Inggris memudahkan saya untuk bisa mendengarkan kalimat atau kosakata berbahasa Inggris</p> <p>4) Mendengarkan lagu bahasa Inggris membantu saya mendapatkan kosakata baru dengan mudah</p> <p>5) Lagu bahasa Inggris dapat membantu saya untuk lancar berbicara seperti penutur asli</p>
2.	Lagu bahasa inggris	<p>6) Lagu bahasa Inggris dapat membantu saya memperoleh lebih banyak kosakata agar dapat menjadi penutur asli dalam berbicara</p> <p>7) Lagu membantu saya untuk lebih mudah dalam menghafal kosakata baru</p>

		<p>8) Mendengarkan lagu membuat kosakata bertahan lebih lama karena dapat diputar dimana- mana</p> <p>9) Menghabiskan waktu dengan mendengarkan lagu-lagu berbahasa Inggris membuat saya semakin paham dengan kata bahasa Inggris</p> <p>10) Lagu bahasa Inggris membantu saya memahami kosa kata informal dalam bahasa Inggris</p> <p>11) Mengulang-ulang lagu bahasa Inggris dapat membantu saya mendengar detail penutur asli dalam berbicara, seperti pengucapan kata dan penekanan kata</p>
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3.	Suasana	<p>12) Dengan menggunakan lagu-lagu berbahasa Inggris, suasana di ruang belajar menjadi lebih santai dan menyenangkan</p> <p>13) Menggunakan lagu bahasa Inggris sambil mengerjakan teks lain bisa membuat saya berpikir lebih jernih dan lebih banyak inspirasi</p>
4.	Keterampilan	<p>14) Saya dapat meningkatkan keterampilan saya untuk menguasai kosa kata agar lebih baik dari sebelumnya dengan dukungan lagu-lagu bahasa Inggris</p> <p>15) Lagu bahasa Inggris dapat membantu saya mempelajari cara menyusun kalimat dan grammar yang benar</p> <p>16) Lagu bahasa Inggris dapat</p>

		<p>meningkatkan ketelitian dan fokus siswa</p> <p>17) Saya bisa belajar untuk meniru suara kata-kata bahasa Inggris yang benar dengan mengikuti lagu</p> <p>18) Lagu berbahasa Inggris dapat mendukung dalam berbicara, mendengarkan, dan aktivitas lain dalam bahasa Inggris</p>
5.	Fleksibel	<p>19) Lagu bahasa Inggris sangat efektif digunakan dalam pembelajaran bahasa Inggris karena dapat dengan mudah didapatkan</p> <p>20) Dari lirik saya bisa mendapatkan kosa kata yang jarang digunakan dalam kehidupan sehari-hari</p>



### 3. The Condition of the Teacher and Official at SMA Negeri 02 Buay

#### Bahuga

The staff and the teacher names of SMA Negeri 02 Buay Bahuga can be identified as follows;

No.	Name	Sex	Position
1.	Apriyani,S.Si.,MM.Pd.	Female	Head Master
2.	H.Nuswo Widodo	Male	Committee chair
3.	M.Wahid	Male	head of administration
4.	Eko Frandoko, S.Pd.	Male	Treasurer
5.	Tumijo M.Pd.	Male	vice head of curriculum
6.	Mamad Fadholi, S.Pd.I	Male	student vice president
7.	Yahya M.Pd.	Male	vice chairman of facilities
8.	Yunita, S.Pd.	Female	counseling guidance
9.	Triana Safriani, S.Pd.	Female	Homeroom Teacher X MIA I
10.	Dede Sunandar, S.Pd.	Male	Homeroom Teacher X MIA II
11.	Rusma Nirmala, S.E.	Female	Homeroom Teacher X MIA III
12.	Heriyani, S.Pd.	Female	Homeroom Teacher X MIA IV

13.	Eva Dwi K, S.Pd.	Female	Homeroom Teacher X IIS I
14.	Siti Masruroh, S.Pd.	Female	Homeroom Teacher X IIS II
15.	Intan Permata S, S.Pd.	Female	Homeroom Teacher XI MIA I
16.	Mudrik Komariah, S.Pd	Female	Homeroom Teacher XI MIA II
17.	Marlita Illiansyah, S,Pd	Female	Homeroom Teacher XI MIA III
18.	Lestari, S.Pd.	Female	Homeroom Teacher XI MIA IV
19.	Suparti, S,Pd.M.M.	Female	Homeroom Teacher XI IIS I
20.	Ani Sriwarti, S.E	Female	Homeroom Teacher XI IIS II
21.	Intan Pertiwi, S.Pd.	Female	Homeroom Teacher XII MIA I
22.	Sri Utami, S.Pd.	Female	Homeroom Teacher XII MIA II
23.	Elly Yudawati, S.Pd.	Female	Homeroom Teacher XII MIA III
24.	Nuraini S.Sos.	Female	Homeroom Teacher

			XII IIS I
25.	Mufidah, S.Pd.	Female	Homeroom Teacher XII ISS II
26.	Ferry Antony, S.T	Male	Homeroom Teacher XII MIA IV
27.	Ermin, S.E.	Male	Homeroom Teacher XII IIS III

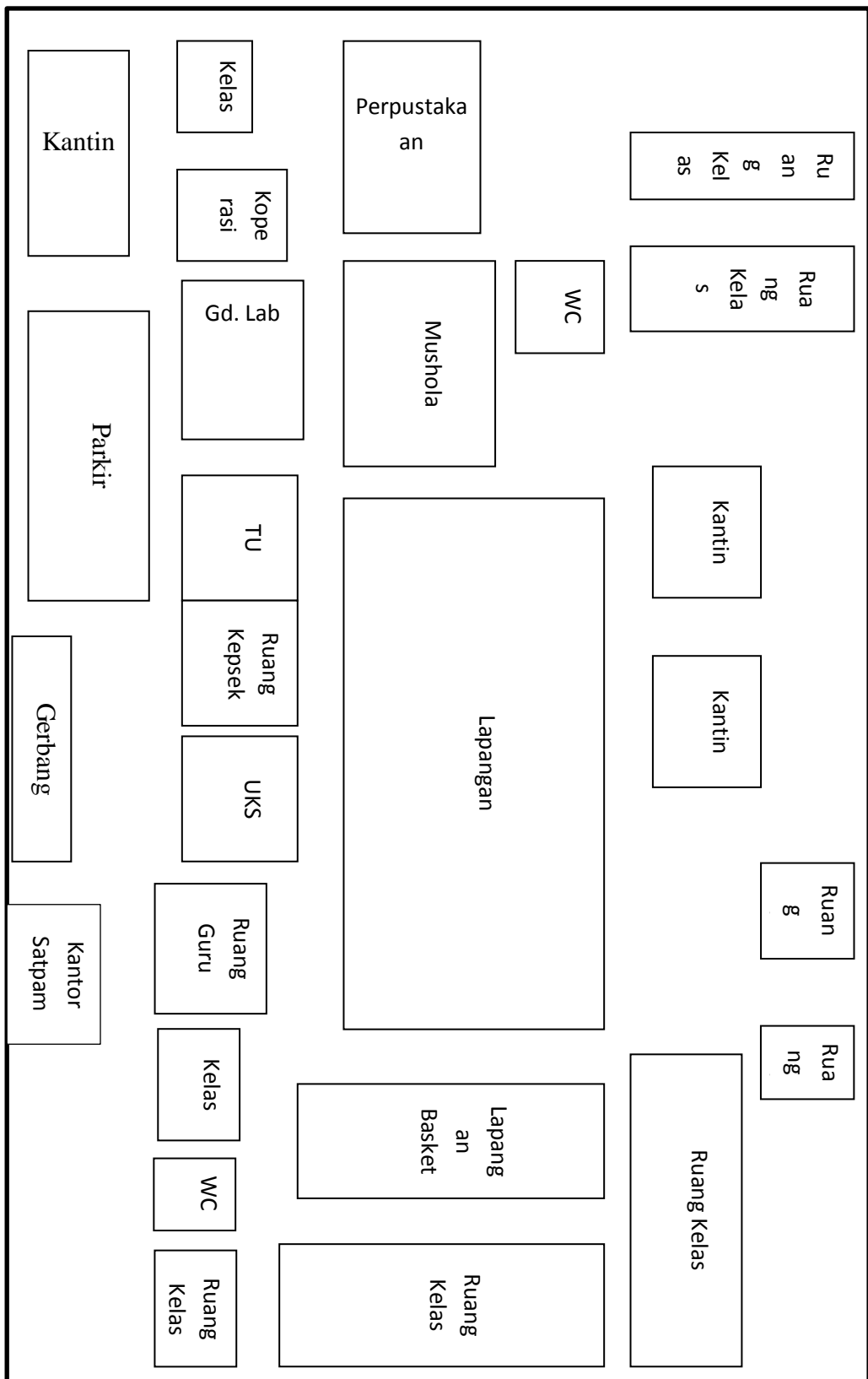
#### 4. Facilities and infrastructure of SMA Negeri 02 Buay Bahuga

SMA Negeri 02 Buay Bahuga has a permanent infrastructure; this was divided into several rooms for supporting the teaching learning process, such as:

No.	Name of Building	Total
1.	The headmaster room	1
2.	Principal's Office	2
3.	The teacher office room	20
4.	Administration Room	1
5.	Science Labs	2
6.	Social Science Lab	1
7.	Computer Lab	1
8.	Mosque	1
9.	Library	1
10.	UKS room	1

11.	Cooperative Room	1
12.	Student Council Room	1
13.	Students Toilets	5
14.	Teacher Toilets	2
15.	Canteens	6
16.	Volleyball Court	
17.	Futsal Court	
18.	Basketball Court	
19.	Parking Lot	
20.	Security Post	

### 5. The Location Sketch of SMA Negeri 02 Buay Bahuga



6. The students' quantity of SMA Negeri 02 Buay Bahuga in academic years 2020/2021

The total of the student in SMA Negeri 02 Buay Bahuga as follows:

No.	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	X MIA I	12	21	33 Student
2.	X MIA II	11	24	35 Student
3.	X MIA III	12	22	34 Student
4.	X MIA IV	11	20	31 Student
	X MIA V	11	21	32 Student
5.	X IIS I	23	14	37 Student
6.	X IIS II	25	15	41 Student
7.	XI MIA I	10	22	32 Student
8.	XI MIA II	10	21	31 Student
9.	XI MIA III	11	20	31 Student
10.	XI MIA IV	9	21	30 Student
11.	XI MIA V	12	18	30 Student
12.	XI MIA VI	13	18	31 Student
13.	XI IIS I	16	12	28 Student
14.	XI IIS II	20	10	30 Student
15.	XII MIA 1	7	20	27 Student

16.	XII MIA II	8	22	30 Student
17.	XI MIA III	9	20	29 Student
18.	XI MIA IV	10	18	28 Student
19.	XII IIS I	17	9	26 Student
20.	XII IIS II	18	11	29 tudent

7. Appendix 7 the Documentation of Research at the X Mia 4 in SMA Negeri

02 Buay Bahuga



The researcher asks permission to carry out the research



Students fill out the questionnaire



The use of songs in the learning process





The researcher interviewed the teacher

### **INTERVIEW SHEET**

The questions that are given to the students, as follows:

1. Do you think English is important for students to learn?

Answer: yes, it is very important, because the world is now global, many use English, if we are left behind then we cannot socialize in the wider environment.

2. What difficulties do you often have in teaching English?

Answer: Yes of course, there are some classes that are good at learning English but there are also some classes where students have difficulty learning because they have low learning motivation, lack of reading, and lack of listening.

3. Is the choice of media in teaching English important? Give your opinion!

Answer: It is very important, learning media must be replaced every meeting so that students do not feel bored and have a passion for learning

4. In your opinion, what is the important of vocabulary in English especially speaking?

Answer: This is very important, especially because we are far from urban areas, for lower levels such as beginner, we are directed to increase vocabulary by translating text and other methods.

5. Do you think songs can help to improve student vocabulary mastery?

Answer: yes, of course it will increase more or less depending on students' learning motivation, as a teacher must choose songs that are suitable for students and the vocabulary in the song must have a clear meaning

6. Do you think that students' interesting in learning process can improve them to mastery vocabulary?

Answer: It is very important, but sometimes the interest in students is not enough, therefore there must be support from outside, so to support or grow this interest the teacher as extrinsic motivation helps by providing new methods, one of which is by using English pop songs.

7. Do you feel the difference in atmosphere when teaching using songs and not using songs?

Answer: yes it is very different, if teaching English for two hours and only doing questions and giving material seems inhuman, that's why I give songs to create a pleasant atmosphere, sometimes we can use songs in class or outside class, under trees and students can use tools such as guitar or flute

8. How do your perspective or think about English songs?

Answer: English songs have many genres abroad but specifically for students I choose a simple song first, if the student already understands it will be replaced with a faster song and the song used must also be adapted to the student

9. Apart from new vocabulary, what abilities or skill could be improve if students learned use songs?

Answer: in addition to vocabulary, the ability of students that can improve is pronunciation, although the teacher gives examples in pronunciation but it is not like the pronunciation of native speakers because the basics are Javanese, if they listen to songs, students will gain new knowledge and help them understand the questions during the exam

10. Is the selection of songs in learning process important?

Answer: important, tailored to the students in the class. This means that when I teach, I will differentiate the songs I use according to their level of ability.

11. How do you choose songs to use in learning process?

Answer: Yes, I have some tricks, such as using simple songs, songs tailored to the abilities and needs of students, and songs that are familiar to students

12. Besides speaking, are there any other skills that can be improved by using English songs?

Answer: Of course there is, because the use of songs can include listening skills, pronunciation, understanding meaning, writing and even the ability to read.

13. Why do you use pop songs more often when learning English?

Answer: because in my opinion, pop songs are their favorite songs because students are still teenagers and pop songs can help them in making learning situations fun

14. Why do you choose to use songs in the learning process instead of using other media such as puzzle or games?

Answer: sometimes I combine among them but what is more practical and easy to use is the song, even though the puzzle is also interesting but I think the song is more effective to use

15. How do you think about using good songs in the English Learning Process?

Answer: the teacher must be selective in the selection of songs, because many English songs contain impolite meanings, the teacher must learn the song first and even have to be able to sing it

16. How do you usually use songs in learning process?

Answer: I don't use full songs from beginning to end in every lesson, sometimes I use songs at the beginning of learning, it can also be in the middle of the learning process and at the end of the learning process

17. How do you make students more excited about learning English with songs?

Answer: Of course, by standing or moving when singing both inside and outside the classroom, so students are more motivated to learn. by singing students will be happier and bring the teacher closer to students and increase student learning motivation.

## Observation Sheet

Nama : Riski Sukmawan  
 kelas : X MITA

### KUISIONER

NO.	KUISIONER	SA	S	R	TS	STS
1.	Lagu yang digunakan dalam proses pembelajaran tidak terlalu cepat		✓			
2.	Lagu yang diilih harus memiliki lirik yang simple		✓			
3.	Lirik dalam lagu sering diulang pengucapannya sehingga mudah diingat		✓			
4.	Lagu pop adalah jenis lagu yang paling mudah digunakan untuk belajar daripada jenis lagu yang lain		✓			
5.	Lagu pop cocok untuk semua kalangan terutama remaja		✓			
6.	Lagu harus mengandung makna yang mudah dipahami dan dimengerti		✓			
7.	Lirik lagu memiliki arti dan makna yang jelas	✓				
8.	Pengucapan kata yang sama secara berulang-ulang sangat membantu dalam memahami kosa kata baru		✓			
9.	Pemilihan lagu dalam proses pembelajaran sangat penting		✓			
10.	Lagu yang digunakan harus sesuai dengan siswa		✓			
11.	Mengikuti lagu yang digunakan dalam proses pembelajaran membantu siswa dalam pengucapan kosa kata ataupun kalimat dalam bahasa inggris		✓			

Indicator:

1. Difficulty song : 1, 2, 3
2. Kinds of song : 4, 5
3. Easy : 6, 7, 8
4. Relevant : 9, 10
5. Suitable : 11

Nama: Endang Wahyuni

### KUISIONER

NO.	KUISIONER	SA	S	R	TS	STS
1.	Lagu yang digunakan dalam proses pembelajaran tidak terlalu cepat	✓				
2.	Lagu yang diilih harus memiliki lirik yang simple	✓				
3.	Lirik dalam lagu sering diulang pengucapannya sehingga mudah diingat	✓				
4.	Lagu pop adalah jenis lagu yang paling mudah digunakan untuk belajar daripada jenis lagu yang lain		✓			
5.	Lagu pop cocok untuk semua kalangan terutama remaja	✓				
6.	Lagu harus mengandung makna yang mudah dipahami dan dimengerti		✓			
7.	Lirik lagu memiliki arti dan makna yang jelas	✓				
8.	Pengucapan kata yang sama secara berulang-ulang sangat membantu dalam memahami kosa kata baru			✓		
9.	Pemilihan lagu dalam proses pembelajaran sangat penting			✓		
10.	Lagu yang digunakan harus sesuai dengan siswa				✓	
11.	Mengikuti lagu yang digunakan dalam proses pembelajaran membantu siswa dalam pengucapan kosa kata ataupun kalimat dalam bahasa inggris			✓		

Indicator:

1. Difficulty song : 1, 2, 3
2. Kinds of song : 4, 5
3. Easy : 6, 7, 8
4. Relevant : 9, 10
5. Suitable : 11

Nama : Tara Khairi Aelia

### KUISIONER

NO.	KUISIONER	SA	S	R	TS	STS
1.	Lagu yang digunakan dalam proses pembelajaran tidak terlalu cepat	✓				
2.	Lagu yang diilih harus memiliki lirik yang simple	✓				
3.	Lirik dalam lagu sering diulang pengucapannya sehingga mudah diingat	✓				
4.	Lagu pop adalah jenis lagu yang paling mudah digunakan untuk belajar daripada jenis lagu yang lain			✓		
5.	Lagu pop cocok untuk semua kalangan terutama remaja		✓			
6.	Lagu harus mengandung makna yang mudah dipahami dan dimengerti	✓				
7.	Lirik lagu memiliki arti dan makna yang jelas	✓				
8.	Pengucapan kata yang sama secara berulang-ulang sangat membantu dalam memahami kosa kata baru	✓				
9.	Pemilihan lagu dalam proses pembelajaran sangat penting	✓				
10.	Lagu yang digunakan harus sesuai dengan siswa	✓				
11.	Mengikuti lagu yang digunakan dalam proses pembelajaran membantu siswa dalam pengucapan kosa kata ataupun kalimat dalam bahasa inggris		✓			

#### Indicator:

1. Difficulty song : 1, 2, 3
2. Kinds of song : 4, 5
3. Easy : 6, 7, 8
4. Relevant : 9, 10
5. Suitable : 11

Name : Cahya M Pangestu  
Class : X Mia 4

### KUISIONER

NO.	KUISIONER	SA	S	R	TS	STS
1.	Lagu yang digunakan dalam proses pembelajaran tidak terlalu cepat		✓			
2.	Lagu yang diilih harus memiliki lirik yang simple		✓			
3.	Lirik dalam lagu sering diulang pengucapannya sehingga mudah diingat	✓				
4.	Lagu pop adalah jenis lagu yang paling mudah digunakan untuk belajar daripada jenis lagu yang lain		✓			
5.	Lagu pop cocok untuk semua kalangan terutama remaja		✓			
6.	Lagu harus mengandung makna yang mudah dipahami dan dimengerti		✓			
7.	Lirik lagu memiliki arti dan makna yang jelas		✓			
8.	Pengucapan kata yang sama secara berulang-ulang sangat membantu dalam memahami kosa kata baru	✓				
9.	Pemilihan lagu dalam proses pembelajaran sangat penting		✓			
10.	Lagu yang digunakan harus sesuai dengan siswa		✓			
11.	Mengikuti lagu yang digunakan dalam proses pembelajaran membantu siswa dalam pengucapan kosa kata ataupun kalimat dalam bahasa inggris		✓			

Indicator:

1. Difficulty song : 1, 2, 3
2. Kinds of song : 4, 5
3. Easy : 6, 7, 8
4. Relevant : 9, 10
5. Suitable : 11



**KUISIONER**

NO.	KUISIONER	SA	S	R	TS	STS
1.	Lagu yang digunakan dalam proses pembelajaran tidak terlalu cepat		✓			
2.	Lagu yang diilih harus memiliki lirik yang simple		✓			
3.	Lirik dalam lagu sering diulang pengucapannya sehingga mudah diingat	✓				
4.	Lagu pop adalah jenis lagu yang paling mudah digunakan untuk belajar daripada jenis lagu yang lain	✓				
5.	Lagu pop cocok untuk semua kalangan terutama remaja	✓				
6.	Lagu harus mengandung makna yang mudah dipahami dan dimengerti	✓				
7.	Lirik lagu memiliki arti dan makna yang jelas	✓				
8.	Pengucapan kata yang sama secara berulang-ulang sangat membantu dalam memahami kosa kata baru	✓				
9.	Pemilihan lagu dalam proses pembelajaran sangat penting	✓				
10.	Lagu yang digunakan harus sesuai dengan siswa		✓			
11.	Mengikuti lagu yang digunakan dalam proses pembelajaran membantu siswa dalam pengucapan kosa kata ataupun kalimat dalam bahasa inggris	✓				

Indicator:

1. Difficulty song : 1, 2, 3
2. Kinds of song : 4, 5
3. Easy : 6, 7, 8
4. Relevant : 9, 10
5. Suitable : 11

Nama: Fiskal Sukmawan  
Kelas: X MIA 4.

**KUISIONER**

No.	KUISIONER	SA	S	R	TS	STS
1.	Lagu pop bahasa Inggris sangat cocok digunakan sebagai salah satu bahan pembelajaran		✓			
2.	Saya senang menggunakan lagu-lagu bahasa Inggris sebagai salah satu media dalam pembelajaran bahasa Inggris		✓			
3.	Dengan menggunakan lagu-lagu berbahasa Inggris, suasana di ruang belajar menjadi lebih santai dan menyenangkan		✓			
4.	Lagu bahasa Inggris dapat meningkatkan ketelitian dan fokus siswa	✓				
5.	Lagu bahasa Inggris dapat membantu saya memperoleh lebih banyak kosakata agar dapat menjadi penutur asli dalam berbicara		✓			
6.	Lagu Bahasa Inggris memudahkan saya untuk bisa mendengarkan kalimat atau kosakata berbahasa Inggris		✓			
7.	Mendengarkan lagu bahasa Inggris membantu saya mendapatkan kosakata baru dengan mudah		✓			
8.	Lagu membantu saya untuk lebih mudah dalam menghafal kosakata baru		✓			
9.	Mendengarkan lagu membuat kosakata bertahan lebih lama karena dapat diputar dimana-mana	✓				
10.	Menghabiskan waktu dengan mendengarkan lagu-lagu berbahasa Inggris membuat saya semakin paham dengan kata bahasa Inggris		✓			
11.	Dari lirik saya bisa mendapatkan kosa kata yang jarang digunakan dalam kehidupan sehari-hari		✓			
12.	Lagu bahasa Inggris membantu saya memahami kosa kata informal dalam bahasa Inggris		✓			
13.	Mengulang-ulang lagu bahasa Inggris dapat membantu saya mendengar detail penutur asli dalam berbicara, seperti pengucapan kata dan penekanan kata		✓			
14.	Lagu bahasa Inggris dapat membantu saya mempelajari cara menyusun kalimat dan grammar yang benar		✓			
15.	Saya bisa belajar untuk meniru suara kata-kata bahasa Inggris yang benar dengan mengikuti lagu		✓			

**KUISIONER**

NO.	KUISIONER	SA	S	R	TS	STS
1.	Lagu yang digunakan dalam proses pembelajaran tidak terlalu cepat		✓			
2.	Lagu yang diilih harus memiliki lirik yang simple	✓				
3.	Lirik dalam lagu sering diulang pengucapannya sehingga mudah diingat		✓			
4.	Lagu pop adalah jenis lagu yang paling mudah digunakan untuk belajar daripada jenis lagu yang lain	✓	✓			
5.	Lagu pop cocok untuk semua kalangan terutama remaja		✓			
6.	Lagu harus mengandung makna yang mudah dipahami dan dimengerti		✓			
7.	Lirik lagu memiliki arti dan makna yang jelas	✓				
8.	Pengucapan kata yang sama secara berulang-ulang sangat membantu dlam memahami kosa kata baru	✓				
9.	Pemilihan lagu dalam proses pembelajaran sangat penting	✓				
10.	Lagu yang digunakan harus sesuai dengan siswa	✓				
11.	Mengikuti lagu yang digunakan dalam proses pembelajaran membantu siswa dalam pengucapan kosa kata ataupun kalimat dalam bahasa inggris	✓				

**Indicator:**

1. Difficulty song : 1, 2, 3
2. Kinds of song : 4, 5
3. Easy : 6, 7, 8
4. Relevant : 9, 10
5. Suitable : 11

Nama = Endang Wahyuni

### KUISIONER

No.	KUISIONER	SA	S	R	TS	STS
1.	Lagu pop bahasa Inggris sangat cocok digunakan sebagai salah satu bahan pembelajaran	✓				
2.	Saya senang menggunakan lagu-lagu bahasa Inggris sebagai salah satu media dalam pembelajaran bahasa Inggris		✓			
3.	Dengan menggunakan lagu-lagu berbahasa Inggris, suasana di ruang belajar menjadi lebih santai dan menyenangkan	✓				
4.	Lagu bahasa Inggris dapat meningkatkan ketelitian dan fokus siswa			✓		
5.	Lagu bahasa Inggris dapat membantu saya memperoleh lebih banyak kosakata agar dapat menjadi penutur asli dalam berbicara	✓				
6.	Lagu Bahasa Inggris memudahkan saya untuk bisa mendengarkan kalimat atau kosakata berbahasa Inggris	✓				
7.	Mendengarkan lagu bahasa Inggris membantu saya mendapatkan kosakata baru dengan mudah			✓		
8.	Lagu membantu saya untuk lebih mudah dalam menghafal kosakata baru					✓
9.	Mendengarkan lagu membuat kosakata bertahan lebih lama karena dapat diputar dimana-mana		✓			
10.	Menghabiskan waktu dengan mendengarkan lagu-lagu berbahasa Inggris membuat saya semakin paham dengan kata bahasa Inggris		✓			
11.	Dari lirik saya bisa mendapatkan kosa kata yang jarang digunakan dalam kehidupan sehari-hari	✓				
12.	Lagu bahasa Inggris membantu saya memahami kosa kata informal dalam bahasa Inggris			✓		
13.	Mengulang-ulang lagu bahasa Inggris dapat membantu saya mendengar detail penutur asli dalam berbicara, seperti pengucapan kata dan penekanan kata	✓				
14.	Lagu bahasa Inggris dapat membantu saya mempelajari cara menyusun kalimat dan grammar yang benar			✓		
15.	Saya bisa belajar untuk meniru suara kata-kata bahasa Inggris yang benar dengan mengikuti lagu	✓				

16	Lagu bahasa Inggris dapat membantu saya untuk lancar berbicara seperti penutur asli		✓			
17	Saya dapat meningkatkan keterampilan saya untuk menguasai kosa kata agar lebih baik dari sebelumnya dengan dukungan lagu-lagu bahasa Inggris		✓			
18	Lagu berbahasa Inggris dapat mendukung dalam berbicara, mendengarkan, dan aktivitas lain dalam bahasa Inggris		✓			
19	Menggunakan lagu bahasa Inggris sambil mengerjakan teks lain bisa membuat saya berpikir lebih jernih dan lebih banyak inspirasi		✓			
20	Lagu bahasa Inggris sangat efektif digunakan dalam pembelajaran bahasa Inggris karena dapat dengan mudah didapatkan		✓			

SA : Sangat Setuju; S : Setuju; R; ragu- ragu TS : Tidak Setuju; STS: Sangat Tidak Setuju



Name : Cahya M. Pangestu  
Class : X Mia 4

**KUISIONER**

No.	KUISIONER	SA	S	R	TS	STS
1.	Lagu pop bahasa Inggris sangat cocok digunakan sebagai salah satu bahan pembelajaran		✓			
2.	Saya senang menggunakan lagu-lagu bahasa Inggris sebagai salah satu media dalam pembelajaran bahasa Inggris		✓			
3.	Dengan menggunakan lagu-lagu berbahasa Inggris, suasana di ruang belajar menjadi lebih santai dan menyenangkan		✓			
4.	Lagu bahasa Inggris dapat meningkatkan ketelitian dan fokus siswa	✓				
5.	Lagu bahasa Inggris dapat membantu saya memperoleh lebih banyak kosakata agar dapat menjadi penutur asli dalam berbicara		✓			
6.	Lagu Bahasa Inggris memudahkan saya untuk bisa mendengarkan kalimat atau kosakata berbahasa Inggris		✓			
7.	Mendengarkan lagu bahasa Inggris membantu saya mendapatkan kosakata baru dengan mudah		✓			
8.	Lagu membantu saya untuk lebih mudah dalam menghafal kosakata baru		✓			
9.	Mendengarkan lagu membuat kosakata bertahan lebih lama karena dapat diutar dimana-mana	✓				
10.	Menghabiskan waktu dengan mendengarkan lagu-lagu berbahasa Inggris membuat saya semakin paham dengan kata bahasa Inggris		✓			
11.	Dari lirik saya bisa mendapatkan kosa kata yang jarang digunakan dalam kehidupan sehari-hari		✓			
12.	Lagu bahasa Inggris membantu saya memahami kosa kata informal dalam bahasa Inggris		✓			
13.	Mengulang-ulang lagu bahasa Inggris dapat membantu saya mendengar detail penutur asli dalam berbicara, seperti pengucapan kata dan penekanan kata	✓				
14.	Lagu bahasa Inggris dapat membantu saya mempelajari cara menyusun kalimat dan grammar yang benar		✓			
15.	Saya bisa belajar untuk meniru suara kata-kata bahasa Inggris yang benar dengan mengikuti lagu		✓			

16	Lagu bahasa Inggris dapat membantu saya untuk lancar berbicara seperti penutur asli		✓			
17	Saya dapat meningkatkan keterampilan saya untuk menguasai kosa kata agar lebih baik dari sebelumnya dengan dukungan lagu-lagu bahasa Inggris			✓		
18	Lagu berbahasa Inggris dapat mendukung dalam berbicara, mendengarkan, dan aktivitas lain dalam bahasa Inggris			✓		
19	Menggunakan lagu bahasa Inggris sambil mengerjakan teks lain bisa membuat saya berpikir lebih jernih dan lebih banyak inspirasi				✓	
20	Lagu bahasa Inggris sangat efektif digunakan dalam pembelajaran bahasa Inggris karena dapat dengan mudah didapatkan			✓		

SA : Sangat Setuju; S : Setuju; R; ragu- ragu TS : Tidak Setuju; STS: Sangat Tidak Setuju

Nama : Tara Khoir Aulia

### KUISIONER

No.	KUISIONER	SA	S	R	TS	STS
1.	Lagu pop bahasa Inggris sangat cocok digunakan sebagai salah satu bahan pembelajaran			✓		
2.	Saya senang menggunakan lagu-lagu bahasa Inggris sebagai salah satu media dalam pembelajaran bahasa Inggris		✓			
3.	Dengan menggunakan lagu-lagu berbahasa Inggris, suasana di ruang belajar menjadi lebih santai dan menyenangkan		✓			
4.	Lagu bahasa Inggris dapat meningkatkan ketelitian dan fokus siswa			✓		
5.	Lagu bahasa Inggris dapat membantu saya memperoleh lebih banyak kosakata agar dapat menjadi penutur asli dalam berbicara		✓			
6.	Lagu Bahasa Inggris memudahkan saya untuk bisa mendengarkan kalimat atau kosakata berbahasa Inggris		✓			
7.	Mendengarkan lagu bahasa Inggris membantu saya mendapatkan kosakata baru dengan mudah		✓			
8.	Lagu membantu saya untuk lebih mudah dalam menghafal kosakata baru			✓		
9.	Mendengarkan lagu membuat kosakata bertahan lebih lama karena dapat diutar dimana-mana		✓			
10.	Menghabiskan waktu dengan mendengarkan lagu-lagu berbahasa Inggris membuat saya semakin paham dengan kata bahasa Inggris		✓			
11.	Dari lirik saya bisa mendapatkan kosa kata yang jarang digunakan dalam kehidupan sehari-hari		✓			
12.	Lagu bahasa Inggris membantu saya memahami kosa kata informal dalam bahasa Inggris		✓			
13.	Mengulang-ulang lagu bahasa Inggris dapat membantu saya mendengar detail penutur asli dalam berbicara, seperti pengucapan kata dan penekanan kata		✓			
14.	Lagu bahasa Inggris dapat membantu saya mempelajari cara menyusun kalimat dan grammar yang benar		✓			
15.	Saya bisa belajar untuk meniru suara kata-kata bahasa Inggris yang benar dengan mengikuti lagu		✓			



16	Lagu bahasa Inggris dapat membantu saya untuk lancar berbicara seperti penutur asli		✓			
17	Saya dapat meningkatkan keterampilan saya untuk menguasai kosa kata agar lebih baik dari sebelumnya dengan dukungan lagu-lagu bahasa Inggris		✓			
18	Lagu berbahasa Inggris dapat mendukung dalam berbicara, mendengarkan, dan aktivitas lain dalam bahasa Inggris		✓			
19	Menggunakan lagu bahasa Inggris sambil mengerjakan teks lain bisa membuat saya berpikir lebih jernih dan lebih banyak inspirasi	✓				
20	Lagu bahasa Inggris sangat efektif digunakan dalam pembelajaran bahasa Inggris karena dapat dengan mudah didapatkan		✓			

SA : Sangat Setuju; S : Setuju; R; ragu- ragu TS : Tidak Setuju; STS: Sangat Tidak Setuju

16	Lagu bahasa Inggris dapat membantu saya untuk lancar berbicara seperti penutur asli		✓			
17	Saya dapat meningkatkan keterampilan saya untuk menguasai kosa kata agar lebih baik dari sebelumnya dengan dukungan lagu-lagu bahasa Inggris		✓			
18	Lagu berbahasa Inggris dapat mendukung dalam berbicara, mendengarkan, dan aktivitas lain dalam bahasa Inggris	✓				
19	Menggunakan lagu bahasa Inggris sambil mengerjakan teks lain bisa membuat saya berpikir lebih jernih dan lebih banyak inspirasi			✓		
20	Lagu bahasa Inggris sangat efektif digunakan dalam pembelajaran bahasa Inggris karena dapat dengan mudah didapatkan		✓			

SA : Sangat Setuju; S : Setuju; R; ragu- ragu TS : Tidak Setuju; STS: Sangat Tidak Setuju

**KUISIONER**

Nama: Anisa Wahyu Candrika.

Kelas : x Mia 4.

No.	KUISIONER	SA	S	R	TS	STS
1.	Lagu pop bahasa Inggris sangat cocok digunakan sebagai salah satu bahan pembelajaran		✓			
2.	Saya senang menggunakan lagu-lagu bahasa Inggris sebagai salah satu media dalam pembelajaran bahasa Inggris		✓			
3.	Dengan menggunakan lagu-lagu berbahasa Inggris, suasana di ruang belajar menjadi lebih santai dan menyenangkan	✓				
4.	Lagu bahasa Inggris dapat meningkatkan ketelitian dan fokus siswa			✓		
5.	Lagu bahasa Inggris dapat membantu saya memperoleh lebih banyak kosakata agar dapat menjadi penutur asli dalam berbicara	✓				
6.	Lagu Bahasa Inggris memudahkan saya untuk bisa mendengarkan kalimat atau kosakata berbahasa Inggris		✓			
7.	Mendengarkan lagu bahasa Inggris membantu saya mendapatkan kosakata baru dengan mudah		✓			
8.	Lagu membantu saya untuk lebih mudah dalam menghafal kosakata baru		✓			
9.	Mendengarkan lagu membuat kosakata bertahan lebih lama karena dapat diputar dimana-mana	✓				
10.	Menghabiskan waktu dengan mendengarkan lagu-lagu berbahasa Inggris membuat saya semakin paham dengan kata bahasa Inggris	✓				
11.	Dari lirik saya bisa mendapatkan kosa kata yang jarang digunakan dalam kehidupan sehari-hari		✓			
12.	Lagu bahasa Inggris membantu saya memahami kosa kata informal dalam bahasa Inggris		✓			
13.	Mengulang-ulang lagu bahasa Inggris dapat membantu saya mendengar detail penutur asli dalam berbicara, seperti pengucapan kata dan penekanan kata	✓				
14.	Lagu bahasa Inggris dapat membantu saya mempelajari cara menyusun kalimat dan grammar yang benar				✓	
15.	Saya bisa belajar untuk meniru suara kata-kata bahasa Inggris yang benar dengan mengikuti lagu		✓			

**KUISIONER**

No.	KUISIONER	SA	S	R	TS	STS
1.	Lagu pop bahasa Inggris sangat cocok digunakan sebagai salah satu bahan pembelajaran		✓			
2.	Saya senang menggunakan lagu-lagu bahasa Inggris sebagai salah satu media dalam pembelajaran bahasa Inggris	✓				
3.	Dengan menggunakan lagu-lagu berbahasa Inggris, suasana di ruang belajar menjadi lebih santai dan menyenangkan	✓				
4.	Lagu bahasa Inggris dapat meningkatkan ketelitian dan fokus siswa			✓		
5.	Lagu bahasa Inggris dapat membantu saya memperoleh lebih banyak kosakata agar dapat menjadi penutur asli dalam berbicara		✓			
6.	Lagu Bahasa Inggris memudahkan saya untuk bisa mendengarkan kalimat atau kosakata berbahasa Inggris		✓			
7.	Mendengarkan lagu bahasa Inggris membantu saya mendapatkan kosakata baru dengan mudah	✓				
8.	Lagu membantu saya untuk lebih mudah dalam menghafal kosakata baru	✓				
9.	Mendengarkan lagu membuat kosakata bertahan lebih lama karena dapat diputar dimana-mana	✓				
10.	Menghabiskan waktu dengan mendengarkan lagu-lagu berbahasa Inggris membuat saya semakin paham dengan kata bahasa Inggris		✓			
11.	Dari lirik saya bisa mendapatkan kosa kata yang jarang digunakan dalam kehidupan sehari-hari		✓			
12.	Lagu bahasa Inggris membantu saya memahami kosa kata informal dalam bahasa Inggris			✓		
13.	Mengulang-ulang lagu bahasa Inggris dapat membantu saya mendengar detail penutur asli dalam berbicara, seperti pengucapan kata dan penekanan kata		✓			
14.	Lagu bahasa Inggris dapat membantu saya mempelajari cara menyusun kalimat dan grammar yang benar		✓		✓	
15.	Saya bisa belajar untuk meniru suara kata-kata bahasa Inggris yang benar dengan mengikuti lagu			✓		

16	Lagu bahasa Inggris dapat membantu saya untuk lancar berbicara seperti penutur asli			✓		
17	Saya dapat meningkatkan keterampilan saya untuk menguasai kosa kata agar lebih baik dari sebelumnya dengan dukungan lagu-lagu bahasa Inggris		✓			
18	Lagu berbahasa Inggris dapat mendukung dalam berbicara, mendengarkan, dan aktivitas lain dalam bahasa Inggris	✓				
19	Menggunakan lagu bahasa Inggris sambil mengerjakan teks lain bisa membuat saya berpikir lebih jernih dan lebih banyak inspirasi		✓			
20	Lagu bahasa Inggris sangat efektif digunakan dalam pembelajaran bahasa Inggris karena dapat dengan mudah didapatkan		✓			

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16	Lagu bahasa Inggris dapat membantu saya untuk lancar berbicara seperti penutur asli		✓	✓		
17	Saya dapat meningkatkan keterampilan saya untuk menguasai kosa kata agar lebih baik dari sebelumnya dengan dukungan lagu-lagu bahasa Inggris	✓			✓	
18	Lagu berbahasa Inggris dapat mendukung dalam berbicara, mendengarkan, dan aktivitas lain dalam bahasa Inggris			✓		
19	Menggunakan lagu bahasa Inggris sambil mengerjakan teks lain bisa membuat saya berpikir lebih jernih dan lebih banyak inspirasi				✓	
20	Lagu bahasa Inggris sangat efektif digunakan dalam pembelajaran bahasa Inggris karena dapat dengan mudah didapatkan	✓	✓			

SA : Sangat Setuju; S : Setuju; R; ragu- ragu TS : Tidak Setuju; STS: Sangat Tidak Setuju





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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

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

Nama : Ely Ayuningsih  
NPM : 1701070088

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin / 26 Juli 2021			<ul style="list-style-type: none"> <li>- Tulis Judul Sesuai perintah</li> <li>- Perbesar huruf Judul lebih besar dari under graduate</li> <li>- Nama universitas naikkan ke sarjana</li> <li>- make abstract 3 paragraf               <ol style="list-style-type: none"> <li>1. objective / tujuan penelitian</li> <li>2. Research method (metode, teknik data analysis data.)</li> <li>3. Kesimpulan</li> </ol> </li> <li>- Research orisinalitas diberi materi dan ttd</li> <li>- Mottos terbalik</li> <li>- Perbaiki Penulisan di Acknowledgement</li> <li>- Bab 1 revise sesuai saran !</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

Andianto, M.Pd  
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum  
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ely Ayuningsih  
NPM : 1701070088

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
2.	28 Juli 2021			- Revision is OK - ACC for muningsy8	

Mengetahui  
Ketua Jurusan TBI

Andianto, M.Pd  
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum  
NIP. 19620424 199903 2 001





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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ely Ayuningsih  
NPM : 1701070088

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis / 24 Juni 2021			<p>1. Chapter I.2.3 Revise according to the note</p> <p>2. Chapter 2</p> <ul style="list-style-type: none"> <li>- It is not needed to describe more about research setting.</li> <li>- Don't describe the result of interview or questionnaire</li> <li>- Chapter 4 must include Research result and Discussion.</li> </ul> <p>In Research result you have to include the result of research based on research question.</p> <p>Q1. The character of song ..... Tell more about the character of song did you find based on the interview result</p> <p>Q2. The use song ...</p>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing II

**Yeasy Agustina Sari, M.Pd.**  
NIDN. 2012089002



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

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

Nama : Ely Ayuningsih  
NPM : 1701070088

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
				<p>Tell more what you get about these based on your interview or <del>write</del> <del>create</del> observation by giving questionnaire!</p> <p>Or: The student perception is ... Tell more!</p> <p>3. Research Discussion</p> <p>In this part you have to consist your result to the theories written in chapter 2.</p> <p>it also consist of 3 part:</p> <ul style="list-style-type: none"> <li>- the character of song.</li> <li>- The use of song...</li> <li>- The students' Perception about the use of song...</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

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Dosen Pembimbing II

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Nama : Ely Ayuningsih  
NPM : 1701070088

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
2.	Selasa / 29 Juni 2021			<p>1. Bab 4</p> <ul style="list-style-type: none"> <li>- Masukkan beberapa Pertanyaan dan jawaban dari interview untuk mendukung!</li> <li>- Gantikan jawaban dari narasumber dengan menggunakan tanda kutip</li> <li>- Bab 4 &amp; 5 harus lebih banyak dari 1.2-3!</li> </ul> <p>2. Bab 5</p> <ul style="list-style-type: none"> <li>- Benarkan teori lebih dari 1</li> <li>- kritikan Discusi dengan teori jangan dipisah!</li> <li>- Tentukan Penggunaan argu u jelaskan penggunaan argu yang kamu peroleh setelah melakukan inter View / observasi itu bagaimana</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
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Dosen Pembimbing II

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IAIN METRO**

Nama : Ely Ayuningsih  
NPM : 1701070088

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3	Rabu / 7 Juli 2021			1. Check your dictionary again 2. Check your Grammar! 3. Correct the space more 4. Completed the list of table, figure and Appendixes for Munago Shah 5. Don't tell about research in conclusion but make conclusion!	
A.	Senin / 12 Juli 2021		✓	Acc. Continue to the sponsor.	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing II

**Yeasy Agustina Sari, M.Pd.**  
NIDN. 2012089002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : B-1336/In.28.1/J/TL.00/06/2020  
 Lampiran : -  
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
 KEPALA SMA NEGERI 02 BUAY BAHUGA  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama	: ELY AYUNINGSIH
NPM	: 1701070088
Semester	: 6 (Enam)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE EFFECTIVENESS USING ENGLISH POP SONGS TO IMPROVING VOCABULARY MASTERY IN SPEAKING ABILITY OF STUDENT AT SEVEN GRADE SMA NEGERI 02 BUAY BAHUGA

untuk melakukan *pra-survey* di SMA NEGERI 02 BUAY BAHUGA.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 Juni 2020  
 Ketua Jurusan  
 Tadris Bahasa Inggris  
  
 Ahmad Subhan Roza, M.Pd.  
 NIP. 197606102008011014





PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMAN2BUAY BAHUGA**  
NSS : 301120814020 NPSN : 10810192 AKREDITASI B



Jl. Ryacudu 04, Kampung Suka Agung, Kecamatan Buay Bahuga, Kabupaten Way Kanan, Provinsi Lampung  
e-mail : [sman2buaybahuga@gmail.com](mailto:sman2buaybahuga@gmail.com), Website: <http://smandabuba.com> HP. 081368616909, Kode Pos 34767

Nomor : 421.3/463/V.01/DP.13/SMAN2BB/2020  
Lampiran :  
Perihal : **Pemberian Izin Pra-Survey**

Yth. Ketua Jurusan Tadris Bahasa Inggris  
Di Tempat

*Assalamualaikum Wr. Wb.*

Berdasarkan Surat Izin dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor B-1336/In.28.1/J/TL.00/06/2020 maka saya yang bertanda tangan di bawah ini, kepala SMAN 2 Buay Bahuga :

Nama : Apriyani, S.Si, M.MPd  
NIP : 19720405 200501 2 005  
Pangkat / Gol : Pembina / IVa  
Jabatan : Kepala Sekolah  
Unit Kerja : SMAN 2 Buay Bahuga

Dengan ini memberikan izin kepada :

Nama : ELY AYUNINGSIH  
NPM : 1701070088  
Semester : 6 (Enam)  
Universitas : IAIN Metro  
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Untuk melakukan *pra-survey* di SMAN 2 Buay Bahuga dalam rangka penyelesaian Tugas Akhir/Skripsi dengan judul "*THE EFFECTIVENESS USING ENGLISH POP SONGS TO IMPROVING VOCABULARY MASTERY IN SPEAKING ABILITY OF STUDENT AT SEVEN GRADE SMA NEGERI 02 BUAY BAHUGA*" Demikian Surat Pemberian Izin ini kami buat agar dapat dipergunakan sebagai mana mestinya.

Buay Bahuga, 13 Juli 2020  
Kepala SMAN 2 Buay Bahuga  
  
**APRIYANI, S.Si, M.MPd**  
NIP. 19720405 200501 2 005



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

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

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

Nomor : B-0123/In.28.1/J/TL.00/01/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Umi Yawisah (Pembimbing 1)  
Yeasy Agustina Sari (Pembimbing 2)  
di-  
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **ELY AYUNINGSIH**  
NPM : 1701070088  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE STUDENTS' PERCEPTIONS ABOUT THE USE OF ENGLISH  
POP SONGS TO IMPROVE VOCABULARY MASTERY FOR  
SPEAKING ABILITY IN SMA NEGERI 02 BUAY BAHUGA**

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.





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

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-290/In.28/S/U.1/OT.01/04/2021**

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

Nama : Ely Ayuningsih  
NPM : 1701070088  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070088

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 April 2021  
Kepala Perpustakaan  
  
Dr. As'ad S. Ag., S.Hum.M.H.  
NIP. 197505052001121002



### SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : ELY AYUNINGSIH

NPM : 1701070088


Fakultas : Tarbiyah

Angkatan : 2017

Telah menyerahkan buku berjudul

400 MUST HAVE WORDS FOR THE TOEFL

Metro,  
Ketua Jurusan TBI



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

### SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : ELY AYUNINGSIH

NPM : 1701070088

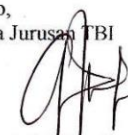
Fakultas : Tarbiyah

Angkatan : 2017


Telah menyerahkan buku berjudul

400 MUST HAVE WORDS FOR THE TOEFL

Metro,  
Ketua Jurusan TBI



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


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Haji Agus Salwan No. 15 A Komplek Metro Tense Kota Metro Lampung 34111  
 Telp. (0725) 11007 Faksimil (0725) 17290 Website: www.tarbiyahmetro.ac.id e-mail: tarbiyah@tarbiyahmetro.ac.id

**SURAT TUGAS**  
 Nomor: B-1317/In 28/D 1/TL 01/04/2021

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

Nama	ELY AYUNINGSIH
NPM	1701070088
Semester	8 (Delapan)
Jurusan	Pendidikan Bahasa Inggris

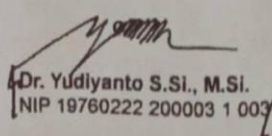
Untuk

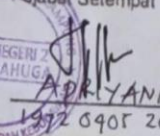
1. Mengadakan observasi/survey di SMA NEGERI 02 BUAY BAHUGA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE STUDENTS' PERCEPTIONS ABOUT THE USE OF ENGLISH POP SONGS TO IMPROVE VOCABULARY MASTERY FOR SPEAKING ABILITY IN SMA NEGERI 02 BUAY BAHUGA"
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai

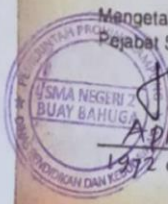
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat  
 mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 27 April 2021

Mengetahui,  
 Pejabat Setempat

  
**Dr. Yudiyanto S.Si., M.Si.**  
 NIP 19760222 200003 1 003

  
**APRIYANI, S.Si., M.MPd.**  
 1972 0905 200501 2005





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

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

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

Nomor : B-1321/In.28/D.1/TL.00/04/2021  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA SMA NEGERI 02 BUAY  
 BAHUGA  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1317/In.28/D.1/TL.01/04/2021,  
 tanggal 27 April 2021 atas nama saudara:

Nama : **ELY AYUNINGSIH**  
 NPM : 1701070088  
 Semester : 8 (Delapan)  
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di  
 atas akan mengadakan research/survey di SMA NEGERI 02 BUAY BAHUGA,  
 dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan  
 dengan judul "THE STUDENTS' PERCEPTIONS ABOUT THE USE OF  
 ENGLISH POP SONGS TO IMPROVE VOCABULARY MASTERY FOR  
 SPEAKING ABILITY IN SMA NEGERI 02 BUAY BAHUGA".

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

*Wassalamu'alaikum Wr. Wb.*



Metro, 27 April 2021  
 Wakil Dekan I,

**Dr. Yudianto S.Si., M.Si.**

NIP. 06700222 200003 1 003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMAN2BUAY BAHUGA**  
NSS : 301120814020 NPSN : 10810192 AKREDITASI B



Jl. Ryacudu 04, Kampung Suka Agung, Kecamatan Buay Bahuga, Kabupaten Way Kanan, Provinsi Lampung  
e-mail : [sman2buaybahuga@gmail.com](mailto:sman2buaybahuga@gmail.com), Website: <http://smandabuba.com> HP. 081368616909, Kode Pos 34767

Nomor : 421.3/607/V.01/DP.13/SMAN2BB/2021  
Lampiran :  
Perihal : **Pemberian Izin Research**

Yth. Wakil Dekan I  
Institut Agama Islam Negeri Metro  
Fakultas Tarbiyah dan Ilmu Keguruan

Di Tempat

*Assalamualaikum Wr. Wb.*

Berdasarkan Surat Izin *Research* dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor B-1321/In.28/D.1/TL.00/04/2021, maka saya yang bertanda tangan di bawah ini, kepala SMAN 2 Buay Bahuga :

Nama : Apriyani, S.Si, M.M.Pd.  
NIP : 19720405 200501 2 005  
Pangkat / Gol : Pembina Tk.I/ IVb  
Jabatan : Kepala Sekolah  
Unit Kerja : SMAN 2 Buay Bahuga

Dengan ini memberikan izin kepada :

Nama : ELY AYUNINGSIH  
NPM : 1701070088  
Semester : 8 (Delapan)  
Universitas : IAIN Metro  
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris


Untuk melakukan *Research* di SMAN 2 Buay Bahuga dalam rangka penyelesaian Tugas Akhir/Skripsi dengan judul "THE STUDENTS PERCEPTIONS ABOUT THE USE OF ENGLISH POP SONG TO IMPROVE VOCABULARY MASTERY FOR SPEAKING ABILITY IN SMAN 02 BUAY BAHUGA".

Demikian Surat Pemberian Izin ini kami buat agar dapat dipergunakan sebagai mana mestinya.



Buay Bahuga, 24 Mei 2021  
Kepala SMAN 2 Buay Bahuga

APRIYANI, S.Si, M.M.Pd.  
NIP 19720405 200501 2 005

 **PEMERINTAH PROVINSI LAMPUNG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMAN2BUAY BAHUGA**  
NSS : 301120814020 NPSN : 10810192 AKREDITASI B

Jl. Ryeudu 04, Kampung Suka Agung, Kecamatan Buay Bahuga, Kabupaten Way Kanan, Provinsi Lampung  
e-mail : [smn2buaybahuga@gmail.com](mailto:smn2buaybahuga@gmail.com), Website : <http://amandabuba.com> HP. 081368616909, Kode Pos 34767

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**SURAT KETERANGAN**  
Nomor : 421.3/706/V.01/DP.13/SMAN2BB/2021

Yang bertanda tangan di bawah ini, kepala SMAN 2 Buay Bahuga :

Nama : Apriyani,S.Si,M.MPd  
NIP : 19720405 200501 2 005  
Pangkat / Gol : Pembina / IVb  
Jabatan : Kepala Sekolah  
Unit Kerja : SMAN 2 Buay Bahuga


Dengan ini menerangkan bahwa:


Nama : ELY AYUNINGSIH  
NIM : 1701070088  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : THE STUDENT'S PERCEPTION ABOUT THE USE OF ENGLISH  
POP SONGS TO IMPROVE VOCABULARY MASTERY FOR SPEAKING ABILITY  
IN SMAN 02 BUAY BAHUGA.

Benar telah melaksanakan Research di SMAN 02 Buay Bahuga pada tanggal 24 sampai dengan tanggal 29 Mei 2021.

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Buay Bahuga, 31 Mei 2021  
Kepala SMAN 2 Buay Bahuga

  
Apriyani, S.Si, M.MPd  
NIP. 19720405 200501 2 005







### **CURRICULUM VITAE**

The name of writer is Ely Ayuningsih. She was born in Sukabumi, august 16, 1999. She is the first child of married couple Mr. Ariyanto and Mrs. Istiwi.

She was enrolled her study at TK PGRI 2 Buay Bahuga on 2004-2005. She continued her study at SD N 3 Sukabumi on 2005-2011. She continued her study at SMP N 1 Buay Bahuga on 2011-2014. She continued her study at SMA Negeri 02 Buay Bahuga on 2014 and completed in 2017.

After graduating of SMA Negeri 02 Buay Bahuga, the writer continued her study in Metro. In 2017, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro. While he was a student in IAIN Metro, he joined in the one of the student activity units, namely (IMPAS) Art Lovers Student Association, and took the art of dance. Besides that, also join the Synergy Metro community which is involved in cleaning and sharing activities with people in need