

**The Effect of English Song towards Students' Motivation in
Learning English**

(An Experimental Study on Students XI Grades of Integrated Islamic
Vocational High School Khoiru Ummah SMKIT KU)

THESIS

**This research is submitted to fulfill the requirements for 'Sarjana' degree in
English Tadris Study Program**



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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **The effect of English song towards students' motivation (An experimental study on students XI grades of Intergrated Islamic Vocational High School Khoiru Ummah.**

This thesis is submitted as a part of the completion for undergraduate degree of strata I (S1) in English Study Program of IAIN Curup. The writer realized that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, August 2022

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MOTTO

**“What you think you become. What you feel you attract.
What you imagine you create”**

“Do good and good will come to you”

**“hatiku tenang karena mengetahui bahwa apa yang
melewatkanku tidak akan pernah menjadi takdirku, dan
apa yang ditakdirkan untukku tidak pernah
melewatkanku ”**

(Ummar bin Khatab)

DEDICATION

Allah is only reason why I can finish this thesis. Immeasurable grateful for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- ❖ My dearest parents, Mr. Tegu Ati M.Pd and Mrs. Siti Robi'ah S.Pd.I.who always supports me in all conditions, and always strengthens me when I feel a little bit down, who never push me to do everything that I could not afford, who always pray for me, I wish that I could make you both proud of me. I dedicate this thesis to you, my father and mother.
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However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, she would like to express my appreciation to all of them, especially to:

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ABSTRACT

Ainul Mardhiyya, 2022 :

“The effect of English song towards students’ motivation” (An Experimental Study on Students XI Grades of Intergrated Islamic Vocational High School Khoiru Ummah SMKIT KU)

Advisor : Henny Septia Utami, M.Pd

Co-advisor : Hadi Suhermanto, M.Pd

This thesis aims to find out the effect of English song on students’ motivation in Integrated Islamic School Khoiru Ummah. This research used quantitative design. The data were collected using questionnaire that were distributed to 43 students of Integrated Islamic School Khoiru Ummah. The questionnaire consists of 5 indicators which are derived from the theory of Peny Ur and 20 items of question that will be answered by the respondent, this type of question is a closed ended questionnaire. In data analysis, the researcher first identifies and examines the collected data. After that, the researcher described all the data obtained. Furthermore, the researchers grouped the data into categories based on the research instrument and the last one interpreted the data that had been obtained. The findings reveal that students divided into experimental group control group. Students in experimental group is using English song method for the treatment, Students in control group use the conventional method for learning. The students’ motivation for both of the group are increased, but the experimental has the better result .

Keywords: English song, students’ motivation, research proposal

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CHAPTER I

INTRODUCTION

A. Background of the Research

As Brown notes, English is increasingly used as a media for interaction among non-native speakers, making it a communication tool.¹ It also has a big potential to help people achieve success either in careers, education, or life. For example English is the main requirement for important positions, especially in high positions, people who have high positions such as managers, master at least one foreign language to communicate. In education, people who master English will continue their studies abroad easier such as taking a doctorate or master's degree or studying in the most popular university in the world. In life, people who can speak English well could have a large friendship, they can have some friends from each country.

Since each student has unique intellectual, physical, habitual, and learning styles that can be rather pronounced from one student to the next, it is true that the students still struggle to master English as a core subject in the classroom. It was found the students revealed that Compared to learning on their own, such as by reading the books or researching the subject online, they

¹ Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.)*. New York: Addison Wesley Longman, Inc.

gained a greater knowledge of the educational material from the teacher's explanation. Students frequently find it difficult to absorb the teachings being taught because of this. As a result, in this situation, students need to be motivated (encouraged) to study, and motivation is crucial to getting students interested in what they are learning.

According to Schunk "Motivation can influence what, when and how we learn."²It means if the students are already motivated in learning, they could decide independently what materials they learn, what methods they want, and how long would they learn the lesson. Because learning is the core component of the educational process in a classroom. The learning process that pupils go through determines whether educational objectives are achieved successfully or unsuccessfully. In essence, every student has the right to have the opportunity to achieve satisfactory learning outcomes. So, students' learning motivation is needed for the teacher to maintain the learner's interest in learning.

Learning motivation is everything that is intended to encourage someone who does learning activities to become even more active in learning to get better achievements.³It can be seen the difference between students who are motivated in learning and those who are not motivated in learning. Students who are motivated in learning to tend to be more diligent in learning will record

²Schunk, (2008). *Motivation In Education : Theory, Research, and Applications*. New Jersey : Pearson Education Inc, P.5

³ Purwa Atmaja Prawira, *Educational Psychology in a New Perspective*, (Jogjakarta: ArRuzz Media, 2013), P. 320.

learning outcomes and can conclude material, and always do the assignments. While students who are not motivated in learning will be reluctant to study for a long time, especially in lessons that are difficult for them to understand, for example in mathematics or English as a foreign language, Motivation and Attention to the teacher are as important as for the learner, it depends on the attitude of the teacher as on the attitude of the students.⁴Initial motivation is an important factor in foreign language classes, students need to feel encouraged to learn and use the language in a different reality.

To overcome this, some teaching materials need to be adapted to different learning styles, for example learning to use the songs. In this study, the song is used as a treatment between pretest and posttest. According to Pimwan, songs are authentic materials that can motivate students to learn English.⁵ So that, songs are examples of activities whose nature and content are fun, which can affect the language development of students. No one can deny how powerfully music can affect our feelings and energy levels. Without thinking about it, we use music to create the desired mood to make us feel happy, to enjoy movement and dance, to energize, to bring back memories, and

⁴Rogers. 1996: 66 quoted in Jeremy Harmer. *That Practice of English Language Teaching* (London: Pearson. 2001), P. 54

⁵ Pimwan, K. (2012). *The effect of teaching English pronunciation through songs of prathomuska 4 students at watratchaphatigaramschool*. Master's thesis, Srinakharinwirot University

power to help us relax and focus⁶ it also could be an English teacher's strategy to increasing student's motivation in learning English.

Many English teachers have long understood, according to Murphey, that music and song are effective teaching tools.⁷ Language classes were mentioned including elementary School, Junior High School, Senior High School, and Vocational High School. but the researcher only focuses on senior high school students because senior high school students have the longest time in learning English. According to Depdiknas, Senior Significant School is a secondary education level that places a high priority on preparing students for specialized further education. And a vocational school is a form of educational establishment that, depending on the nation, can refer to either secondary or post-secondary education and is created to offer vocational education or the technical skills necessary to carry out a specific job's duties.

From the explanation above, it can conclude that Senior High School students need to continue their studies to a higher level, but Vocational education prepared the students to ready to work. The researcher chose Vocational High School because, in Vocational High School, The teachers need to be more creative to affect students' motivation, especially in Moreover they

⁶ Chris Brewer, "*Music and Learning: Integrating Music in the Classroom*," New Horizons for Learning Quarterly Journal (LifeSounds Educational Services: Washington, 1995)

⁷ Murphey, T (1990). *Song and Music in Language learning*. New York: Bern, Frankfurt and Main.

do 70% practical and 30% theory which is also in line with this research. After all, this research is using experimental research. In Vocational High School there are Public Vocational High School and Private Vocational High School, according to Imron Gozali “something quality is not cheap”⁸ That’s related to the Private Vocational High School classes and facilities that are completed compared to Public Vocational High School.

In Private Vocational High School, there is Integrated Islamic Vocational High School, In essence, integrated Islamic schools are institutions that carry out the idea of Islamic education based on application of the Qur'an and Sunnah. It combines general education with Islamic education. So Integrated Islamic Vocational High School is a school that prepares the students to work in an Islamic way. In Curup there are 2 Integrated Islamic Vocational High Schools, Integrated Islamic Vocational High School Khoiru Ummah, and Integrated Islamic Vocational High School Rabbi Radhiyya.

The researcher chose Integrated Islamic Vocational High School Khoiru Ummah because, from the researcher's pre-observation, this school encourages students' abilities in terms of motivation which is indicated by the presence of 2 guidance and counseling teachers while 1 guidance and counseling teacher has the capacity for 150 students and the students there were only about 100

⁸Ghozali, I. (2011). Aplikasi Analisis Multivariate Dengan Program IBM SPSS 19, Cetakan Kelima. Semarang: Badan Penerbit Universitas Diponegoro

students. apart from that, the teachers also encourage student motivation by using very interesting learning media and the use of any music in learning has never been applied there, according to the researcher pre-observation in Vocational High School Khoiru Ummah, some students did not do the assignment that the teacher already gave from several meetings, they did not put the attention during the lesson, and some of them were sleepy during the lesson. So, it can be said that some of them have low motivation in learning English. According to the students, they feel bored and not motivated because they don't understand the materials, and the English lesson is always the last, so they feel unsatisfied. In addition according to the English teacher, the students are low in motivation, so in general, they also lack pronunciation and lack of knowing the English song, so there are only some of them know the English song. However, the students said that if the use of songs is carried out in class, students will feel happier, more enjoy the lesson, and more focus on class learning.

The researcher chooses the English song because English song material is contained in XI grade students learning syllabus, in this research the researcher used an English popular song that is familiar to the students and is loved by the students. In addition, Integrated Islamic Vocational High School Rabbi Radhiyya does not allow any music and song because the school forbids music and also because the school implements the Sunnah which prohibits music and song, not in line with the provisions there. So, the researcher chooses

Integrated Islamic Vocational High School Khoiru Ummah to prove that English songs can increase student English learning at Integrated Islamic Vocational High School Khoiru Ummah.

Based on the reasons above, the researcher wants to examine a quantitative study entitled "The Effect of English Song Towards Students' Motivation in Learning English". This research is expected to be successful in providing information about the extent to the effectiveness of English songs. So that, students can increase their motivation in learning English.

B. Questions of the Research

Based on the background that has been explained before, the researcher formulate the question to obtain the result of this research, it as follows :

1. How is the students' motivation before the treatment?
2. How is the students' motivation after the treatment?
3. Is there any effect of English song towards students' motivation in learning English?

C. Objective of the Research

Based on the research questions above, the objective of this research is to investigate:

1. How is the students' motivation before the treatment?
2. How is the students' motivation after the treatment?

3. Is there any effect of English song towards students' motivation in learning English?

D. Delimitation of the Research

This research is limited to investigating the effect of English songs towards students' motivation in XI grades at Integrated Islamic Vocational High School Khoiru Ummah because this school applies songs.

E. Operational Definition

The researcher needs definition all of the terms used in this research as follows:

1. English Song

The popular English song is the one that is used. The song is a piece of art that can be performed with or without musical accompaniment.⁹ According to this study, an English song is a song that is used as a new method to engage students in English learning activities and increase their enthusiasm.

2. Motivation

Motivation is a basic drive or process to get someone to do something related to the goal they are going to achieve. In this study,

⁹Ratnasari, H. (2007). *Songs to Improve the Students Achievement in pronunciation English words*. Final project. English educational program. Bachelor's Degree: Semarang state University, P.21

Motivation refers to the song that is used in students' English teaching-learning process.

3. Vocational High School

Vocational high school is a school that develops and continues basic education and prepares students to be able to work, both work alone or works as part of a group as appropriate in their respective fields. In this research, the vocational high school which will be the researched focus is only Integrated Islamic Vocational High School Khoiru Ummah.

F. Significance of the Research

The research results can be used theoretically and practically:

1. Theoretically

The use of this research is added to the results of research on the effect of English songs on student motivation.

2. Practical

The results of this study are expected to be useful information for teachers. So, the teachers can use the research as a base to adjust/develop their teaching, so that students can be motivated.

G. Organization of the Paper

The three chapters of the study paper are divided by the researcher. The introduction is in Chapter 1. The background of the study, the problem statement, the study's purpose, its importance, its limitations, the definition of the key term, and the structure of the graduating paper are all included. The review of relevant literature that describes the ideas underlying the research, the review of related studies, the conceptual framework, and the study's hypothesis are all included in Chapter II. Chapter III is up next. This section includes the study design, the research setting, the study's population, sample, variables, the instruments and data collection methods, and the statistical hypothesis. Finding and discussion are covered in Chapter IV, and conclusion and recommendations are covered in Chapter V.

CHAPTER II

LITERATURE REVIEW

A. Vocational High School

1. The Definition of Vocational High School

A school that is equipped to turn forth graduates who are skilled in their specialty is a vocational high school (SMK). According to Minister of National Education Regulation No. 23 of 2006 for the graduation competency standard, the objective of graduation is to give students the opportunity to master the competence of skills and entrepreneurship programs in order to meet the demands of the working world and to continue their education through the vocational route. It means a vocational high school as a secondary level school that focuses the students on their expertise or skills as what Arif Firdausi & Barnawi stated that “vocational education is education oriented” on practices in carpentry, business, industry, agriculture, transportation, services, and so on”¹⁰

There are 3 groups of subjects in vocational high school, In SMK, There are three groups listed in Ministerial Regulation 22 of 2006, namely normative, adaptive, and product groups. Religious education,

¹⁰Arif Firdausi and barnawi.2012.*Profile of professional high school teachers*. Yogyakarta : Ar - ruzz media

citizenship education, Indonesian language, education, physical education, sports, and health, as well as cultural arts, are examples of disciplines that are permanently allotted to classrooms as normative groups. English, mathematics, science, social studies, computer skills and information management, and entrepreneurship are the disciplines taught in adaptive groups. The useful group is made up of a few lessons that are divided into Basic Skills Competence and Expert Competence.

2. The characteristics of vocational high school

According to M. Yusuf Tuloli, Vocational High School (SMK) is an educational institution that has the following characteristics:

- a. Vocational High School is directed to prepare students to enter the world of work. So, the vocational high school students are already prepared to work after they graduate from their vocational high school.
- b. Vocational High Schools are based on "demand-driven" or the needs of the world of work. The vocational high school prepares the students according to their respective fields and the demand from the industry.
- c. The focus of the content of SMK is emphasized on the mastery of knowledge, skills, attitudes, and values that the world of work requires. Knowledge, skill, attitudes, and values of work requirements are also involved in students' preparation to carry them to the work industry.

- d. The real assessment of student success must be "hands-on" or performance in the world of work. The students who are good and talented in their work industry are considered successful students.
- e. A close relationship with the world of work is the key to the success of SMK. Not only the students should know well some of the work industry but also the school must know the work industry well to work together.
- f. A good SMK must be responsive and anticipatory toward technology advances. Since vocational schools are schools that are designed in such a way as to be able to prepare their students for the work industry, vocational schools must be literate and superior in technological advances. So that, their students can adapt to technological advances and can compete with others.
- g. Vocational High Schools should place more emphasis on "learning by doing" and "hands-on" experiences". Therefore, the percentage of practice in SMK is greater than theory, which is 70% practice and 30% theory.
- h. Vocational High Schools require state-of-the-art facilities for practical activities.
- i. Vocational High Schools require higher investment and operational costs compared to high school or other general education.¹¹ This is in line with the activities carried out by students, because of practice,

¹¹ Tuloli, M. Y. 2006. *Administrasi dan Supervisi Pendidikan*. PT Remaja Rosdakarya: Bandung, P. 76

facilities, and other supporting activities more often than in other schools.

From some characteristics already explained above, it can be concluded that the criteria contained in the vocational high school are things that can be a support in preparing the students for the work industry.

3. The Definition of Integrated Islamic Vocational High School

This concept was initiated by the founders of the Integrated Islamic School in Indonesia not just for integration, in the sense of uniting religious and general subjects in one system. According to the Indonesian JSIT Quality Team, the unified meaning in the slogan of the Integrated Islamic School is meaningful Islamization of science.¹² The word "integrated" is used to build the image of the Integrated Islamic School that in addition to the development of science and technology, they also develop excellent religious education.

According to Suyatno, the word "integrated" itself is a symbol of the unity between the development of science and technology with Islamic sciences.¹³ Meanwhile, according to Fuad Muhammad Musa, an integrated understanding is more about the Islam education system that is applied must be in its entirety, Islamic education is carried out in the

¹²Tim Mutu JSIT Indonesia. 2014. *Standar Mutu Kekhasan Sekolah Islam Terpadu*, Jakarta: t.p ,P.9

¹³Suyatno. 2015. "Sekolah Islam Terpadu Dalam Sistem Pendidikan Nasional" dalam Jurnal "Al-Qalam" .UIN Sunan Kalijaga.Yogyakarta. Volume 21 Nomor 1 Juni 2015, P.5

context of efforts to develop all human potential, starting from the potential of faith, personality, fitness, mind, soul, gender needs, political, economic, environmental and social needs in a comprehensive, comprehensive and balanced manner.¹⁴

So, Integrated Islamic vocational high school is a school that is prepared to produce graduates who are competent in their fields by developing science and technology, as well as developing superior religious education in a balanced manner.

B. Motivation

1. The Definition of Motivation

The word "motivation" comes from the word "motive," which refers to anything that prompts someone to do action.¹⁵ It is also an essential aspect to be a success in certain activities. Moreover, only some motivation that we can watch on YouTube or any other social media can give people who get stuck in life and think their life is over, get a good impact such as better life, and start to plan their new journey in their life.

Different definitions of motivation have been provided by numerous psychology professionals. Santrock defines motivation as the

¹⁴ Musa, Fuad Muhammad. 2013. *Al- Asasul Al-Islamiyah Li Tarbiyah Abnai Al-Ummah*, (Al-Manshurah : Syuruq Li Tarjamah wa an-Nasry, P.16

¹⁵ Purwanto, N. (2011). *Psikologi Pendidikan*. Bandung: PT Remaja Rosda Karya Offset, P.60

mechanism that energises, controls, and sustains conduct.¹⁶It means that the basic method for getting students to continuously do something is motivation.

Shearin defines motivation as the combination of a desire to accomplish a goal and the energy to work toward that goal. It means when people have the motivation, they will do anything related to the goal that they will achieve.

According to schunk and friend motivation is the process whereby goal-directed activity is instigated and sustained.¹⁷ Moreover harmer states, motivation is kind of internal drive which pushes someone to do things to achieve something.¹⁸Dimiyanti and Mujiono also said,motivation is a mental encouragement that moves and leads human behavior.”¹⁹According to Brown, "motivation is the degree to which you make decisions about the goals you will seek and the effort you will put in to pursue them."²⁰

From those definitions, the researcher can conclude that motivation is a basic drive or process to get someone to do something related to the goal they are going to achieve. motivated people will do

¹⁶ Santrock, W. John *Educational Psychology*. New York: Hill second edition, 2004, P.438

¹⁷ Schunk, Dale H., et al, 2008. *Motivation in Education –Theory, Research, and Application-*, 3rd Edition, New Jersey: Pearson Education, P.4

¹⁸ Brown, H. (2007). *Principles of Language Learning and Teaching*. Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company, P. 28

¹⁹ Dimiyati & Mudjiono. (1994). *Belajaran dan Pembelajaran*. Malang University, P.75

²⁰ Brown, H. (2007). *Principles of Language Learning and Teaching*. Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company, P.72

or maintain what they want to achieve continuously because they do not consider the effort as something burdensome and difficult to do.

2. The Types of Motivation

Two different categories of motivation exist. These motivational styles can be separated into two categories: how the motivation develops and environmental effects. Both intrinsic and extrinsic motivation exists.

a. Intrinsic Motivation

Santrock claims that intrinsic motivation refers to the innate drive to accomplish something for its own reason. For instance, a student who appreciates the course material might put forth extra effort to study for a test²¹It means intrinsic motivation influences or pushes the person to achieve what they are interested in.

In addition, Penny defined that “Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it’s cultural, political and ethic association.”

It means intrinsic motivation comes from within the individual, a desire which comes from inside to achieve the goal. when the students have intrinsic motivation, it can be seen from their

²¹ Santrock, W. John *Educational Psychology*. New York: Hill second edition, 2004, P. 441

attitude in their classroom, such as they always doing the homework because they enjoy learning and doing it.

Alderman also defines that “the intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge.”²² With intrinsic motivation, students do not need to be forced in doing something.

From the statements above the researcher can conclude that intrinsic motivation is a desire from within a person that influences or encourages them to achieve what they are interested in. Examples of intrinsic motivation such as the students who led the lesson, as Ormrod state that they will keep on learning and reading about another subject long after they graduated from their formal education²³. It comes from students’ internal to do the activities because they enjoy the lesson and feeling of happiness when they do it. It also involves the students who felt good after practicing a skill, and the students who sparked inspiration and curiosity.

b. Extrinsic Motivation

Santrock defines extrinsic motivation as below: “Extrinsic motivation involves doing something to obtain something else.

²²Alderman, M. Kay, (2004) *Motivation for Achievement –Possibilities for Teaching and Learning*, 2nd Edition, New Jersey: Lawrence Erlbaum Associates, P. 247

²³Ormrod, J. E. 2008. *Educational Psychology Developing Learners*. USA: Pearson Education Inc, P.386

Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test to obtain a good grade in the course.”²⁴

Motivation can be stated as extrinsic motivation in the condition of external influence. The influences can be rewards and punishments. For example, the girl studied hard because his uncle will give her a new bicycle as a reward if she gets the best score.

It is the same as Alderman says. Alderman has the perception that: “Extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards.”²⁵

From the statements above, it can be concluded that extrinsic motivation is the one that comes from the outside of individuals, for example, punishment or reward so that they will be motivated and achieve the target expected.

As Ekiz and Kumeltov said that external motivation appears from teachers, parents, and the environment²⁶. So, examples of extrinsic motivation such as the reward system in the classroom, the game that’s played by students, praise from another person to the

²⁴ Santrock, W. John *Educational Psychology*. New York: Hill second edition, 2004, P. 441

²⁵ Alderman, M. Kay, (2004) *Motivation for Achievement –Possibilities for Teaching and Learning*, 2nd Edition, New Jersey: Lawrence Erlbaum Associates, P. 247

²⁶ Ekiz, Seda & Kulmetov, Zahitjan. 2016. “*The Factors Affecting Learners*” Motivation in English Language Education”. In the *Journal of Foreign Language Education and Technology*, P.18

student, physical punishment in the learning process, and food as external motivation.

3. The Characteristics of Motivation

Motivation is an individual's internal that is used to encourage students to know and understand the learning material, because it is an internal condition, it is rather difficult to determine whether the student is motivated or not.

However, there were some characteristics of motivation. According to Sardiman in Primadini, motivation has characteristics as follows:

- a. Diligent to do the task: it means people always doing the things, concluding the assignment from work, the homework from school, or anything else with full of attention.
- b. Never give up facing difficulties: the feeling of sadness or trouble in life never brings them down, precisely it would increasing the feeling of conquering the trouble on them.
- c. Show interest to be a success: It can be seen from their behavior that they always try to achieve the things they want, they begin to prepare the relationships following the things they will achieve and leave the things that are unfavorable things.
- d. Have future orientation: already have some planned for the next 1 – 2 years or more even on their career, life, or education.

- e. Do something independently: they stand by their own feet to do anything in their own life, and people who are already motivated never put their life in another's hands.
- f. Easy to be bored with the routine task (it makes them less creative): they tend to love something challenging, so if there is something new for them, it will be better than something that has been done for a long time continuously.
- g. Dependable on opinion (if belief in something), They are used to seeing problems from multiple points of view so if they have established a belief in something they will stick with it
- h. Have strong conviction
- i. Interest to look for problems and solutions: as in the previous statement they are more interested in new things, so looking for problems and trying to solve them yourself is an interesting thing

4. Students Learning Motivation

The act or process of acquiring knowledge or skills is known as learning. There are some definitions of learning according to Sardiman A.M:

- a. Learning is demonstrated by a shift in behavior brought on by experience.
- b. Learning involves observation, reading, imitation, self-experimentation, listening, and following instructions.

- c. Practice leads to learning, which results in a change in performance.²⁷

From the definition above the writer can conclude that learning motivation is a better way of performance in doing things such as reading, writing, listening, and the practice regularity of learning activities.

Learning motivation is a desire from inside and outside and gives the students the power to learn effectively. Moreover, the interaction between students and teachers in teaching could motivate the students because there are learning engagements, so, the teacher also has a role in increasing students' motivation.

Learning motivation characteristics According to Penny Ur, these characteristics include:

- a. Positive task orientation: the student is eager to take on new challenges and has faith in their ability to succeed.
- b. Ego-involvement: The student believes the work is crucial to his or her ability to learn how to uphold and enhance their self-image.
- c. The learner must succeed in what they set out to do, overcome obstacles, and achieve their goals.
- d. High aspirations: The student has high competency and excellent marks, is ambitious, and takes on difficult difficulties.

²⁷ Sardiman A.M, *Interaksi dan motivasi belajar mengajar*, (Jakarta: Rajawali, 1986), P.22

- e. Goal orientation: The student is very aware of the goals of various learning activities or the overall purpose of learning, and he or she directs their efforts in that direction. Perseverance: the student continually puts forth a lot of effort in their studies and is not deterred by failures or a seeming lack of advancement.
- f. Tolerance of ambiguity: The student does not become irritated or disturbed when there is a brief misunderstanding or doubt.²⁸

From this statement regarding the characteristics of learning motivation, it can be concluded that students who are motivated by their learning will not feel burdened, on the contrary, they will feel challenged with the tasks and materials to be studied and they will continue to strive for consistency in learning and never give up.

5. Measuring Motivation

Motivation cannot be observed directly, therefore the researcher must choose the right measurement to measure the motivation. Hanafiah says that the following measures can be used to determine the motivation:

- a. A performance test is a way to measure an activist's loyalty, sincerity, targeting, awareness, frequency, and duration.
- b. A questionnaire is used to determine tenacity and loyalty.
- c. Free composition is used to comprehend details about the goals and vision.

²⁸ Ur, Penny. 1991. *A Course in Language Teaching*. Cambridge University Press, P. 275

- d. An achievement test is used to gather data on a student's academic performance.
- e. Scale is used to understand data regarding attitude.²⁹

In this research, the researcher used a questionnaire as Gardner and Lambert state that, the student's motivation for a foreign language can be estimated or measured through structured interviews or carefully planned questionnaires.³⁰ The questionnaire in this study is adopted from Gardner and some studies that already used this instrument are :

- d. Siti Fachraini's Analysis of Students' Motivation for Learning English³¹
- e. b. How Do K–12 Students feel with Technological and Engineering Issues? By Jesus Sanchez Martin, Garcia J, M Antonia Davila, and Vincente, "Gardner's Multiple Intelligence Theory Implication In Technology Lesson For Motivating Engineering Vocations At Spanish Secondary School".³²

²⁹Hanafiah, (2010). *Konsep Strategi Pembelajaran*. Bandung: PT. Refika Aditama. P. 28

³⁰Gardner, R. C. & Lambert, Wallace E. *Attitudes and Motivation in Second Language Learning*. Rowley: Newbury House Publishers. 1972. P.14

³¹ Fachraini, siti.2018. *An Analysis of Students Motivation In Studying English thesis*. Ar –

Raniri Banda Aceh university.

³² Jesus Sanchez martin, Garcia J, M Antonia Davila, and Vincente. *What Do K12 Students Feel When Dealing With Technological and Engineering Issues? Gardner's Multiple Intelligence Theory Implication In Technology Lesson For Motivating Engineering Vocations At Spanish Secondary School* journal.2017

- f. Dwi Gitaway's The Correlation Between The Students' Learning Motivation and their achievement in English By Dwi Gitaway³³
- g. Kasmirah's A Descriptive Study On The Students' Motivation In Learning English.³⁴
- h. Fina H Kusumawati's Students' Motivation in Learning English in MAN Kunir Wonodadi Blitar.³⁵

In conclusion, there are some motivation measurements that the researcher can use as in Hanafiah statements, such as questionnaires and interviews, but the researcher only chose a questionnaire as a motivation measurement in this research.

The 4-point Likert scale was previously used in this study. The Likert scale is a scale used to measure a person's perception or opinion of something. The scale ranges from 3 to 7, however it cannot go above 7.³⁶ However, the researcher use the 4-point Likert scale as Hadi states the use of the 4-point Likert scale is to eliminate the weakness contained in the 5-point Likert scale for the reason below :

³³ Gitaway Dwi.2010.*The Correlation Between The Students' Learning Motivation and their achievement in English*.State Islamic University Jakarta

³⁴Kasmirah.*A Descriptive Study On The Students' Motivation In Learning English At Sma Muhammadiyah 9 Makassar In Academic Year 2017/2018*.Muhammadiyah University Of Makassar 2018

³⁵Kusumawati, Fina H.2014.*Students' Motivation in Learning English in MAN Kunir WonodadiBlitar*.First State Islamic University Tulung agung

³⁶ Siregar, Syofian. 2013. *Metode Penelitian Kuantitatif*. Jakarta: PT Fajar Interpretama Mandiri. (p.25)

Likert scale modification eliminates the 3 center answer categories according to 3 reasons :

- a. The unsure category has a dual meaning; in addition to the original concept's interpretation of it as being unable to decide or respond, it may also be read as neutral, agree or disagree, don't even agree, or even hesitate. This was unexpected in an instrument.
- b. The availability of the middle option increases the middle answer (central tendency effect), especially for those who are unsure of the respondent's opinion's tendency to agree or disagree. The amount of research data that will be eliminated if the answer category is given will minimize the amount of data that the respondents can collect.³⁷

It can be concluded that the use of the 4-point Likert scale is to reduce the ambiguity or multiinterpretable and the central tendency in answering the questionnaire

C. Song

1. The Definition of Song

According to Griffie, the word song refers to pieces of music that have words, especially popular songs such as that one hears on the radio.³⁸

Edgar also said, the song is a piece of music that is sung.³⁹ It means a

³⁷Hadi, Sutrisno. 1991. Analisis Butir untuk Instrumen Angket, Tes, dan Skala Nilai. Yogyakarta: FP UGM (p.19)

³⁸ Edgar Alberto, The Use of Song as a Tool to Work on Listening and Culture in ESL classes, "Scientific Information System Network of Scientific Journals from Latin America, the Caribbean, Spain and Portugal, No.15, 2010, P.124

³⁹ Dale T. Griffie, Songs in Action, (New York: Prentice Hall International, 1992), P.3

song is a piece of musical composition, words, verse, or poem which expresses thought and feeling.

Song has the power in influencing people. They can sing it full of smiles when feeling happiness or sing with tears when feeling sadness by only listening to a song moreover the lyrics related to what they have been through.

According to Mol, Song is part of everyday life for most people. It also can be used as media in the lesson because the students will enjoy the learning process, they will think this tool is not a part of the learning process. So they will be more motivated to practice their listening without the feeling of nervousness or the forces.

According to Jolly, Shin J.K that songs are useful teaching aids which raise and maintain students' motivation, especially in cases when they are catchy and supported with colorful visuals, reality (objects from real life used in classroom instruction), and movement.⁴⁰ Besides that, According to Millington, songs can be used for a wide range of activities, and they are beneficial as a teaching tool for a variety of reasons.⁴¹ It supports Nggiri that song can be used as one of the ways to achieve the desired learning objectives as mastery of the material because the song can attract students' attention in the learning process to

⁴⁰Shin, J.K. 2006. Ten Helpful Ideas for Teaching English to Young Learners P.22

⁴¹ Millington, Neil T. (2011). *Using Songs Effectively to Teach English to Young Learners*. Japan: Ritsumeikan Asia Pacific University.

motivate and students' interest to learn.⁴²It means that song is beneficial in increasing students' motivation in learning and Song lyrics can also make it easier to remember words, can provide visuals, and are also a stimulant for students and will not be an obstacle that will hinder learning.

2. The Criteria of Song

According to Yusuf Qardhawi in Acep Aripudin, the following should be taken into consideration regarding music:

- a. Poetry does not violate the Shari'a; not all songs are permitted in Islam; instead, only verses that do not violate Islamic values, aqeedah, or the law of shari'a are permitted.
- b. The singing shouldn't be accompanied with anything offensive, such as alcohol, illegal substances, the singer's sexy past, etc.
- c. There is no immorality in the singing style. The legal validity of a song itself is significantly influenced by way singing. While his song occasionally has a religious subject, the sensual expressions and erotic dances incite passion and stir up evil in individuals with dirty hearts, then the songs that were formerly considered questionable, haram, or even makruh.

⁴²Nggiri, M.A. 2014. Keefektifan penggunaan media lagu terhadap Penguasaan kosakata bahasa jerman peserta didik Kelas X SMA negeri 1 muntilan magelang. Yogyakarta: Skripsi UNY (dipublikasikan)

- d. Not overheard in any way. The song, as permitted by the others, must be restricted in the absence of inflated elements. Islam forbids far too many things, even matters of religion.
- e. The heart is constantly awake and ready. Every Muslim develops into a mufti (fatwa-giver) and fiqh expert for himself, knowing more than other individuals.⁴³

It can be concluded that the characteristics of songs that are allowed here are songs that do not conflict with things that are prohibited by religion or that are good and appropriate and are not accompanied by things that are prohibited by religion, do not overdo it, and must still have faith in the heart, so that do not do things that are not allowed.

3. The Advantage and Effectiveness of Song in the Teaching and Learning Process

The following are just a few of the many benefits of using songs in language classes:

- a. Songs and music can be used to calm down students and create a fun environment in the classroom.
- b. Songs include examples of informal speech. It requires linguistic input because songs use natural language as opposed to the artificial language found in many textbooks.

⁴³Aripudin A, 2012, *Intercultural Da'wah*, Bandung: PT Remaja Rosdakarya, P. 143-144

- c. Every song is a cultural time capsule that contains valuable social data; it has a lot of cultural input.
- d. Just like a poem, short story, novel, or any other real work of literature, songs can be employed as texts.
- e. Songs and music as extras; they can be used to add to textbooks or act as the texts themselves. Songs have much related to students' interests.
- f. Additional benefits of teaching, which have the following connections to teaching in various contexts:
 - 1) The song can be a starting point for discussion.
 - 2) Songs are particularly effective in introducing vocabulary because they give the words a purposeful context.
 - 3) It gives the most prevalent structures, including verbs, tenses, and prepositions, a context that is naturally occurring.
 - 4) Songs are a good technique to teach and practice a variety of abilities in some languages.
 - 5) It helps with pattern recognition and memory retention. The song is therefore highly useful.⁴⁴ So that song is very helpful

4. English Song Strategy

There are some procedures for the teacher to apply songs in the classroom. As Ur and Wright suggested :

⁴⁴ Dale T. Griffe, *Songs in Action*, (New York: Prentice Hall International, 1992)

- a. Preparation: Select a tape recording of a song. So that you can sing it.
- b. Procedure:
 - 1) Play the song on a tape or sing it aloud
 - 2) Show the lyrics of the song
 - 3) Request that the students repeat the words.
 - 4) Sing along to the song while you answer.⁴⁵

Haycraft added some additional versions using tracks from tapes as follows:

- a. As many times as necessary, play the recording and pose the questions.
- b. Tell the class to follow the tape and use the line.
- c. Set each group in the class a line to sing.
- d. Whenever you want to revise, play and sing.⁴⁶

So, according to the theory above the researcher doing the procedure as follows :

- a. The teacher select the song that related to the material.
- b. The teacher prepares some lyric song.
- c. The teacher plays the song twice and the students listen carefully.
- d. The teacher asks the students to translate the lyric.
- e. The teacher asks to interpret the meaning.

⁴⁵Ur, P and A. Wright. 1993. *Teaching Listening Comprehension*. Cambridge: University Press.P.77-78

⁴⁶ Haycraft, J. 1983. *An Introduction to English Language Teaching*, London: Longman Group Ltd P.93

- f. The students sing together while the song is playing.

D. Review of Relevant Study

Research on increasing students' motivation for speaking abilities through song was done by Paskalia. As the sample, one class from SMPN 7 Wonogiri was examined in this research. The study, which used interviews, observation, and documentation, found that using songs as the teaching media along with speaking activities in the English classroom was a successful strategy to increase the students' motivation in their speaking abilities.⁴⁷

The research by Dzanic and Pegic examined how using songs affected young language learners' enthusiasm to learn the language. 28 second-grade elementary students from Tuzla, Bosnia and Herzegovina, participated in this study. The results demonstrated a strong impact of song on vocabulary learning and retention. Students were more motivated and had more fun while learning the language due to songs.⁴⁸

Millington conducted research on the use of songs in English language instruction for young students. This essay began by examining the reasons why songs are effective teaching aids. It specifically covered how songs may help in the teaching of vocabulary and sentence structure as well

⁴⁷ Paskalia, Sarah. (2014). Improving Students' Motivation in Speaking Skills through Songs for the Seventh Grade of SMPN 7 Wonogiri in 2012/2013 Academic Year. thesis. Yogyakarta State University.

⁴⁸ Dzanic, Nihada Delibegovic., and Pejic, Alisa. *The Effect of Using Songs on Young Learners and Their Motivation for Learning English*. An Interdisciplinary Journal. Vol. 1, 2016.

as how they can help students with pronunciation. According to the study, songs can be a useful tool for teaching and learning. Songs can be used to teach vocabulary and sentence structures as well as to improve students' listening comprehension and pronunciation skills.⁴⁹

The difference between those relevant research and this research is the subject of the research, those research more focused on young learners, while this study more focused on integrated Islamic vocational high school students, and the variable of the research, those research more focused on vocabulary, pronunciation, and sentence structure while this study more focused into understanding and interpreting the meaning. In conclusion, the relevant study shows that the use of English songs is effective in increasing the student's motivation in the teaching and learning process. So, this research supports the idea of improving students' motivation for using English song.

⁴⁹Millington, Neil T. (2011). *Using Songs Effectively to Teach English to Young Learners*. Language Education in Asia, 2(1), 134-141

CHAPTER III

RESEARCH METHOD

A. Research Design

According to John W. Cresswell, experimental study refers to the description of an analysis of what will happen or what will occur, under strictly controlled circumstances.⁵⁰ Moreover, Arikunto defined an experimental study as an experiment designed to see whether or not the studied variable had an effect.⁵¹ In line with this Ary said, experimental design refers to the conceptual framework used to carry out the experiment. The design should meet the criteria for testing the specific study hypothesis, and this is the most crucial factor.⁵² So this research is evaluating the impact of English songs towards students' motivation, in this method, the researcher compares the result after treatment and before the treatment.

Because there were few participants available for this study and the population of the school was suitable for the amount of samples the researcher expected, the researcher chose to do quasi-experimental research instead. A quasi-experimental design was also used by the researcher because the participants were well-organized within the class, making

⁵⁰ John. W. Cresswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth* (Boston : Pearson Education,2002), P.295

⁵¹ Arikunto, S. 2002. *Metodologi Penelitian Suatu Pendekatan Proposal*. Jakarta: PT. Rineka Cipta, P. 272

⁵² Donald Ary,dkk, *Introduction to Research in Education Third Edition*, New York : 1985, p.260

randomization impossible. According to Creswell, quasi-experiments include assignment, but not a random assignment of participants to groups.⁵³ There were two complete groups of classes included in this research design. The first group was an experimental group that used English songs, whereas the second group was a control group that did not use English songs. The researcher applied different treatments to each group. The following would serve as an illustration of the table of quasi-experimental designs.

Table 1. Quasi experimental design

Group	Test	Treatment	test
Experimental group	Pre-test	English Song	Post-test
Control group	Pre-test	Conventional technique	Post-test

B. Population and Sample

1. Population

The generalization is made about a large population, which is defined as all members of any clearly defined class of individuals, events, or objects.

The population of this research is consisting of all students in XI grades at

⁵³ Creswell, John W. (2012). Educational research: planning, conducting, evaluating, quantitative and qualitative research (Fourth Edition). United State of America: Pearson Education Inc, P. 309

Islamic integrated vocational high school Khoiru Ummah 2022/2023. There were 3 classes and a total of them are 48 people.

Table 2. The number of students

Class	Students
OTKP	25
DKV	25
TBSM	5
Total	55

2. Sample

A portion of the population formed up the sample. It indicates that the population being observed includes the sample. Cluster sampling is the methodology used in this research. A sampling known as a "cluster" is composed of individuals who were clustered together naturally instead of being collected individual.⁵⁴The first class, class A, will serve as the experimental group in this study, while class B will serve as the control group. Pre- and post-tests were given to the A and B classes by the researcher, however only one study would use the therapy as a control variable. The B class made use of conventional

⁵⁴Ary, Donal et al. 2010. *Introduction to Research in Education (Eighth Edition)*. United States of Amerika: Wadsworth.

methods. The two classes used by the researcher are representative of the three existing classes based on the results of the tests that will be carried out there. The researcher chose the experimental and control group using random sampling which is a flip coin. However, motivation in learning can be observed through some aspects such as duration, attitudes, frequency, consistency, persistence, loyalty, visions, and learning achievement.

C. Research Instruments

The latest research would be a quantitative study's objective. The purpose of this study is to determine whether or not the use of English songs will motivate students to learn the language. The researcher chose a questionnaire and a test as the two instruments for this investigation (containing a pre-test and post-test).

1. Motivation Test

A questionnaire would be created as the study's instrument to better evaluate how learning English songs improved students' motivation. According to Schunk, Participants were required to respond to questions on a questionnaire about their actions and opinions.⁵⁵ A motivation test would be used to measure students' motivation in learning English. This test is a standard test. So, the researcher did not need any validity and reliability, it consisted of 20 items of the close-ended statement which

⁵⁵Schunk, D. H. (2008) Motivation in Education Theory. Research and Application. (p. 14).

had to be chosen based on the students' experience. The questionnaire used in this research will be a 4-point Likert Scale with six original points from Gardner's Attitude / Motivation Test Battery (AMTB), ranging from "Strongly Agree" to "Strongly Disagree".⁵⁶

Table 3. Blueprint of the questionnaire

No	Indicator	Sub Indicator	Number of Indicators
1.	Desire to excel in learning	Desire for achievement	1,2,7,9,15
2.	Perseverance in learning	Followed the lesson	2,3,4,20,5
3.	Prefer to work independently	Habits in following the lessons	5,10,12,16,17
4.	Tenacious in facing adversity	Attitude to adversity	18
5.	Interest and sharpness of attention in learning	Habits in following the lessons	8,9,14,11

D. Research Procedure

To solve the research problem of the effect of English song on students' motivation, these are the detailed information for the process :

1. The experimental and control class groups completed a pre-test during the first meeting. The researcher introduced themselves and gave clear

⁵⁶ Gardner. R. C. "Attitude/Motivation Test Battery: International AMTB Research Project (English version")2004.. <http://publish.uwo.ca/~gardner/docs/Englishamtb.pdf>

directions on how to complete the test before they started. The test consists of a questionnaire with 20 questions, They returned their paper test to the researcher after 30 minutes. After they finished the pre-test, the researcher asked for their feedback before leaving the class.

2. Second, until the sixth meeting the researcher did the experiment study which is using English songs for learning while the control group did the conventional method. the researcher used the English song methods related to the materials. before the lesson started, the researcher checked the students' attendance list, and start to play the song in the class, after the song stopped, the researcher give the students some clues about the song, then asked the students what the material related to the song that played at that day, the researcher explained the materials to the students related to the song and give the students task about the song such as what is the song about, complete the lyric and anything else that related to the materials and while the students are doing the task, the researcher plays the song. For the control group, the researcher used conventional methods. before the lesson started, the researcher checked the students' attendance list and did ice breaking such as giving the students the proverbs related to the materials, then asking the students what the material related to the proverbs on that day. the researcher explained the materials to the students and give the students tasks about the materials.

3. The experimental and control groups take the post-test at the final meeting. The test format was the same as the pre-test. The post-test lasted for 30 minutes as well, and the researcher then compared the results between the pre-test and post-test.

Table 4. The research procedure

Experimental group	Control group
Pretest	Pretest
Suggestions and Offers through the “Chasing Pavements” and “at my worst” song	Suggestion and Offers
Asking and Giving Opinions through the “wait a minute” song	Asking and Giving Opinion
Cause and Effect through the “as it was”, “because of you”, and “best friend” song	Cause and Effect
Posttest	Posttest

The test was carried out twice, before and after the experiment. The test conducted before the experiment is called the pretest and the observation after the experiment is called the posttest. The difference between pretest and posttest is assumed to be the effect of treatment or experiment.

E. Treatment

Table 5. Treatment Schedule

Sequence of treatment	Time	Theme	Date
1	First Meeting	Pre Test	29 th June 2022
2	Second Meeting	Treatment	4 th July 2022
3	Third Meeting	Treatment	6 th July 2022
4	Forth Meeting	Treatment	11 th July 2022
5	Fifth Meeting	Treatment	13 th July 2022
6	Sixth Meeting	Treatment	18 th July 2022
7	Seventh Meeting	Treatment	20 th July 2022
8	Eighth Meeting	Treatment	25 th July 2022
9	Ninth Meeting	Treatment	27 th July 2022
10	Tenth Meeting	Post Test	3 rd July 2022

F. The technique of Data Analysis

The technique of methodically considering numerical and rational methods to explain and demonstrate, condense and summarize, and evaluate numbers was known as data analysis. A method of drawing inductive conclusions from the statistical data and separating the sign (the spectacle of attention) from the blare (numerical fluctuation) included in the files is

given by rendering to Shamoo and Resnik many logical procedures.⁵⁷In analyzing the data the researcher used the t_{test} formula through SPSS (Special Package of the Social Science), version 22 software. Before the calculated t-test, the researcher did normality and homogeneity first.

1. Normality Test

Sujianto state, to determine if our data has a normal distribution or not, we can use the normality distribution test.⁵⁸ To know the normality, the researcher used the Kolmogorov-Smirnov test with SPSS. To view descriptive statistics, the actions are: Select Analyze > Explore Fill out the Class variable in the factor box and the Score variable on the dependant list. Select Plots > Normality Plots with Tests from the menu. Continue > OK.

The hypotheses for testing normality

H_0 : Data is in a normal distribution

H_a : Data is not in a normal distribution

The data is normal. The data is normal if the normality test's significant result is higher than 0.05. However, if it is less than 0.05, the data are far outside of a normal distribution.⁵⁹

⁵⁷Shamoo, A. E., & Resnik, B. R. (2003). *Responsible Conduct of Research*. Oxford: Oxford University Press.

⁵⁸ Agus Eko Sujianto. 2009. *Aplikasi Statistik Dengan SPSS*. Jakarta: Prestasi Pustaka, P.77

⁵⁹ Adam Lund and Mark Lund, Testing for Normality using SPSS Statistic, retrieved from <https://statistics.laerd.com/spss-tutorials/testing-for-normality-using-spss-statistics.php> on October 1st., 2015.

The table below is the normality test that the researcher analyzed before the experimental method. The two classes that will be sampled which are XI OTKP and XI DKV are tested for normality. To find out whether the two classes are normal or not. To test the normality, the researchers used the average value of the English mid-semester obtained from the English teacher.

Table 6. Test of normality using SPSS

Class	Significance (Kolmogorov Smirnov)
A Class	.200
B Class	.200

According to the 6 table, the significant value of the A class and B class which are the Experimental group and Control group is 200. Since $200 \geq 0.05$ so, the H_0 is accepted and the H_a is rejected. So that, the data is in a normal distribution.

2. Homogeneity Test

The purpose of homogeneity testing is to establish that the population from which the data were obtained for the study was not significantly different from one another. The model that is used, specifically in a predictive study, must be appropriate with the composition and its

distribution.⁶⁰This also used SPSS The steps are: Click Analyze > Descriptive Statistics > Explore Fill variable Score on dependent list and fill variable Class on factor box > Click Plots > checklist power estimation> Continue > OK.

Then the results are compared with the F table. If calculation is obtained, $F_{count} \leq F_{table}$ then the sample is said to behave the same or homogeneous variance and $F_{count} \geq F_{table}$ then the sample is said to be inhomogeneous.⁶¹

Table 7. Test of homogeneity using SPSS

Class	Significance
Based on Mean	.008
Based on Median	.017
Based on Median and adjusted df	.018
Based on Trimmed Median	.009

The table above is the researcher's analysis before the experimental method. It took two samples which are for the experimental and control group. From the table above it can see the significant value between the experimental group and control group are higher than 0,05 since the F_{count}

⁶⁰ Agus Eko Sujianto. 2009. *Aplikasi Statistik Dengan SPSS*. Jakarta: Prestasi Pustaka, P.112

⁶¹ Husaini Usman and R.Purnomo Setiady Akbar, *Introduction to Statistics* (Jakarta: Bumi Aksara, 2006), p. 134.

$\leq F_{table}$ then the sample is said to behave the same or homogeneous variance, so we could continue the t-test and both class can be used as research.

3. T-Test

Independent Sample T-test Formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{X}_1 - \bar{X}_2}}$$

$$s_{\bar{X}_1 - \bar{X}_2} = \sqrt{\left(\frac{N_1 s_1^2 + N_2 s_2^2}{N_1 + N_2 - 2} \right) \left(\frac{N_1 + N_2}{N_1 N_2} \right)}$$

\bar{X}_1 = Average sample before treatment

\bar{X}_2 = Average sample after treatment

S_1 = Standard deviation before treatment

S_2 = Standard deviation after treatment

n_1 = Number of samples before treatment

2 = Number of samples after treatment

Another statistical method is the T-Test. It's used to determine whether there are differences between two means or whether a sample's mean deviates from the population's mean. However, depending on the amount of samples, there are a few other forms of t-tests that can be utilized. When compared the mean of a sample with the mean of the population, one uses the first type, commonly known as the "single sample t-test." When determining if there are differences between the means of two independent

samples, the second type of t-test, referred to as the "independent sample t-test," is utilized. The third type of t-test, also known as the "correlated sample t-test" or "paired sample t-test," is used to determine if two sample means from the same sample differ from one another..

In this research, the motivation of the experimental group and the control group for learning English is compared using an independent sample t-test. If an independent sample t-test can be used to evaluate two or more variables, the formula for the independent sample t-test is employed to determine whether or not there is a significant difference.⁶²In order to determine whether there is possibly a significant difference between the means of the two independent samples, Gay added, the t-test for the independent sample is used.⁶³ So, to determine if the difference between the means of two groups or conditions is caused by the independent variable or if the difference is just the result of chance, the researcher uses an independent sample T-test.

Table 9. T-test using SPSS

Class	Sig. (2-tailed)
Equal variances assumed	.004
Equal variances not assumed	.004

⁶² Hartono, *Statistik Untuk Penelitian* (Pekanbaru: Pustaka, 2010), P. 177

⁶³Gay, L.R and Peter Airasian.*Educational Research*, New Jersey: (Prentice-Hall. Inc. 2000) , P. 389.

This table above is the t-test result that the researcher do after the normality and homogeneity test, in the 10 table the significant value is 0,04 it is lower than 0,05 so the H_0 is rejected, which means there is a difference between the experimental and control group.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

The researcher would present the research's findings in this chapter. The information came from pre- and post-test questionnaires completed by students at Khoiru Ummah Integrated Islamic School. In the controlled and experimental classes, the pre-test was submitted directly to the treatment, and the post-test was completed following the treatment. In an experimental class, the researcher played the song for the students, and in the control class, the researcher applied the standard procedure. The students were required to respond to 20 questions about their motivation for studying English. The researcher studied the data after collecting it to determine the effect of English songs in terms of motivating students.

In order to determine the level of students' motivation at Khoiru Ummah Integrated Islamic School, the researcher employed a questionnaire to determine the students' motivation for learning English. On the theory based, the questionnaire includes a number of indicators. This section of the chapter provided the results of research that was carried out using an experiment approach between June 29 and August 3, 2022. While the lesson is being taught, the researcher distributes the questionnaire to the students.

1. The Students' Motivation Before the Treatment

a. Experimental Group

To find out the score of students' motivation of students in Integrated Islamic Vocational High School Khoiru Ummah, researchers have distributed questionnaires to all respondents by distributing the printed questionnaire, the researcher discusses the score of students' motivation in learning English. The questionnaires have been distributed to 43 of eleven grade students at Integrated Islamic School Khoiru Ummah, and the researchers managed to collect all the questionnaires completely. The questionnaire contains 20 statements, and there are 5 indicators in it which are Desire to excel in learning, Perseverance in learning, Prefer to work independently, Tenacious in facing adversity, and Interest and sharpness of attention in learning.

Table 10. The score of students' pre-test in the experimental group

Test	Mean
Pre-test Experimental	66.36

In the experimental pre-test data, we can see the highest score for the experimental group is 84 and the lowest is 51. The average for the experimental group is 66. It used the Likert scale which divided students' motivation into four categories. There are Strongly Agree, Agree, Disagree, and Strongly Disagree. The researcher used only four

alternative options to avoid ambiguity in answering the questionnaire for the pre-test. The table below for the frequency :

b. Control Group

Table 11. The score of students' pre-test in the control group

Test	Mean
Pre-test Control	58.84

In the control pre-test data, we can see the highest score of the pre-test control group is 76 and the lowest is 35. So, The average for the control group is 58.

c. T-test Experimental and Control Group Pre-test

Table 12. The score of students' pre-test in the experimental and control group

Test	Mean
Pre-test Experimental	66.36
Pre-test Control	58.84

Class	Sig. (2-tailed)
Equal variances assumed	.004

Equal variances not assumed	.004
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The results of the t-test (t-test) analysis of students' motivation can be seen in the table above. From the table, it is known that the average of the experimental and control group is 62.60 and the value of t_{count} is 3.048 with a significance of 0.004. Score significance which shows $0.04 < 0.05$ so H_0 is rejected. It means there is a difference between the experimental group and the control group.

2. The students' motivation after the treatment

a. Experimental Group

Table 13. The score of students' post-test in the experimental group

Test	Mean
Post-test Experimental	68.32

In the experimental post-test data, we can see the highest score for the post-test experimental group is 76 and the lowest is 54. So, The average for the control group is 68 for standard deviation is 7.62.

b. Control Group

Table 14. The score of students' post-test in the control group

Test	Mean
Post-test Control	61.16

In the control post-test data, we can see the highest score for the post-test control group is 72 and the lowest is 40. So, The average for the control group is 61.

3. The students' motivation after the treatment

a. T-test Control and Experimental Group Pre-test

Table 15. The score of students' post-test in control and experimental group

Test	Mean
Pre-test Experimental	68.32
Pre-test Control	61.16

Class	Sig. (2-tailed)
Equal variances assumed	.004
Equal variances not assumed	.004

The results of the t-test (t-test) analysis of students' motivation can be seen in the table above. From the table, it is known that the average of the experimental and control group is 64,74 and the value of t_{count} is 3.000

with a significance of 0.004. Score significance which shows $0.04 < 0.05$ so H_0 is rejected. The thing it is also supported by the mean value of the experimental class of 66.28 more than the control class, which is 60.88. Based on Table 12 it can be concluded that there is a significant influence of the English song method on students' motivation.

B. Discussion

Research findings on students Integrated Islamic Vocational High School Khoiru Ummah in the control group and experimental group show the different motivations after the treatment, which is the experimental group using English songs in learning and the control group using the conventional method. In this section, the findings are discussed more specifically based on the previous finding

To find out the score of students' motivation of students in Integrated Islamic Vocational High School Khoiru Ummah, researchers have distributed questionnaires to all respondents by distributing the printed questionnaire, the researcher discusses the score of students' motivation in learning English. The questionnaires have been distributed to 43 of eleven grade students at Integrated Islamic School Khoiru Ummah, and the researchers managed to collect all the questionnaires completely. The questionnaire contains 20 statements, and there are 5 indicators in it which are Desire to excel in learning, Perseverance in learning, Prefer to work independently, Tenacious in facing adversity, and Interest and sharpness of attention in learning.

After conducting the pre-test and post-test, it was found the students' motivation is increasing, and here is the result, The mean pre-test score in the experimental group is 66.36. the mean pre-test score in the control group is 58.84. Then, comparing the mean of post-test in the experimental group is 68.32 and the control group is 61.16.

In this research, the writer used the degree of significance of 0,05. The result showed that $T_{\text{value}} > T_{\text{table}}$ ($0.04 > 0.05$). Therefore, t_0 is higher than t_t which the null hypothesis (H_0) was rejected, and the alternative hypothesis (h_a) was accepted.

These findings lead to the conclusion that the experimental and control groups' post-test scores improved more than they did on the pre-test. Although both classes' post-test averages increased, the experimental class showed greater progress than the control group. The researcher used questionnaire to measuring the students' motivation in the pre-test and post-test, as Gardner and Lambert state that, the student's motivation for a foreign language can be estimated or measured through structured interviews or carefully planned questionnaires.⁶⁴ Moreover, for the treatment after the pre-test, the researcher used the English songs to increasing the students' motivation. It support to Millington, songs can be used for a wide range of activities, and they are beneficial as a teaching tool for a variety of reasons.⁶⁵

⁶⁴Gardner, R. C. & Lambert, Wallace E. *Attitudes and Motivation in SecondLanguage Learning*. Rowley: Newbury House Publishers. 1972. P.14

⁶⁵Millington, Neil T. (2011). *Using Songs Effectively to Teach English to Young Learners*. Japan: Ritsumeikan Asia Pasific University.

It also supports to Santrock, that “Extrinsic motivation involves doing something to obtain something else”.⁶⁶ Which the song as an extrinsic motivation to obtain students’ motivation. So, the use of the song is effective in increasing students’ motivation as Shin J.K said, that songs are useful teaching aids which raise and maintain students’ motivation.⁶⁷ Therefore, based on the result of this research, the researcher could say that students’ motivation is increased by using the English popular song as media it support to and it is in line with Nggiri, that song can be used as one of the ways to achieve the desired learning objectives as mastery of the material because the song can attract students’ attention in the learning process to motivate and students interest.⁶⁸

⁶⁶Santrock, W. John *Educational Psychology*. New York: Hill second edition, 2004, P. 441

⁶⁷Shin, J.K. 2006. *Ten Helpful Ideas for Teaching English to Young Learners* P.22

⁶⁸Nggiri, M.A. 2014. *Keefektifan penggunaan media lagu terhadap Penguasaan kosakata bahasa jerman peserta didik Kelas X SMA negeri 1 muntilan magelang*. Yogyakarta: Skripsi UNY (dipublikasikan)

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusions and recommendations made up the final section of this research after the analysis and interpretation of the data from the previous chapter. The results below provide answers to the study's research questions, while the suggestions are meant to inform researchers who are considering conducting further research.

A. Conclusion

First, the student's motivation is low before the treatment, because many of them do not understand the material moreover the English lesson always be the last, and they feel so unsatisfied. Second, students' motivation after the treatment is increasing because the students feel more excited and easy to understand the material, they feel enjoy and relax the lesson even though the lesson still be the last. Then the last is there is the effect on students' motivation in learning English with the song as a treatment it can be seen from the researcher analyzing which the mean is increasing so it means, there is any effect towards students motivation in learning English.

B. Suggestion

From the conclusion above the researcher would like to give some suggestion as follow :

1. For English Teacher

The song could be an innovative method of English learning styles. So, the teacher should consider implementing a method that will increase students' motivation.

2. For Further Researcher

To obtain a more encouraging result or to confirm that using English music motivates students, this study has to be finished by another researcher.

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SK Pembimbing

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bangkuu Telpt. (0732) 21010
 Fax. (0732) 21010 Homepage (http://www.iaincurup.ac.id) E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBİYAH
 Nomor : 346 Tahun 2022
 Tentang
PENUNJUKAN PEMBIMBING I DAN II DALAM PENGLIJIAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang : a. Bahwa untuk kelancaran penilaian skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penilaian yang dimaksud ;
 b. Bahwa masalah yang mendasari tercantum dalam Surat Keputusan ini dipandang wajar dan mendasar serta memenuhi syarat untuk diteliti sebagai pembimbing I dan II ;

Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengetahuan dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
 5. Keputusan Menteri Agama RI Nomor 019558/II/3/2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022-2026 ;
 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 Oktober 2016 tentang Tata Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup ;
 7. Keputusan Rektor IAIN Curup Nomor : 0517 tanggal 22 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup ;

Memperhatikan : 1. Surat Rekomendasi dari Prodi Tadris Bahasa Inggris Nomor /PT.2/PP.06.9/TB/2022
 2. Berita Acara Seminar Proposal Hari Senin, 18 April 2022

MEMUTUSKAN :

Menetapkan :

Pertama : 1. Henny Septia Utami, M.Pd. 2016090903
 2. Hali Suhermanto, M.Pd 027411531998031003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penilaian skripsi mahasiswa :

N A M A : Ainal Mardhiyya
 N I M : 18551003
 JUDUL SKRIPSI : "The Effect Of English Song Towards Students' Motivation (An Experimental Study On Students XI Grades Of Integrated Islamic Vocational High School Khairu Ummah"

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

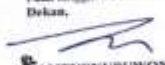
Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Kesempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini diserahkan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Kesemb : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat ketidaktepatan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;


Ditetapkan di Curup,
 Pada tanggal 31 Mei 2022
 Dekan,

HAMENKUBUWONO

Terselaku :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan

Appendix 2

SK Permohonan Penelitian

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARRBIYAH
Jln. Dr. A.K Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaicurup.ac.id> Email: admin@iaicurup.ac.id Kode Pos 39119

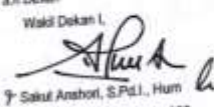
Nomor : 509 An.34/FTP/00.9/05/2022 02 Juni 2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. Kepala Cabang Dinas Pendidikan
Wilayah II Rejang Lebong

Assalamualaikum Wr. Wb
Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Ainul Wardhiya
NIM : 18551003
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : The Effect of English song towards Students Motivation
Waktu Penelitian : 02 Juni 2022 s.d 02 September 2022
Lokasi Penelitian : Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasamanya dan lainnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I

Sakul Anshori, S.Pd.I., Hum
NIP. 19611020 200604 1 002

Terdapat di sampaikan Yth :
1. Rector
2. Wakil 1
3. Ka. Biro ALMAK
4. Ansp

Appendix 3

Kartu Konsultasi Skripsi

IAIN LEBIDI				
NO	TANGGAL	Materi yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	10 / 01 / 11	Revisi Bab 1 - 1	<i>[Signature]</i>	
2	10 / 01 / 11	Revisi Bab 1-1 1 Bab	<i>[Signature]</i>	
3	10 / 01 / 11	Revisi Bab 1-1 1 Bab	<i>[Signature]</i>	
4				
5				
6				
7				
8				

IAIN LEBIDI				
NO	TANGGAL	Materi yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	20 / 01 / 11	Bab 1-3	<i>[Signature]</i>	
2	21 / 01 / 11	Revisi bab 1-3	<i>[Signature]</i>	
3	02 / 02 / 11	Revisi Ppp	<i>[Signature]</i>	
4	11 / 01 / 11	Pembahasan bab 4	<i>[Signature]</i>	
5	10 / 01 / 11	Pembahasan bab 5	<i>[Signature]</i>	
6	04 / 01 / 11	Revisi bab 4	<i>[Signature]</i>	
7	23 / 01 / 11	Revisi bab 5	<i>[Signature]</i>	
8	29 / 01 / 11	ACC sedang	<i>[Signature]</i>	



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119



SURAT KETERANGAN CEK SIMILARITY

Admin Tumitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul	:	The Effect of English Song Toward Students' Motivation
Penulis	:	Ainul Mardhiyya
NIM	:	18551003

Dengan tingkat kesamaan sebesar 27%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 23 Agustus 2022

Pemeriksa,

Admin Tumitin Prodi Tadris Bahasa Inggris




Sarwo Edy, M.Pd

Appendix 4

SK Penelitian



YAYASAN AL AMIN CURUP
SEKOLAH MENENGAH KEJURUAN ISLAM TERPADU
SMK IT KHOIRU UMMAH REJANG LEBONG



Jl. Pemancar TVRI Desa Tasek Malaya Kec. Curup Utara Kab. Rejang Lebong
Website : www.amitku.ac.id Email : amitkum@gmail.com No. Telp. (0732) 334902

Curup, 03 Agustus 2022

SURAT KETERANGAN PENELITIAN

Nomor : 421.5/030/SK.01/SMKITKU/VII/2022

Assalamu'alaikum Warahmatullahi Wabarakatuh,

Yang bertanda tangan di bawah ini :

Nama : WELMAN HADI, S.Pd.
Jabatan : Kepala Sekolah
Alamat : Air Putih Baru

Dengan ini menerangkan bahwa mahasiswa/i yang beridentitas :

Nama : AINUL MARDHIYYA
NIM : 18551003
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah
Universitas : IAIN Curup

Benar telah melakukan penelitian di SMK IT Khoiru Ummah selama 3 (tiga) bulan, terhitung mulai dari tanggal 02 Juni 2022 s.d. 02 September 2022 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul :

"The Effect of English Song towards Students' Motivation."

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Mengetahui,
Kepala SMK IT Khoiru Ummah

WELMAN HADI, S.Pd

Tembusan :

1. Arsip
2. Yayasan Al-Amin

Appendix 5

Blue Print Of Questionnaire

No	Indicator	Sub Indicator	Number of Indicator
1.	Desire to excel in learning	Desire for achievement	1,2,7,9,15
2.	Perseverance in learning	Followed the lesson	2,3,4,20,5
3.	Prefer to work independently	Habits in following the lessons	5,10,12,16,17
4.	Tenacious in facing adversity	Attitude to adversity	18
5.	Interest and sharpness of attention in learning	Habits in following the lessons	8,9,14,11

Appendix 6

The Questionnaire

No	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1.	I learned English to improve my English skills.				
2.	Learning English will make me more comfortable talking with an English speaker.				
3.	Learning English will let me participate more freely in the activities of other cultural groups.				
4.	I learned English because it is something I always wanted to do.				
5.	I learned English because I enjoyed it.				
6.	My curiosity is often moved by the questions raised and the problems that teachers give to English learning materials.				
7.	At the time I was studying English, I believed that I could succeed if I tried hard enough.				
8.	I am satisfied with the evaluation done by the teacher compared to my judgment.				

9.	The things I learned in English learning will be beneficial to me.				
10.	Without telling me to record things that are important while the lessons are in progress.				
11.	I focus on watching if the teacher is explaining the material.				
12.	I speak English because I am glad to speak English.				
13.	Jealous of seeing friends who are active in English so I was encouraged to learn English.				
14.	I really enjoy speaking English in class.				
15.	I always pay attention to friends who fluently speak English.				
16.	I love to learn English because I like the songs speak English.				
17.	I am motivated to bring an English dictionary on every English lesson.				
18.	My curiosity towards the new English word is very high.				
19.	I want to learn English because I believe English will be useful in the future.				
20.	I am very happy to read sentences in English				

Appendix 7

Rencana Pelaksanaan Pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS EKSPERIMEN

Nama Sekolah : SMKIT Khoiru ummah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / 2
Materi Pokok : Suggestion and Offers
Alokasi Waktu : 2 X 45

A. Kompetensi Inti

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	<ul style="list-style-type: none">• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran• Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks• Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran

	<ul style="list-style-type: none"> Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
4.1	<p>Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <ul style="list-style-type: none"> Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas Menanggapi saran dan tawaran yang diajukan kepadanya

C. Tujuan Pembelajaran

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran.
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran.
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran.
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas.
- Menanggapi saran dan tawaran yang diajukan kepadanya.

D. Materi Pembelajaran

- Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
- Struktur Teks
 - Tawaran : can I help you?, shall I bring you a cup of tea?
 - Saran : why don't we go to library? What if you go to the doctor?
- Unsur Kebahasaan
 - Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Metode pembelajaran yang akan digunakan adalah metode discovery learning dengan media lagu. Metode pembelajaran discovery learning adalah metode pengajaran yang berpusat pada peserta didik dan pengalaman belajar secara aktif yang akan membimbing peserta didik untuk menemukan dan mengemukakan gagasannya terkait topic yang akan dipelajari dengan menggunakan media lagu.

F. Media pembelajaran dan Sumber Belajar

- Media :

- a. Audio lagu chasing pavements
 - b. Audio lagu at my worst
 - c. Lyric card berisikan lirik lagu yang harus diidentifikasi oleh siswa
2. Alat :
- a. Laptop
 - b. Speaker
3. Sumber belajar :
- a. Lks Bahasa Inggris kelas XI

G. Langkah – langkah Pembelajaran

No	Kegiatan Belajar	Waktu (menit)
1.	<p>PENDAHULUAN</p> <ol style="list-style-type: none"> 1. Membuka pertemuan dengan mengucap salam. 2. Meminta ketua kelas memimpin doa dengan tertib. 3. Mengecek kesiapan peserta didik. 4. Mengabsen peserta didik. 5. Menyampaikan materi yang akan dipelajari. 	5
2.	<p>KEGIATAN INTI</p> <p>Mengamati :</p> <ol style="list-style-type: none"> 1. Mendengarkan lagu berbahasa inggris berjudul chasing pavements and at my worst 2. Mengidentifikasi kalimat yang termasuk dalam saran dan tawaran didalam lagu chasing pavements and at my worst 3. Memahami cara mengungkapkan kalimat saran dan tawaran <p>Menanya :</p> <ol style="list-style-type: none"> 1. Mempertanyakan unsur kebahasaan yang terdapat didalam kalimat saran dan tawaran yang ada didalam lagu chasing pavements and at my worst. 2. Memperoleh pengetahuan tambahan tentang kosa kata dalam lagu chasing pavements and at my worst. <p>Menalar :</p> <p>Berdiskusi tentang jenis kalimat saran dan tawaran lainnya.</p> <p>Mencoba :</p> <ol style="list-style-type: none"> 1. Membanding-kan kalimat saran dan tawaran yang terdapat dalam lagu chasing pavements and at my worst. 4. Mencari lagu serupa yang didalamnya terdapat kalimat saran dan tawaran di dalam lagu chasing pavements and at my worst. <p>Mengkomunikasikan :</p> <p>Melaporkan hasil analisis mengenai kalimat saran dan tawaran di dalam lagu yang sudah dicari.</p>	35
3.	<p>PENUTUP</p>	5

	<ol style="list-style-type: none"> 1. Peserta Didik Bersama Guru Menyimpulkan Pembelajaran 2. Peserta Didik Melakukan Refleksi Terhadap Kegiatan Yang Sudah Dilakukan 3. Peserta Didik Menjawab Pertanyaan Yang Diberikan Oleh Guru 	
--	--	--

H. Instrumen Penilaian

1. Penilaian Sikap

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Rasa hormat	Pengamatan	Proses	Lembar Pengamatan	
2	Jujur				
3	Peduli				
4	Berani				
5	Percaya diri				
6	Komunikatif				
7	Peduli sesama				
8	Ingin tahu				

2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang terdapat didalam lagu chasing pavements.	Unjuk kerja	Lisan dan tulis	1. What is the song talk about?

			2. Can you identify the underlines in the lyrics? Mention them!
--	--	--	---

3. Penilaian praktek

Indikator	Teknik	Bentuk	Instrumen
Pencapaian Kompetensi	Penilaian	Penilaian	
Menyusun teks lisan dan tulis untuk mendiskusikan makna dan kata – kata yang terdapat didalam kalimat saran dan tawaran dalam lagu chasing pavements, dengan unsur kebahasaan yang sesuai konteks	Unjuk kerja	Presentasi	Make a group (3-4 students each group) ! Work and disscuss with your group to describe what the song talk about? And the offering or suggestion words from the song? And present it!

Rubrik Penilaian dari Segi Sikap (*attitude*)

Indikator	Skor				
	1	2	3	4	5
Rasa hormat (<i>respect</i>)					
Jujur (<i>honest</i>)					
Peduli (<i>care</i>)					
Berani (<i>brave</i>)					
Percaya diri (<i>confidence</i>)					
Berkomunikasi baik (<i>communicative</i>)					
Peduli sosial (<i>social awareness</i>)					

Ingin tahu (<i>curiosity</i>)					
---------------------------------	--	--	--	--	--

Keterangan :

- 5 = Tidak pernah
- 4 = Pernah
- 3 = Beberapa kali pernah
- 2 = Sering menunjukkan
- 1 = Sangat sering

Rubrik Penilaian dari Aspek Pengetahuan (*knowledge*)

Indikator	Skor				
	1	2	3	4	5
Kosa kata (<i>vocabulary</i>)					
Kelancaran (<i>fluency</i>)					
Ketelitian (<i>accuracy</i>)					
Pengucapan (<i>pronunciation</i>)					
Percaya diri (<i>confidence</i>)					
Intonasi (<i>intonation</i>)					
Pemahaman (<i>understanding</i>)					
Pilihan kata (<i>diction</i>)					

Keterangan :

- 5 = Hampir sempurna
- 4 = Ada kesalahan tapi tidak mengganggu makna
- 3 = Ada kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami

Rubrik Penilaian Praktek

Kriteria	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan lancar.	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan lancar.	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan tidak lancar.	Jika respon benar, ucapan benar, intonasi salah, dan pengucapan tidak lancar.	Jika respon kurang tepat, ucapan salah, intonasi salah, dan pengucapan tidak lancar.
Nilai	Excelent 5	Very Good 4	Good 3	Fair 2	Poor 1

Curup Utara,

2022

Guru Mata Pelajaran

Peneliti

Nia Anggela

Ainul Mardhivva

Nip :

NIM : 18551003

Chasing Pavements

I've made up my mind
 Don't need to think it over
 If I'm wrong, I am right
 Don't need to look no further
 This ain't lust
 I know this is love, but

If I tell the world
 I'll never say enough
 'Cause it was not said to you

And that's exactly what I need to do
If I end up with you

Should I give up?
Or should I just keep chasing pavements?
Even if it leads nowhere
Or would it be a waste?
Even If I knew my place, should I leave it there?
Should I give up?
Or should I just keep chasing pavements?
Even if it leads nowhere

I build myself up
And fly around in circles
Waiting as my heart drops
And my back begins to tingle
Finally, could this be it, or?

At my worst

Can I call you baby?
Can you be my friend?
Can you be my lover up until the very end?
Let me show you love, oh, I don't pretend
Stick by my side even when the world is givin' in, yeah

Oh, oh, oh, don't
Don't you worry
I'll be there, whenever you want me

I need somebody who can love me at my worst
No, I'm not perfect, but I hope you see my worth
'Cause it's only you, nobody new, I put you first
And for you, girl, I swear I'll do the worst

Task 1 Read the lyric below, and answer the questions.

If I tell the world
I'll never say enough
'Cause it was not said to you
And that's exactly what I need to do
If I end up with you

Should I give up?
Or should I just keep chasing pavements?
Even if it leads nowhere
Or would it be a waste?
Even If I knew my place, should I leave it there?

1. What is the song talk about?
2. Can you identify the underlines in the lyrics? Mention them!

Task 2 Read the lyric below, and answer the questions

Can I call you baby?
Can you be my friend?
Can you be my lover up until the very end?
Let me show you love, oh, I don't pretend
Stick by my side even when the world is givin' in, yeah

Oh, oh, oh, don't
Don't you worry
I'll be there, whenever you want me

1. What is the song talk about?
2. Underline the expression and also mention the expression either it suggestion or an offer!

Task 3 Make a group (3-4 students each group) !

Work and discuss with your group to describe what the song talk about? And the offering or suggestion words from the song? And present it!

Wait a Minute

All alone in my old car
Driving fast, driving too far
All alone in my old car
Heading south, going back home to you

All alone with the streetlights
Moving faster now, it's midnight
All alone with the streetlights
Heading south, going back home to you

Your arms where I belong, always

Well, wait a minute
I am on my way
I am on my way
Back home to you
Promise I'll be there
I'll be there just in time
Just a minute
Wait a minute
Ooh

Task 1 answer this questions according to your opinion!

1. What do you think about the song?
2. Do you think the song is fun? Why?
3. What is the song talk about?
4. According to your opinion what the background of the song?

5. What glimpse of us means?

Task 2 find the meaning of this following words!

1. Heading south:
2. midnight:
3. streetlights:
4. wait a minute:
5. Back home:

Task 3

Song	Album	Ticket
Concert	videoclip	Price

Now fill the information in the table given below:

Opinion	About
The beat is too slow	Song
The crowded is full of their fans	
I think the part while he sing in the hall was the best part	
I would buy it 7 days before the concert starts	
Don't you know the 3 rd one was released yesterday?	
The ticket is really expensive	

Task 4 Make a group (3-4 students each group) !

Work and discuss with your group to describe what the song talk about? What is your opinion about the song? Do you agree with the song or not? And the message which you get from the song? And present it!

As it was

Holdin' me back
Gravity's holdin' me back
I want you to hold out the palm of your hand
Why don't we leave it at that?
Nothin' to say
When everything gets in the way
Seems you cannot be replaced
And I'm the one who will stay, oh

In this world, it's just us
You know it's not the same as it was
In this world, it's just us
You know it's not the same as it was

As it was, as it was
You know it's not the same

Best Friend

I should've stayed at home
'Cause right now I see all these people that love me
But I still feel alone
Can't help but check my phone
I could've made you mine
But no, it wasn't meant to be and see, I wasn't made for you
And you weren't made for me
Though it seemed so easy

And that's because I wanna be your favorite boy
I wanna be the one that makes your day
The one you think about as you lie awake
I can't wait to be your number one
I'll be your biggest fan and you'll be mine
But I still wanna break your heart and make you cry

Because of You

I will not make
The same mistakes that you did
I will not let myself
'Cause my heart so much misery
I will not break
The way you did, you fell so hard
I've learned the hard way
To never let it get that far

Because of you
I never stray too far from the sidewalk
Because of you
I learned to play on the safe side so I don't get hurt
Because of you
I find it hard to trust not only me, but everyone around me
Because of you
I am afraid

Task 1 Fill in the blank

Holdin' ____ back
____ holdin' me back
I want you to hold out the ____ of your hand
Why don't we leave it at that?
Nothin' ____ say
When everything gets _ _ way
____ you cannot be replaced
And I'm the one who will stay, oh

In this world, it's just __
You know it's not the same __ it was

Task 2 Do these exercises below by completing the sentences using Because or Because of !

1. That's _____ I wanna be your favorite boy
2. _____ you I never stray too far from the sidewalk
3. Sinta makes a cake _____ her mom likes it
4. we will join that community _____ you
5. _____ we never realize him anymore in our life
6. I don't bring an umbrella _____ it is not rain
7. That girl is so smart _____ she never be lazy to study
8. Diana can not come to the party _____ her mom never let her
9. My life has changed and it is _____ you
10. I let him to go _____ I care with you

Task 3 Choose a topic!

Use some expression showing the cause and effect relationship according to the best friend song!

Task 4 Choose the best answer!

1. I am staying at home _____ it is raining.
 - a. Due to
 - b. Owing to
 - c. Because
 - d. Because of
2. I am staying at home _____ the rain.
 - a. Due to
 - b. Because
 - c. Since
 - d. For
3. Many species of wildlife are becoming extinct, _____ the rain forests are being destroyed.
 - a. therefore
 - b. since
 - c. so
 - d. consequently
4. The flight is postponed _____ the weather is bad.
 - a. therefore
 - b. since
 - c. so
 - d. consequently
5. The flight is postponed _____ bad weather.

- a. Because of
- b. Because
- c. Therefore
- d. For

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS KONTROL

Nama Sekolah : SMKIT Khoiru ummah
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : XI / 2
 Materi Pokok : Suggestion and Offers
 Alokasi Waktu : 2 X 45

A. Kompetensi Inti

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

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KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran

	<ul style="list-style-type: none"> • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
4.1	<p>Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <ul style="list-style-type: none"> • Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas • Menanggapi saran dan tawaran yang diajukan kepadanya

C. Tujuan Pembelajaran

1. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran.
2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
3. Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran.
4. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran.
5. Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas.
6. Menanggapi saran dan tawaran yang diajukan kepadanya.

D. Materi Pembelajaran

1. Fungsi sosial
 - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
2. Struktur Teks
 - a. Memulai
 - b. Menanggapi (diharapkan/di luar dugaan)
3. Unsur Kebahasaan
 - a. Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
 - b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4. Topik
 - Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Metode pembelajaran yang akan digunakan adalah metode discovery learning dengan media lagu. Metode pembelajaran discovery learning adalah metode pengajaran yang berpusat pada peserta didik dan pengalaman belajar secara aktif yang akan membimbing peserta didik untuk menemukan dan mengemukakan gagasannya terkait topic yang akan dipelajari dengan menggunakan media lagu.

F. Media pembelajaran dan Sumber Belajar

1. Media :

- a. worksheets
- 2. Alat :
 - a. Laptop
 - b. Speaker
- 3. Sumber belajar :
 - a. Lks Bahasa Inggris kelas XI
 - b. https://www.eslprintables.com/speaking_worksheets/role_plays/make_suggestions_36_51/

G. Langkah – langkah Pembelajaran

No	Kegiatan Belajar	Waktu (menit)
1.	<p>PENDAHULUAN</p> <ol style="list-style-type: none"> 1. Membuka pertemuan dengan mengucapkan salam. 2. Meminta ketua kelas memimpin doa dengan tertib. 3. Mengecek kesiapan peserta didik. 4. Mengabsen peserta didik. 5. Menyampaikan materi yang akan dipelajari. 	5
2.	<p>KEGIATAN INTI</p> <p>Mengamati :</p> <ol style="list-style-type: none"> 1. Membaca teks terkait saran dan tawaran 2. mengidentifikasi kalimat yang termasuk dalam saran dan tawaran 3. memahami cara mengungkapkan kalimat saran dan tawaran <p>Menanya :</p> <ol style="list-style-type: none"> 1. mempertanyakan unsur kebahasaan yang terdapat pada kalimat didalam teks saran dan tawaran 2. memperoleh pengetahuan tambahan tentang kosa kata dalam kalimat saran dan tawaran <p>Menalar :</p> <p>berdiskusi tentang jenis kalimat saran dan tawaran lainnya.</p> <p>Mencoba :</p> <ol style="list-style-type: none"> 1. membanding-kan kalimat saran dan tawaran yang terdapat dalam teks percakapan 2. mencari lagu serupa yang didalamnya terdapat kalimat saran dan tawaran di dalam sebuah lagu yg sudah di perdengarkan <p>Mengkomunikasikan :</p> <p>melaporkan hasil analisis mengenai kalimat saran dan tawaran.</p>	35

3.	<p>PENUTUP</p> <ol style="list-style-type: none"> 1. Peserta didik bersama guru menyimpulkan pembelajaran 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan 3. Peserta didik menjawab pertanyaan yang diberikan oleh guru 	5
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H. Instrumen Penilaian

1. Penilaian Sikap

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Rasa hormat	Pengamatan	Proses	Lembar Pengamatan	
2	Jujur				
3	Peduli				
4	Berani				
5	Percaya diri				
6	Komunikatif				
7	Peduli sesama				
8	Ingin tahu				

2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang terdapat	Unjuk kerja	Lisan dan tulis	<p>write down the correct answer!</p> <p>1. What is dialogue 1 about?</p>

<p>didalam kalimat saran dan tawaran.</p>		<p>2. What is dialogue 2 about?</p> <p>3. Can you find the expressions of making suggestion in dialogue 1? Please mention it.</p> <p>4. What are the responses to the suggestions given?</p> <p>5. Can you find the expressions of making offer in dialogue 2? Please mention it.</p>
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3. Penilaian praktek

<p>Indikator</p> <p>Pencapaian</p> <p>Kompetensi</p>	<p>Teknik</p> <p>Penilaian</p>	<p>Bentuk</p> <p>Penilaian</p>	<p>Instrumen</p>
<p>menyusun teks lisan dan tulis untuk mendiskusikan makna dan kata – kata yang terdapat didalam kalimat saran dan tawaran dengan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Unjuk kerja</p>	<p>Presentasi</p>	<p>Make a group (2 students each group) ! Work and discuss with your group this following dialogues using expressions of making suggestions or offers, And present it!</p> <p>1. Jason : What shall we do this weekend?</p> <p>Ron :</p> <p>_____</p> <p>Jason : That sounds great. How about Pasir Putih beach?</p> <p>Ron : Great idea.</p> <p>2. Jenny : It's hard to get a taxi at this hour. I'll get home late.</p> <p>Bobby :</p> <p>_____</p> <p>Jenny : Thanks. How nice you are.</p> <p>3. Julia : I don't know what to do during our school holidays.</p>

		Mia : <hr/> Julia : I think I'll definitely do it. I'm sure I will learn a lot from the camp and make many friends.
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Rubrik Penilaian dari Segi Sikap (*attitude*)

Indikator	Skor				
	1	2	3	4	5
Rasa hormat (<i>respect</i>)					
Jujur (<i>honest</i>)					
Peduli (<i>care</i>)					
Berani (<i>brave</i>)					
Percaya diri (<i>confidence</i>)					
Berkomunikasi baik (<i>communicative</i>)					
Peduli sosial (<i>social awareness</i>)					
Ingin tahu (<i>curiosity</i>)					

Keterangan :

- 5 = Tidak pernah
- 4 = Pernah
- 3 = Beberapa kali pernah
- 2 = Sering menunjukkan
- 1 = Sangat sering

Rubrik Penilaian dari Aspek Pengetahuan (*knowledge*)

Indikator	Skor				
	1	2	3	4	5

Kosa kata (<i>vocabulary</i>)					
Kelancaran (<i>fluency</i>)					
Ketelitian (<i>accuracy</i>)					
Pengucapan (<i>pronunciation</i>)					
Percaya diri (<i>confidence</i>)					
Intonasi (<i>intonation</i>)					
Pemahaman (<i>understanding</i>)					
Pilihan kata (<i>diction</i>)					

Keterangan :

- 5 = Hampir sempurna
- 4 = Ada kesalahan tapi tidak mengganggu makna
- 3 = Ada kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami.

Rubrik Penilaian Praktek

Kriteria	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan lancar.	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan lancar.	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan tidak lancar.	Jika respon benar, ucapan benar, intonasi salah, dan pengucapan tidak lancar.	Jika respon kurang tepat, ucapan salah, intonasi salah, dan pengucapan tidak lancar.
Nilai	Excelent 5	Very Good 4	Good 3	Fair 2	Poor

Guru Mata Pelajaran

Peneliti

Nia Anggela

Ainul Mardhivva

Nip :

NIM : 18551003

Look at this conversation!

(dialogue 1)

Jesika : Hei Lily, can you recommend to me a good hotel at town?

Lily : Do you want to stay at a first class hotel?

Jesika : Yes, but not the expensive one.

Lily : Maybe, you can stay at Shangri La Hotel. That's hotel is good and not to expensive !

(dialogue 2)

A : Hey, what happened, do you have a headache!

B : Yeah, I feel very dizzy.

A : Do you need anything, some medicine maybe?

B: Yes, please. I do need medicine for my headache.

A : Then I will get that medicine for you.

B : Thank you.

10 minutes later

A : Here's you medicine. If the pain persists, the you should see a doctor

B : Thanks

(dialogue 3)

Buyer : I'm really confused right now. Should I choose the red dress or the blue one!

Shopkeeper : Maybe you should choose the Blue one, that dress makes you shine.

Task 1 Underline the offering and the suggestion!

(dialogue 1)

Sandra : Hi, Julia. Do you have a plan for the weekend?

Julia : No, I have no plan yet.

Sandra : Would you like to go to the beach?

Julia : I think it's not a good idea. Why don't we take a cooking class?

It could be fun.

Sandra : Cooking class? That sounds good.

(dialogue 2)

Willy : You look confused. What's the matter?

Harry : I haven't finished my English project. It's due tomorrow.

Willy : How if we do it together? Do you mind if I help you?

Harry : That sounds great. It would be very helpful. Thank you.

Task 2 write down the correct answer!

1. What is dialogue 1 about?
2. What is dialogue 2 about?
3. Can you find the expressions of making suggestion in dialogue 1? Please mention it.
4. What are the responses to the suggestions given?
5. Can you find the expressions of making offer in dialogue 2? Please mention it.
6. What are the responses to the offers given?

7. Why does the speaker in dialogue 1 give a suggestion?

8. Why does the speaker in dialogue 2 give an offer?

Task 3 Complete the following dialogues using expressions of making suggestions or offers.

1. Jason : What shall we do this weekend?

Ron : _____

Jason : That sounds great. How about Pasir Putih beach?

Ron : Great idea.

2. Jenny : It's hard to get a taxi at this hour. I'll get home late.

Bobby : _____

Jenny : Thanks. How nice you are.

3. Julia : I don't know what to do during our school holidays.

Mia : _____

Julia : I think I'll definitely do it. I'm sure I will learn a lot from the camp and make many friends.

4. Jerry : I don't understand this math homework.

Sam : _____

Jerry : Yes, can you please explain this formula to me?

Sam : Sure

5. Ben : I am not good at making good power point for my presentation.

Celia : _____

Ben : Oh, okay. I will ask him then.

Task 4 Read the dialogue below, and answer the questions.

(dialogue 1)

Andy : It's mother's day next week. What are we going to give to Mum?

Bobby : How about getting her a box of chocolate?

Cindy : No, I don't think it's a good idea. You know she is on a strict diet, and she never eats sweets!.

Andy : Alright, shall we get her a flower vase, then?

Bobby : No. She already has some.

Andy : Well, why don't we buy her new gardening tools? She loves gardening.

Cindy : That's a good idea!.

Bobby : Ok, let's go and buy her gardening tools.

1. What are they discussing about?

2. Can you identify the expressions of making suggestions in the dialogue and the response? Mention them!

(dialogue 2)

Dhea : Have you heard that the due date for the final project is extended? It will be due next month.

Riza : That's wonderful! I haven't even started yet.

Dhea : Would you need my help?

Riza : No, thanks. I'll do it as soon as possible. I know that you're as busy as I am.

Dhea : Okay. Just let me know if you need my help.

1. What does Dhea offer to Riza?

2. Write the expressions used by Dhea in giving an offer!

Read this conversation!

A : What do you think of my new house?

B : It is beautiful, I think. Do you have many novels in your house?

A : Yeah some, I like Andrea Hirata's novels

B : What do you think about Andrea Hirata's novels?

A : I think they are great novels

B : Yes, you are right. I think it's going to rain.

A : I don't think so, look outside at the sky! It is so clear. No clouds there
 B : But I watch the weather forecast yesterday. It said it is going to rain, okay see you
 A : See you

Task I

Movie Book Hotel
Museum Monorail Restaurant

Now fill the information in the table given below:

Opinion	About
The graphics were absolutely awesome. Don't you agree with me?	Movie
Even though the cover didn't look interesting, the story seems good so far.	
The space was very cramped and people kept on pushing. I think they should ask people to queue up.	
I think the food was very tasty.	
I had a very good meal. I would recommend the place to everyone.	
The room was not so good. I felt cheated.	

Task 2 Look at the jumbled sentence below! Arrange them into good dialogue!

B : Yeah. Once, one of my good friends lied to me. He was a really good friend, and I just felt completely betrayed. It destroyed the friendship.

B : In my opinion friends need to be completely honest. One little lie and the friendship just disappears.

A : Some people say friends are always honest with each other. What do you think?

A : Ah, that's pretty strong language. Do you really think that?

Task 3 choose the correct answer!

Woman : What do you think of my appearance? Do I look okay?

Man : Well, yes. But it will be more elegant if you wear a long black dress.

Woman : Alright.

1. What is the dialogue about?

- A. The woman's dress
- B. The elegant woman
- C. The woman's black dress
- D. The woman's appearance

Man : Oh my god, this traffic is making me crazy.

Woman : Absolutely! I think there must be an accident.

Man : I think so too. It's almost seven o'clock. We'll be late for school.

Woman : We'd better tell our teacher that we're coming late, because of the traffic. We hope and pray that traffic will be fine soon and we will not miss the first lesson

Man : Okay, let's call her.

2. What is the best solution they have?

- A. make themselves crazy
- B. come late to school
- C. call the teacher
- D. hope and pray

Woman : Look at me! Does this long red dress suit on me, John?

Man : I don't think so. I think the green long dress is better than the red one.

Woman : How about the short black one, then?

Man : Yes, that suits you. You look gorgeous with that one.

3. Which dress suits the woman?

- A. The short red one.
- B. The short green one.
- C. The short black one.
- D. The long red one.

Dio : Can you give me an opinion about my sculpture?

Jon : Sure thing! I think you should have had fixed the hand.

Dio : Thanks, Jon.

Jon : No problem!

4. From the dialogue above, Dio is...

- A. asking for help
- B. giving help
- C. giving opinion
- D. asking for an opinion

Jul : Ria, what do you think of the cake I bake?

Ria : It's really delicious, Jul. I love it!

Jul: yes!

5. From the dialogue above, Jul is

- A. asking for an opinion
- B. asking for help
- C. requesting for attention
- D. giving an item
- E. giving opinion

Task 1 Do these exercises below by completing the sentences using Because or Because of !

1. I can not come to your house _____ it is rain
2. I am afraid _____ a ghost
3. Sinta makes a cake _____ her mom likes it
4. we will join that community _____ you
5. _____ we never realize him anymore in our life
6. I don't bring an umbrella _____ it is not rain
7. That girl is so smart _____ she never be lazy to study
8. Diana can not come to the party _____ her mom never let her
9. My life has changed and it is _____ you
10. I let him to go _____ I care with you

Task 2 Choose the best answer!

1. I am staying at home _____ it is raining.
 - a. Due to
 - b. Owing to
 - c. Because
 - d. Because of
2. I am staying at home _____ the rain.
 - a. Due to
 - b. Because
 - c. Since
 - d. For
3. Many species of wildlife are becoming extinct, _____ the rain forests are being destroyed.
 - a. therefore
 - b. since
 - c. so
 - d. consequently
4. The flight is postponed _____ the weather is bad.
 - a. therefore
 - b. since
 - c. so
 - d. consequently
5. The flight is postponed _____ bad weather.
 - a. Because of

- b. Because
- c. Therefore
- d. For

Task 3 Choose a topic

By writing the causes of come late to the school and the effects on the learning the lesson. Use some expression showing the cause and effect relationship

Appendix 8

Documentation





Appendix 9



Biography

The researcher's full name is Ainul Mardhiyya. Her nickname is Ai. She was born in Curup, Bengkulu on July, 21st 2000. She lives in BTN Airbang. She is the first daughter from Mr. Tegu Ati and Mrs. Siti Robi'ah. She has two sister whose name, Fatimah Azzahra and Amalia Rizka Azizah and one brother whose name Muhammad Nasrullah Fajar. She finished her elementary school at SDIT RR and continued to MTS ICBM in 2014. In 2015. Next, she was graduated from MANRejang Lebong in 2018.

Next, In 2018, she entered to IAIN Curup and chooses English Tadris Study Program in Education (Tarbiyah) Department. Alhamdulillah hirabbil 'alamin, she has done her study succesfully and has followed the last examination. Another words, she finished her 'Sarjana' degree (S-1) in this year (2022)