THE USE OF A MILLION DREAMS SONG TO TEACH LISTENING SKILL
(Pre Experimental Study at the Eighth Grade Students of MTs. Al Uswah Bergas Semarang in the Academic Year of 2019/2020)

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga

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ATTENTIVE COUNSELOR’S NOTE
Case: Miftah Nuril Maulidah’s Graduating paper

Dear,

Dean of Teacher and Training and Education
Faculty

Assalamu’alaikum wr. wb

After reading and correcting Miftah Nuril Maulidah’s graduating paper entitled THE USE OF A MILLION DREAMS SONG TO TEACH LISTENING SKILL (Pre-Experimental Study at the Eighth Grade Students of MTs. Al Uswah Bergas Semarang in the Academic Year of 2019/2020); I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

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GRADUATING PAPER
THE USE OF A MILLION DREAMS SONG TO TEACH LISTENING SKILL
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Has been brought to the board of examiners of English Education Departement of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 2019, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education Department of Teacher Training and Education Faculty.

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Miftah Nuril Maulidah
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MOTTO

No gains, without pains

*God always entrusts advantages in every shortcoming.*
DEDICATIONS

This graduating paper is sincerely dedicated to:

1. My beloved grandma Mrs. Jumaiyah. My beloved father, Mr. Anwari and my father in law Mr. Abdullah Arifin, my lovely mother Mrs. Sulastin and my mother in law Mrs. Suliyatin, thank you for the endless love, support, prayer, and everything you give to me.

2. My beloved brothers and sisters, my beloved sisters are Laila Nuril Wahidah and Intan Purnamasari, my beloved brothers are Syamsul Maarif and Muhammad Irfan Ardiansyah little who always cheer up my days.

3. My future husband, Ahmad Saifuddin, thank you for being my side wherever I am.
Thanks for giving me a lot of loves. You are my prince of heaven.

4. My best friends, all of my beloved close friends members, Especially to Hanif, Wahyu, Lailiyah, Titik Isniatus, Yustika, In Isna, Himmatul Aliyah, Mifhariyatil, Setya, all of CEC members, all of Ronas Squad Team, all of Rumah Jati members, all of Takan Big Family, and all of my team Salafy Islamic Boarding House members. You are awesome guys.
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim,

In the name of Allah, the Most Gracious and the Most Merciful, the Lord of the entire universe. Because of Him, the researcher is able to finish this graduating paper as one of the requirements for Sarjana Pendidikan (S.Pd) of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

Peace and salutation always are given to our Prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. It is an appropriate moment for the researcher to the deepest gratitude to:

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2. Prof. Dr. Mansur, M.Ag. as the Dean of Faculty of Teacher Training and Education, State Institute for Islamic Studies (IAIN) of Salatiga.

3. Norwanto, M.Hum., Ph.D. as the Head of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga.

4. Nur Muthmainnah, M.Pd. as the Secretary of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga.
5. Dr. Ruwandi, S.Pd., M.A., as the counselor who have played an immense role in his work in this graduating paper. His countless hours of reading and revising are invaluable to this graduating paper.

6. All lecturers in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

7. All figures who could not be mentioned because of the limited room in this paper.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, September 9th, 2019

Miftah Nuril Maulidah
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ABSTRACT

Maulidah, Miftah Nuril. 2019. “THE USE OF A MILLION DREAMS SONG TO TEACH LISTENING SKILL (Pre Experimental Study of the Eighth Grade Students of MTs Al Uswah Bergas Semarang in the Academic Year of 2019/2020)”. Graduating Paper. English Education Department, Faculty of Teacher Training and Education, State Institute for Islamic Studies of Salatiga. Consultant : Dr. Ruwandi, M.A.

Key words: A Million Dreams ; song; to teach listening skill.

The objectives of this study were 1) To find out and analyze difference of Listening Skill before and after there were taught by A Million Dreams Song. 2) To find out and analyze the significant difference of Listening Skill before and after there were taught by A Million Dreams Song. This is pre experimental study. The data of this study were collected by test and documentation. The data were gathered through tests. The test consisted of the pre-test and post-test. Based the statistical calculation it was found that : 1) There is difference of students’ Listening Skill to the eighth grade students of MTs. Al Uswah Bergas Semarang because the score of pre-test is (34) and post test is (87) this means that average post-test score is higher than pre-test score \( M_a < M_b \). 2) There is significant different of students’ Listening Skill to the eighth grade students of MTs. Al Uswah Bergas Semarang because the \( t_0 > t \)-table, the score of \( t_0 \) 37.336 > 1.69236. This means \( t_0 > t \)-table. It can be concluded that to teach listening skill by using A Million Dreams Song had positive effect to the eighth grade of MTs. Al Uswah Bergas Semarang. It was proven by calculation mean and \( t_0 \).
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CHAPTER I
INTRODUCTION

This chapter deals with a brief introduction of the research paper. It describes background of the study, identification of the study, focus of the study, statement of the study, objectives of the study, benefit of the study, definition of key terms, organization of the graduating paper.

A. Background of the Study

According to the Oxford Dictionary (2008:258) listening is paying attention to something that you can hear. Take notice or believe what something says. Listen for approximately be prepared to hear a particular sound. Example if we listen to music or song. So, the assumption Listening is responding or receiving intentional sounds. Paying close attention to what others say that has begun to involve the mental component means that mental activity has arisen, just not as high as listening activities.

Harmer (2007:303) says students can improve their listening skills and increase valuable language input through a combination of extensive and intensive listening material and procedures. Listening of both kinds is particularly significant science it provides a good opportunity to hear voices other than the teachers, enable students to acquire good speaking habits as a result of spoken English they absorb and help to increase their pronunciations.
Harmer (2007:303) states that extensive listening, just as we can claim that extensive reading helps students to purchase vocabulary and grammar and that, moreover, it makes students better readers, so extensive listening (Where a teacher inspires students to choose for themselves that they listen to and to do so for preference and general language improvement) can also have an affected result on a students’ language learning.

In addition Rost (2011:146) claims that early views of teaching listening measured listening to be a passive skill that would develop naturally with speaking and reading. To some extent, this is true since there are fundamental competencies for all language skills. However, listening is now receiving fresh attention as an active skill that can be taught directly. In the last part of the twentieth century, a number of teaching methodologies developed that included a key role for listening, among them: the Audio-Lingual Method (ALM), with its focus on presentation of models; Communicative Language Teaching (CLT), with its focus on authentic conversation; Content-Based Instruction (CBI), with its focus on rich input; the Natural Approach, with its focus on immersion incomprehensible input (and its proposed avoidance of speaking).

Annisa (2014) have conducted research. She concludes that using video with English texts was effective for teaching listening of narrative, it showed by t-score. Another research is also conducted by Sevik (2012) He conducts research. He concludes that songs developing listening skills are a fundamental component of any ESL/EFL curriculum for YLs, and songs are
regarded as one of the most effective techniques to this end. Songs have a
definite place in the YL classroom; they provide meaningful and enjoyable
language practice, especially in fostering listening skills. The hope is that the
more songs YLs experience, the better language learners they will become.
The effectiveness and importance of songs increase when they are used in
combination with TPR, which involves game-like movements. Hugo and
Catharina (2013) conducted research. They conclude that Music could
eventually be used to help young learners understand English as their second
language and language of instruction. One of the main reasons for using
music is the fact that listening forms part of every musical activity. Listening
is an important component of teaching because it is estimated that 45% of
class time is taken up by listening, meaning that it is used more than any other
language skill to obtain knowledge and information. Džanić, (2016) also
conducted research. She concludes that The results showed that songs have a
positive influence on vocabulary retention of young learners. Whatever
setting is used, aural or aural/visual, the results prove that songs are suitable
for different style learning, they encourage positive learning experience and
enhance their knowledge.

From the example explanation of the research above, broadly speaking has
the same as the research of the researcher. Conceptually it can be used as a
general theoretical reference for researchers in conducting research because
the object is both researching about listening skill through a song, the
difference is the model used and the place of research.
If it is true that listening skills are the most important result of language teaching, it can be decided that methods that can improve listening skills are one of them by using songs. Because of songs can be one of the most fun ways to practice and develop listening skills. A song can play an important role in mastering a new language. Song activities such as the use of various instruments to increase awareness of students will sound loud and soft, fast and slow, high and low and timbre can be used. Songs can also help make students aware of the fast, slow and moderate tempo of spoken English and students will learn new words and idiomatic expressions of the songs have a positive influence on the retention of vocabulary for young students. And basically, Song can also help students to teach listening to be more effective and fun.

Wilson JJ (2008:113) says Listening in the syllabus that instruction is in English, some form of listening in L2 takes place in all lessons and forms a core part of any course. A complete listening syllabus will include planned, unplanned and spontaneous speech, monologue, dialogue, and three-way conversations, situational discourse (e.g. buying a ticket) and free-flowing discourse (e.g. chat’), and a mix of formal and informal discourse. There will be a balance of extensive and intensive listening, too. In truth, few teachers plan as exactly as this, and the type of input depends on several factors: the materials available, exam requirements, institutional constraints and the needs of the students and each syllabus designed to teach English as a second language or foreign language for young students usually contains songs.
Listening skills are also very important for learning because it allows students to obtain information and knowledge, and to achieve success in communicating with others. Listening activities are also needed in an academic context, where students must deal with listening comprehension in the classroom.

Based on the observations of researchers in the eighth grade of Al Uswah MTs School, the writers found that most students like to learn English using audio. But before in class VII D MTS Al-Uswah never learned listening through songs, they only got listening material in the form of watching movies, listen to the dialogue, conversation between two people, and before that they also didn't get this material. Seeing previous experience why I want to do research related to listening through songs because I used to teach students in the previous year when ppl at MTs. Al-Uswah Bergas, Semarang. And the reason why I took this title was because I wanted to try to apply this method and wanted to know if there were differences in listening skills for students of class VIII D 2019/2020 before and after being taught Listening through song. Because of seeing last year's experience, students there were very enthusiastic and happy when taught to listen through songs for the first time, even though they did not fully understand how to learn to listen using songs. My experience teaching practice in class VII D before, most of them only listen and enjoy music without knowing the meaning of the song lyrics. Some of them know it and some don't. If they are asked to fill in the blank lyrics of a given song, they can fill it, but their problem is that they cannot
write the lyrics correctly. However, their interest in learning English is very strong because of the support from PPL students first. They are very motivated by the teaching delivered by PPL students. Their enthusiasm is very high. Most of them prefer learning by using audio and using songs. For them listening to music is one of the expressions to express themselves after a day of learning other than English. They are very happy to entertain themselves and express it through songs.

Seeing the way they are enthusiastic about learning English, I am increasingly interested in taking this title and applying it to class VIII D of the 2019/2020 academic year, because I want to develop their enthusiasm for learning English through songs. By using the song, they can grow their enthusiasm to learn English deeper. Hopefully through this method students are interested in learning English and can improve their listening skills, because song is also one of the media in learning English

Based on the above background, the writer has conducted a study entitled "THE USE OF A MILLION DREAMS SONG TO TEACH LISTENING SKILLS" (PRE EXPERIMENTAL STUDY OF THE EIGHTH GRADE OF MTS AL USWAH BERGAS SEMARANG IN ACADEMIC YEAR 2019/2020). The use of song A Million Dreams can hopefully teach students the ability to develop their English especially in listening skills.
B. Identification of the Study

The problem of this study relates to the use of the song A Million Dreams to teach listening to eighth grade Mts. Al Uswah Bergas Semarang and the factors that make listening low are among others:

1. Lack of training: possible if the instructor does not provide training exercises for the Listening test. A teacher needs to provide practice exam questions to familiarize students in working on listening questions so that it will be easier for students to get good grades in the exam.

2. Lack of concentration in listening and analysis power of students who are still low.

3. Students don't understand English accents between British and American

4. Mistakes in choosing a learning strategy

5. Lack of vocabulary and do not know how to pronounce good according to British and American

6. Teacher factors: lack of teacher creativity in presenting and developing listening learning materials.

7. Learning Method Factors: not all methods can be used in learning, there may be appropriate methods for learning to read but it is not appropriate to learn to listen, therefore the teacher must be active in finding methods to listen to learning.

8. Lack of facilities and infrastructure provided in schools related to LCDs, speakers, etc.
9. Students cannot listen to information and think of it as learning that is not very important.

10. The questions used in evaluating listening learning tend to be theoretical. Even though to know the listening skills, evaluation tools are needed in accordance with the competencies taught.

11. Students do not understand the material in listening. Students do not understand the material in listening to text so that they have difficulty understanding and answering questions. This factor is touched by researchers who have more influence on the results of listening tests. If English material is not well mastered, difficulties will arise, because to be able to test well and get satisfactory grades, thus understanding is needed. When students do not understand the material, they will surely find difficulty in working on the test and in the end. They also have difficulty answering the questions correctly. In general, listening tests are given to students in the form of questions, for example, if a question is related to dialogue or conversation, students are asked to continue empty sentences or in accordance with the contents of the dialogue, and if the listening question is a song. Students asked to fill in blank lyrics in the song text.

In other words, if many students get problems in answering listening questions, this certainly affects the final results of the National Examination particularly English subjects that cannot be maximized. Indirectly this will affect the value of the final result which may be
detrimental to students who want to continue their education to the next level, namely the favorite high school.

C. Focus of the Study

This study focuses on identifying whether listening teaching using a million dreams songs for the eighth grade of al MTs Al Uswah was different? The purpose of teaching songs is to practice listening skills for students through the song A Million Dreams.

D. Statement of the Study

Based on the background of the study, the writer formulates the following question of the study:

1. How far is the difference of students listening skills before and after they were taught by A Million Dreams song.
2. How far is the significant difference students listening skills before and after they were taught by A Million Dreams.

E. Objectives of the Study

The objectives of the study can be stated as follows:

1. To find out and analize the difference of listening skill before and after there were taught by A Million Dreams Song.
2. To find out and analize the significant difference of listening skill before and after they were taught by A Million Dreams.

F. Benefit of the Study

It is hoped that this study would be beneficial for the following points they were as follows,
1) To the Teachers

The effect of this study is likely to give information to the teachers of English about A Million Dreams song as one of alternative in teaching listening and help the teachers of English create the situation in the class to be more active and interest.

2) To the Students

The effect of this study is predictable to inspire the students in studying English and improve their ability to recognize listening comprehension.

3) To the Researcher Her Self

The effect of this study is predictable to increase the researcher's knowledge and as a candidate of a teacher to get experience in conducting a scientific study.

**G. Definition of Key Terms**

1. The use of A Million Dreams Song

Cameron (2001) quoted by Sevik (2012: 11) claims that the use of songs and poems is also important for young students in foreign language classes. This song is taken from the greatest showman movie which gives a story of inspiration from the struggle of life and imagination of PT. Barnum. The story of a visionary who builds from scratch to create awesome performances became a world sensation. This movie uses the soundtrack of A Million Dreams where the song is in the spotlight for young people and adults who have seen it. Why is
that because this song is very inspiring and motivating for young people. Because it is seen from its meaning that it continuously awakens our soul to always have an optimistic nature to achieve dreams. One way to encourage them is by giving a song. Why do writers use songs? Most all of elementary school teachers generally use songs as teaching techniques, and why should this song be chosen? Because conferring to the researcher this song is very opposite to be applied at the age of those who are still teenagers at an early age and to motivate them in reaching dreams. Whatever the interferences, they have to fraud on them to try out a dream that has been dreamed of. That is the effectiveness of the song A Million dreams for young people. What is very clear has a positive impact on young people.

Wilson JJ (2008:49) says Music brings other dimensions- art and emotion - to the classroom. Songs can be enjoyable, unforgettable and stimulating for the students. Teenagers, in particular, who may sense shy when pronouncing words in a foreign language in front of their peers, often feel less intimidated when the words are those of a famous singer. Another advantage is that songs are often familiar, particularly when teachers give students the opportunity to bring songs of their choice to work with in class.

Wilson JJ (2008:50) claims that there are also a number of benefits in terms of language and skills. Songs help students focus on aspects of pronunciation such as stress patterns. Also, songs tend to contain
some usefully predictable elements: the use of rhyme, for example, often helps the listener to predict vocabulary. Responses mean we hear the same phrases with the same emphasis several times, giving students multiple opportunities to understand the lyrics. Songs often contain stories, too, which can be motivating. Finally, songs bring different accents, voices, cultures, and ideas into the classroom.

2. To Teach Listening Skill

According to Lado (1964:57) to teach the meaning content of the second language as it has developed in the culture where the language is spoken natively. A language is the most complete index to a culture. This opinion applies with less force or does not apply when the language is taught for scientific reading only or as a national language.

According to Lado (1964:50) "Scientific" does not mean perfect or omniscient. A scientific approach to language teaching uses scientific information it is based on theory and a set of principles that are internally consistent. It measures results. It is impersonal so that it can be discussed on objective evidence. And it is open, permitting cumulative advance on the basis of new facts and experience.

According to Linse (2005), quoted by Sevik (2012:11) considers that teaching of listening skills as foundational to the development of other language skills. We should, however, be aware that any kind of listening comprehension activity needs to be well guided with clear aims.
To this end, Ur (1996) quoted by Sevik (2012:11) claims that a listening purpose (a defined goal, as in the “wake up” example) enables the listener to listen selectively for significant information. Providing the students with some idea of what they are going to hear and what they are asked to do with it helps them to succeed in the task; it also raises motivation and interest. The fact that learners are active during the listening, rather than waiting until the end to do something, keeps the learners busy and helps prevent boredom.

According to (cf. Blell 2017), quoted by Surkamp (2018:95) Listening skill, too, not only relies on the perception of sounds. Competent listeners are also able to capture, process and interpret different types of listening texts and contexts, that is, audible language input (including intonation, prosody, and rhythm) as well as tonal and musical impulses (for example, sounds, songs, film music). They can picture different conversational situations (job interviews, arguments) and recognizing the emotional undertones of an utterance (for example, irony). Beyond that, they possess the ability to concentrate on what they are listening to and to monitor their own listening comprehension process. Additionally, they can cope with what they have not understood, critically reflect on their own understanding of the text and accept different possible meaning.
H. Organization of the Graduating Paper

This research is divided into five chapters and each chapter explains about something differently, according to the topics which are discussed.

Chapter I is an introduction that consists of the background of the research, which mentions the researcher' reasons why the researcher chooses the topic as a research topic. Then, the problems of the research, it explains the problems of the research that are observed by the researcher. Next, are beneficial of the research that describes the advantages of the research, then the limitation of the research, which mentions the specific problems that the researcher explains. Furthermore, it includes the definition of the key terms and the last is the organization of the graduating paper.

Chapter II is a theoretical review. It presents the research result on theories. It provides the readers' theories which they need to comprehend this present research, then relevant toward research, theory description, there are; Listening skill, CLT (Communicative Language Teaching), theoretical framework, and Action Hypothesis (Ha).

Chapter III is the research methodology. It tells how to construct the body of this research and the data are explained here. In this session, there would be research design, samples, data collection, research instruments, data analysis, etc. Many data are collected and analyzed that
needed by the researcher. The contribution of the samples gives numerous of objective views in acquiring the data required in this part.

Chapter IV is finding all the results of data analysis. The research questions will get the answers in this chapter. To make it clearer for the readers, the researcher suggests the discussions of the findings.

Chapter V is closing that contains the conclusion and suggestion for the further research. The last part of this research are references and appendices.
CHAPTER II

LITERATURE REVIEW

Chapter II consists of listening, review of related researchers, teaching kinds, theoretical framework, theoretical hypothesis (Ha).

A. Listening

1. The Terms of Listening

According to Allen (1995:3) listening as a method of taking in information is used far more than reading and writing combined. It is the channel used most often for learning. Ironically, it is the least understood function of all. When we think about listening, we tend to assume it is basically the same as hearing this is a dangerous misconception because it leads us to believe effective listening is instinctive. As a result, we make little effort to learn or develop listening skills and unknowingly neglect a vital communication function, thereby denying ourselves educational development and increased self-awareness.

Allen says listening involves a more sophisticated mental process than hearing. It demands energy and discipline. Listening is a learned skill. The first step is to realize that effective listening is an active, not a passive, process. This is a difficult concept, but it is truly a skilled listener who does not just sit there and allow listening to happen.

So the conclusion, listening is taking in information from speakers, other people or ourselves, while remaining non-judgemental and empathetic acknowledging she talker in way that invites the
communication and continues and providing limited, but encouraging, input to the talkers' response, caring the persons' idea one step forward. This definition stresses the listeners' responsibility in the communication process. Although listening is one of the most demanding aspects of communication, it is also one of the most rewarding.

Anna bass (2005) quoted by Palmer (2014:56) claims that “Listening is the most used but least taught communication skill”. It is no surprise that many of our students (and many adults) struggle as listeners. The problem becomes more severe when we realize that listening now includes more than understanding words that are delivered in person. Today, students listen to diverse media with differing presentation formats. To understand, they must also understand the use of sound, the credibility of Internet sources, the techniques used in the video, and more. So, Listening skills also help children who have literacy skills in their own language transition into English language literacy.

So the conclusion, Listening is one component of the skills controlled by someone when they have good interactive skills. Effective communication can be done by someone if they have good listening skills, and the ability to listen becomes the main thing someone must have if they want effective communication. Listening not only exactly uses the hearing instrument (ear) but has a broader meaning.
3. Teaching Listening

According to Brown (2006:2), one very important idea for teaching, listening is that listening courses must make use of students’ prior knowledge in order to improve listening comprehension. To make this idea clear, this section introduces several concepts from the cognitive view of language learning, including schema, scripts, and top-down/bottom-up processing. This section also considers the similarities and differences between listening and reading and then looks specifically at why the activation of prior knowledge is perhaps even more important in listening than in reading comprehension. Finally, there is a concrete example of activating prior knowledge in listening materials. The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, we process the information we hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to accumulate our understanding of what we read or hear one step at a time.

Nunan (1991:23) says Another important consideration in listening concerns the listener's purpose. Course books for teaching listening sometimes seem to imply that listeners grimly focus on every word.
This is, of course, simply not true. When listening to television or radio news broadcasts, we usually tune in to certain items and exclude others. The exclusion can be due to a lapse in concentration or to a lack of interest in certain topics, or to efficiency in listening. An important factor in interactive listening is whether or not we are taking part in the interaction. Eavesdropping on a conversation is very different from actually participating in one. Because of this it may seem a waste of time to involve learners in classroom tasks in which they are involved in listening to conversations among other people.

4. The Strategies of Teaching Listening

Wilson JJ (2008: 15) says one strategy that can help students to overcome the problem of Listening Comprehension is to implement the Top-Down and Bottom-Up strategies in classroom learning. Top-Down strategy in listening involves the activity of building meaning based on guesswork, drawing conclusions, goals, and other relevant knowledge. Bottom-Up strategy in more detailed listening to the form of grammar and the meaning of the word. When examining difficulties, researchers tend to use two models to describe the listening process. This is a bottom-up model and a top-down model.

a. The bottom-up model emphasizes decoding the smallest unit phonemes and syllables - to direct us towards meaning. This approach is based on separate language units in the text.
b. The top-down model emphasizes the use of background knowledge to predict content. This may refer to world knowledge, speaker knowledge or context, or analogies (if the situation is familiar, listeners can guess what they will hear next). The top-down model is based, at least in part, on listeners; a lot of understanding depends on what happens in the mind before even listening starts, while the bottom-up approach depends more on the voice being heard.

5. The Methods of Teaching Listening

According to Switzer (2007) quoted by Suhud Aryana, Yanuarti Apsari (2018:101) says effective and modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Whether you are working with a large group of students or a small one, you can use any of the following examples to develop your own methods for teaching students how to listen well.

a. Interpersonal Activities

One effective and non-threatening way for students to develop stronger listening skills is through interpersonal activities, such as mock interviews and storytelling.
b. Group Activities

Larger group activities also serve as a helpful method for teaching listening skills to students. You can begin with a simple group activity. For example, you may ask students to name a number of the hobbies and interests identified during the sharing session.

c. Audio Segments

You can also teach listening skills through audio segments of radio programs, online podcasts, instructional lectures, and other audio messages. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own.

d. Video Segments

Another helpful resource for teaching listening skills is video segments, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material.

e. Instructional Tips

Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process.
6. The Techniques of Teaching Listening

a. The procedure suggested by Haycraft (1978:95), he suggested some variations using songs recorded on tape as follows:

   a) Play the tape as many times as necessary and ask questions.
   b) Get the class to use the line by following the tape.
   c) Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combinations until the song is familiar.
   d) Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

b. In teaching listening skill procedures using the song A Million Dreams, the researcher will use a three-phase technique. The three phases of teaching listening skill consist of three steps: The teaching listening procedure in the experimental group is as follows:

1) Pre-activity:

   a) Greet Students
b) Ask some questions related to songs and singers to students.

2) Whilst-Activity

a) Provide a copy of the text for each student
b) Ask students to answer questions from the text
c) The author plays the song several times and asks students to fill in the blanks (cloze procedure), answer questions about the song, or ask students to retell the song in written form.
d) Check students answer

3) Posting activities

a) The researcher plays the song
b) Then, students and teachers sing a song together.

B. Teaching Aids

1. Kinds of Teaching Aids

a. According to Sudjana's and Rivai opinions (1991: 2), quoted by Syafaruddin M. Hum (2017) the use of media in the learning process can attract interest and motivate student learning. The benefits of media in learning are: "First, learning will attract students so that they can grow student motivation. Second, the meaning of the learning material will be so can be better understood by students and allows
students to achieve goals better learning. Third, students learn more because they don't only listen to the teacher's description but also other activities such as observing, doing, demonstrating, etc.

b. Smaldino Lowther & Russell (2012), quoted by ejournal (2017) they claim that divides the media into six types namely,

1) Text media: Text media is an alphanumeric character that may be displayed in any form such as books, posters, whiteboards, and computer screens and so on.

2) Audio media: Audio media is everything that can be listened like the sound of people, music, mechanical sounds, noise, and so forth. Visual media includes diagrams on a poster, an image on a whiteboard, a photo, a picture on a book, a cartoon and so on.

3) Visual media: Visual media includes diagrams on a poster, an image on a whiteboard, a photo, a picture on a book, a cartoon and so on.

4) Video: Video media is a media that displays movement including DVD, computer animation and so on.

5) Manipulative: Equipment media is a medium that can be touched and held by students.

6) People: Person media can be teachers, students, or field experts.

c. According to Sharma (2004), quoted by ejournal (2017) types of audio media are records and tapes, radio, other audio devices, and sound systems.
Brown, Richard & Fred (1959), stated by While Anderson (1987) quoted by ejournal claims that audio media are divided into three kinds, printed-material audio, stop motion picture audio and presentation supported audio. They divide audio media into three types namely, disk record, tape record, and radio in the classroom. There is a wide choice of listening materials available with accompanying CDs, and DVD or video is used in many classrooms.

d. Sadiman (2011), quoted by ejournal, (2017) he states that divides the use of instructional media into two patterns namely first, the use of media in teaching and learning situations in the classroom. There are several steps that must be considered in the use of media in this class.  
1) Teacher preparation, in this step, teacher prepares the material to be explained next with his strategy;
2) The preparation of the class, in this step not only prepares the completeness, but the teacher also prepares the students from the task side in order to follow, to record, to analyze, and to criticize.
3) Presentation of media;
4) Advanced steps and applications, further activities as follow-up such as discussions, reports, and other tasks. Second, the use of media outside the classroom. The pattern of media use is divided into three groups, i.e. controlled, uncontrolled, and individual, group or mass

2. Song
According to Ur (1984:64) songs are taught for a variety of purposes: for the sake of vocabulary or structure oral English by singing them; as an aspect of English-language culture; for fun. With the first two of these objectives, songs are used mainly for the sake of the language they contain, whereas with the second two they are taught as sources of pleasure in their own right. For the first, specially-composed English teaching songs are frequently used; for the second, 'authentic' ones. Naturally, in teaching the two aspects are mixed to some extent: one hopes students will enjoy language-teaching songs, and that they will learn something from the language of authentic ones; but the distinction is, I think, a valid one.

According to Ur (1984:65) says: Personally I prefer to teach authentic songs for the sake of their pleasure-giving and cultural value, treating the language aspect as an ancillary bonus. This is partly because in my experience the linguistic material contained in songs transfers badly. That is to say, students do not seem very easy to take over grammatical patterns or words they have learnt through songs into their normal spoken or written discourse, whereas similar material learnt in spoken dialogue is comparatively readily adopted. I think this is because of the interference of the melody: the phrases are so strongly connected with their tune that it is not easy to 'transpose' them into normal speech. Be that as it may, and for whatever reason, they are taught, authentic well-known songs have one big advantage over 'fabricated' ones, and that is
that they are (usually) simply better compositions: they give more pleasure to listen to and they can stand being heard many times. For this reason, they are most suitable as a basis for pleasurable listening.

According to Ur (1984:65) There are two periods of pleasurable listening in a typical song-learning process in the foreign-language classroom: the beginning, when students hear the song for the first time and try to catch as many of the lyrics as they can; and the end, when they know the song well, and can appreciate it and enjoy it to the full. In between, there is a time when listening is less important, during which students are using the written text to help them understand the sung words, and the teacher is explaining or discussing with the class linguistic or cultural aspects of the song that she wishes to bring out. On the whole, we get more pleasure from songs we are familiar with, whose words and tune we know, than from those we hear for the first time. A good song, therefore, should not be discarded once it has been taught, but can be heard at intervals again and again; students will continue to listen to, understand and enjoy it. The choice of songs will depend partly on what is available what the teacher or school has ready recorded or can easily acquire. Obviously, the linguistic content of the song should not be too difficult, and the words should be distinctly heard; given these two conditions, the choice of songs will be based on a compromise between the teacher's tastes and those of her students. Students are unlikely to attend well to songs they don’t like - but equally, the teacher should enjoy
the songs she uses, otherwise, she will probably not teach them very well. Fashions change rapidly, tastes differ, and therefore it is not easy to recommend actual songs in a book like this.

3. A Million Dreams Song

A million dreams song is a song to shape enthusiasm for achieving something good, for example reaching for dreams and aspirations. I took this song from the background, the greatest showman movie, where the movie tells the story of a young man who really inspired young people nowadays to reach his dream really seriously. The young man was Phineas Taylor Barnum who founded the first circus show in New York, The Greatest Showman. His struggle to maintain his dream by fighting the stigma of society at that time was extraordinary because the Circus at that time was not known as entertainment, gathering people who were 'unique' and used as a spectacle, not a habit of the people of New York.

That is a short story from the explanation of the meaning of a million dreams song. And my reason is to take this song because, in my opinion, this song is very suitable and suitable for their age to be able to believe that they are capable and can reach their dreams, and be able to be what they want. Because success and happiness are what everyone aspires to. Everyone wants the best from life. Nobody likes to feel inferior. Nobody wants to be a failure.

However, from every aspiration, almost not everyone can get it. Most of the people until finally falling in the middle of the journey,
compromising with reality, and making every dream that has been reported only becomes a dream and a record of memory notes that we will open again to reminisce in remembrance of the past. Because I want to motivate them to be passionate about learning, especially learning English, and in my opinion, they are able to do it.

The message contained in the song a million dreams that we must always remember, namely, Dream is the energy that makes every human being has the spirit to look at tomorrow. He is the driving force. And our level of trust in our own dreams determines the amount of motion energy that can be released, determining how long our breath lasts in various kinds of travel temptations. Strong belief moves the mind to find ways and means and how to do it. That is the explanation of a million dreams song.

C. Review of Related Researches

Based on research conducted at the Pasundan of University, a graduating paper written by Lika Rinda Mariani in 2015, he investigated the graduating paper entitled THE USE OF SONG BY BRUNO MARS ENTITLED “COUNT ON ME” IN IMPROVING STUDENTS LISTENING ABILITY. (A PRE EXPERIMENTAL STUDY TOWARD THE SEVENTH GRADE OF 11 JUNIOR HIGH SCHOOL BANDUNG) There are similarities and differences between previous research and this research but the most important thing is the use of the similarity variable in the use of the same
variable, namely listening. The difference is using independent variables. Previous research uses of song by Bruno Mars as independent variables and the dependent variable is listening ability. The purpose of this study is to teach songs to train listening skills for students through the song Million Dreams. The results showed that using the song A Million dreams was effective to help 8th-grade students of MTs. Al Uswah Bergas Semarang in learning to listen.

Haycraft (1978:95) says Pop or traditional songs can also be useful. The problem is, though is often vocabulary. ‘What shall we do with the drunken sailor?’ is fine for practicing questions in the future, adjectives before nouns and intonation patterns. However, with ‘early’ pronounced ‘early’, and words like ‘hoist’ and ‘scuppers’ you have to consider whether you are likely to spend more time on uncommon vocabulary than the teaching value warrants. Try to have folk evenings as part of club activities. Then you can teach indirectly through pop or traditional songs, concentrating on enjoyment, without needing to explain everything. In the classroom, make sure that you use songs with the teaching objectives firmly in mind. However, also try to catch the mood of the class: use songs when students are tired or need cheering up, or when you are near the end of the term. You may then be able to teach as much without their realizing it, as when you press them to learn.

Sevik (2012) says the exposition of the language learner to necessary and sufficient input is considered as one of the most important
factors in the language learning process. Evaluated from this point of view, one of the prominent features of songs is their rhythmic and repetitive nature. The repetitive nature of songs, the joy songs impose to the learning activity and the associative power between the melody and the content of the word reinforce the attainment of the language to be internalized. When an input is assimilated through songs, that input is stored with other co-occurring elements, that is, the melody of the song and the emotional elements germinated by the melody. Multiple clues related to the stored input foster the retrieval processes from the registry web in the semantic and structural schemata. Thus, the use of songs in listening activities will ease both internalization and retrieval processes of the phonologic forms of language.

According to Krashen (1981), quoted by Sevik, (2012:11) the fostering influence of songs in the learning of a FL doubles in the case of YLs. John Stone says: (2002) stated by Sevik (2012:11) This is because children are keener to rhythm and they have not yet constructed personal barriers. Who favors an early start to the learning and teaching of modern FLs (MFLs) claims that providing the children with a sufficient amount of input and interaction, embedded in a range of intrinsically interesting cross-curricular activity is important. Therefore, teachers of YLs may make an important contribution to children’s early language education by introducing their classes to recorded songs, poems, stories, and etc.
Çakır (1999) quoted by sevik (2012:11) claims that as well, music can be a wonderful medium for natural language learning. Songs are comprehensible, enjoyable, authentic and full of language we need in real life. They are part of our lives and they are around us. It strikes the eye that there is a vast literature on the advantages of using songs as listening activities, however, due to word limits I prefer to provide a summary below. As for these reasons, songs are considered as the most effective way to teach listening comprehension to YL, namely as follows:

a. Songs are regarded as the most effective way of teaching listening comprehension to YLs

b. Songs are a common feature of many primary MFL curricula

c. Songs are regarded as one of the mostly-enjoyed activities and one of the most effective language learning strategies by most YLs

d. Songs, when used in appropriate ways, may extend YLs’ attention spans

e. Songs are regarded as a good means for age-related language learning

f. Songs are believed to accelerate memorization

g. Songs provide a variety of comprehensible input

h. Songs provide safe and natural classroom ethos

i. Songs provide a large amount of repetition which is not tedious and which results in automatic use of the target language

j. Songs provide a rich source of culturally-related elements

Therefore, singing is one of the most effective language learning strategies reported by most children. However, if songs are used
ineffectively and in meaningless ways, they can easily become mere entertainment and pleasurable interruptions. Hence, there should be a clear reason as to why and how to use a song and songs that need to be well integrated into a scheme of work. Meaningful songs should be chosen that suit the cognitive and linguistic needs of pupils. It is my hope that the example provided in this study will prove helpful for teachers of English to YLs all around the world and reinforce the practice of songs in EFL/ESL context.

D. Theoretical Framework

According to Ur (1984: 148) listening as a basis for study and discussion

In this last section, most of the exercises entail extensive discussion and the tasks are on the whole more intellectually demanding than those of previous sections. The listening may take a relatively short time, but it serves as the basis and starting point for each exercise. The students are expected not only to understand the heard material but also to be able to compare or collate its different parts or aspects, analyze, interpret, evaluate and reason from it. These kinds of activities are carried out typically through group discussions and may be summarized in essay form.

Hidayat (2013: 21) says listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with other. It means that listening is the ability to understand the messages being expressed by the speaker through the sound. On the other hand, Harmer (2001:242) quoted by Solihat, D., & Utami, L. P. (2014).
Improving students' listening skills by using English songs. English Review: says that songs or piece of music change “atmosphere” in the classroom.

From the explanation above about the use of a million dreams song to teach listening skill, it can be concluded that listening is one of the skills components possessed by someone when they have good interpersonal skills. different communication can be carried out by someone if they have good listening skills, and listening ability becomes a basic thing someone must have if they want different communication. Listening not only literally uses the hearing instrument (ear) but has a broader meaning. A teacher can also help students to listen well in the classroom; teachers can provide learning media in the classroom, one of which is using songs. Because most teachers know that students prefer to listen to music in the language class. Students often hold strong views about music and students who are usually calm can be very talkative when discussing it. With the use of media in the form of songs, students are expected to be able to improve their listening skills. Because songs are an important teaching tool in EFL teaching (English Foreign Language) To teach song learning media here, the teacher gives an A Million Dreams song to students, because the use of A Million Dreams songs can increase the of different their hearing abilities. This song is also very closely related to the state of the students, this song is very suitable for junior high school students,
where this song is able to change their mindset to achieve something in a really real way. That dream is sought, created and then becomes a reality, not just wishful thinking or an illusion later. So, students are expected to have great motivation to improve their listening skills.

E. Theoretical Hypothesis

Based on the explanations above the writer proposes the following alternative hypothesis:

1. There is difference of students’ listening skill before and after they were taught by A Million Dreams songs.

2. There is significant difference of students’ listening skill before and after they were taught by A Million Dreams songs.
CHAPTER III
RESEARCH METHODOLOGY

Chapter III is Research Methodology. This chapter includes about research location, research schedule, research design, research method, research variable, research design (Pre-Experimental) population, and sample, sampling technique, data collection method, research instrument, data analysis, statistical hypothesis (Ho).

A. Research Location

This research was conducted at MTs. Al Uswah Bergas Semarang. which is located strategically in the middle of the Semarang-Bawen highway. That was done on 22-24 July 2019.

B. Research Schedule

Table. 3.1

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saturday July, 20th 2019</td>
<td>Giving the permission letter to arrange research in the school</td>
<td>MTs. Al Uswah Bergas Semarang</td>
</tr>
<tr>
<td>2.</td>
<td>Monday July, 22th 2019</td>
<td>Observation in the class</td>
<td>MTs. Al Uswah Bergas Semarang</td>
</tr>
<tr>
<td>3.</td>
<td>Tuesday July, 23th 2019</td>
<td>Teaching Listening skill by using A Million Dreams song.</td>
<td>MTs. Al Uswah Bergas Semarang</td>
</tr>
<tr>
<td>4.</td>
<td>Wednesday July, 24th 2019</td>
<td>Teaching Listening skill by using A Million Dreams song.</td>
<td>MTs. Al Uswah Bergas Semarang</td>
</tr>
</tbody>
</table>
C. Research Approach

According to Creswell (2014: 32) quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data could be analyzed by using statistical procedures. The final written report has a set consisting of introduction Quantitative approach: Post positivist worldview, experimental design, and pre-test and post-test measures of attitudes. literature, and theory, methods, results, and discussion.

Based on Creswell's statement, it can be concluded that the quantitative research method is a method used to answer research problems related to data in the form of numbers and statistical programs. In this study, the writers used quantitative research methods, namely the experimental method, with the type of one-group pre-test and post-test design. Experimental research has treatments. To be able to describe well the approach and type of research, population, and samples, research instruments, data collection techniques, and data analysis in a research report required a good understanding of each of these concepts. This is important to ensure that the type of research up to the data analysis as outlined in the research report is in accordance with the rules of writing the required scientific work.
D. Research Method

The research approach in this study is a quantitative approach. The research design used in this study is pre-experiment, namely to look for influences on certain treatments and under certain conditions based on that researcher wants to look for influences on certain treatments and in certain conditions based on this researcher wants to look for the use of A Million Dreams songs in teaching listening skill by using communicative language teaching method. This study was categorized as a type of pre-experimental research. The pretest-posttest one group design approach model is an experiment conducted in one group pretest-posttest design without a comparison group. The population in this study was eighth-grade students of MTs Al Uswah Bergas Semarang in the 2019/2020 academic year with a total of 237 people. Sampling using a purposive sampling technique, while the number of samples in this study was 34 people.

E. Research Variable

According to John W. Creswell (2014:84) independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables. Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, effect, and response variables.
1. The independent variable in this research is the type of methods, there is the use of A Million Dreams Song.

2. The dependent variable in this research is Teach Listening Skill.

F. Research Design

One group pre-test post-test design

\[ O1 \times O2 \]

Dr. Sugiyono (2015:74-75)

\( O1 = \) Pre-test Score (Before Giving the Treatment)

\( O2 = \) Post-test Score (After Giving Treatment)

Pretest \( \rightarrow \) Treatment \( \rightarrow \) Post Test

Pretest = Pretest was given before the teacher teaches listening skill using A Million Dreams song.

Treatment = Treatment is given teaching listening

Post-test = Pretest was given after the teacher has given the treatment of teaching listening skill using A Million Dreams song.

The design of one group of pretest-posttest was an increase above. There was only one group of participants who would be exposed to the treatment. Participants were tested before and after treatment. In some ways, this design is similar to action research where researchers aim to improve student learning by implementing certain activities that are
believed to help solve problems. Presents a design diagram of a group's pre-test and post-test. Their pretest and posttest scores will be compared to evaluate whether there are significant benefits.

G. Population and Sample

1. Population

According to Hasan (2004: 1) A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. In this study, the writer chooses MTs. Al Uswah Bergas Semarang. The population of this study was class VIII students of MTs. Al Uswah Bergas Semarang in the academic year of 2019/2020, and there are 7 classes. The total number of students is 236 students consisting of 140 girls and 114 boys. In this population, the students selected were from class VIII D. With a total of 34 students which consisted of 25 men and 10 women. They are chosen because they learn English which includes listening.

<table>
<thead>
<tr>
<th>Class</th>
<th>X (Total Students)</th>
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<tbody>
<tr>
<td>VIII A</td>
<td>36</td>
</tr>
<tr>
<td>VIII B</td>
<td>34</td>
</tr>
<tr>
<td>VIII C</td>
<td>34</td>
</tr>
<tr>
<td>VIII D</td>
<td>33</td>
</tr>
<tr>
<td>VIII E</td>
<td>34</td>
</tr>
</tbody>
</table>
2. Sample

According to Hasan (2004: 1) says that sample is simply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis.

There were seven classes that they get the same English materials by the same English teacher. The sample of this research was the VIII D grade students at MTs. Al Uswah Bergas Semarang in the academic year of 2019/2020 consists of 34 students which 24 boys and 10 girls.

The reason why the writer chooses VIII D because most of the students are from private MI alumni and those from elementary schools are very few. Most of them have very little vocabulary so they have difficulty in learning English. They also include children who lack attention from parents. Most of all parents work at a factory almost overtime. Most of them live in urban areas. The location was very strategic and affordable because it is close to the market and also the factory. The students were chosen because they were very enthusiastic about developing their English learning. The writer helped them by

<table>
<thead>
<tr>
<th>VIII F</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII G</td>
<td>31</td>
</tr>
<tr>
<td>∑ X</td>
<td>236</td>
</tr>
</tbody>
</table>
teaching listening skills through songs because learning by using the song had reached 4 aspects which consisted of listening, reading, saying and writing. The writer believes that class VIII D is able to learn English through songs due to their enthusiastic enthusiasm and even though their background is the same. But their enthusiasm is still there to continue school.

H. Sampling Technique

Every study has an object of research. The object of research is the sample used by the writer in conducting research. In this study, the researcher uses one of the sampling techniques, namely the purposive sampling technique. In this study, the researcher uses one of the sampling techniques, namely the purposive sampling technique. The purposive sampling technique is used so that the researcher in taking samples is not based on strata, random or regional, but is based on the existence of certain objectives. This technique is usually carried out because of several considerations, for example, the reason for the limited time of energy and funds so that it cannot take large and remote samples. The sample in this study were students of class VIII D, consisting of 34 people.

Data collection in this study was conducted by giving pretest questions without using treatment and giving posttest questions after using treatment. This research was conducted in July 2019 by taking A Million Dreams Song to Teach Listening Skill material for VIII grade students' of MTs. Al Uswah Bergas Semarang.
I. **Data collection Method**

There were two methods of collecting data used by the researcher. The researcher used the test as primary method and documentation as the secondary method.

a. **Test**

According to Suharsimi Arikunto (2014:193) Test is a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups. The researcher used tests in order to know the subject capability before and after three treatments. The test in this research was done in three steps:

1) **Pretest**

Pre-tests are given before the teacher teaches listening comprehension using the song A Million Dreams. There is one purpose of giving a pre-test to the students; it is given to know the students’ ability in listening before the teacher teaches listening using the song method.

2) **Treatment**

Treatment Researchers prepare songs for students. The teacher tells the students what they will do. After all students are ready, the researcher plays the song. The teacher controls students to listen to the song being played. The song is played three times so students can listen to the song well.
3) Post-test

A post-test is given after the teacher gives a listening comprehension teaching treatment using the song A Million Dreams. This test aims to measure students' abilities. Ability to listen after the end of instruction. The results of this test are compared with the results of the pre-test.

b. Document

The secondary data collection method of this research was documentation. National Science Foundation (2002:57) points out that “existing records often provide insight into a setting and/or group of people that cannot be observed or noted in another way. This information can be found in document form”. In this research, the researcher documented students' test sheets and photos report. The writer also collected some documents by asking the staff administration related to the school's profile and syllabus.

J. Validity and Reliability

a. Validity test

Arikunto (2005: 170) says the validity of the test is the level of something the test is able to measure what is about to be measured. Tests are instruments that are arranged specifically because they measure something that is important and certain. Therefore, to uncover real data, the instrument must first be tested to test the validity of the instrument. If the value of the item / item
question the correlation coefficient tested is greater than $r_{table}$ ($n = 34$) $0.349$, it can be concluded that the statement item is a construct (construct) valid. The validity test results using SPSS 16.00 for Windows.

b. Reliability test

As Arikunto said, the instrument must be reliable as a tool to collect data when the instrument is reliable, it will make the data reliable too.

Reliability test is a test to find out how reliable items are tested to measure student learning outcomes that are included in the valid category. Reliability testing is done by testing the instrument once, the researcher uses the Alpha-Cronbach method. Arikunto (2005: 226) Here are the results of the calculation of the reliability test using SPSS 16.00

According to V. Wiratna sujarweni. (2014: 193), if the Cronbach's Alpha value is $> 0.60$ then the instrument is declared reliable.

K. Research Instrument

a. Test

National Science Foundation (2002:55) argues that “tests provide a way to assess subjects’ knowledge and capacity to apply this knowledge to new situation”. The researcher used tests in order to
know the subject capability before and after three treatments. The test in this research was done in three steps:

1) Pretest: Pre-test was given before the teacher teaches listening skill using A Million Dreams Song. There was one purpose of giving pre-test to the students, it was given to know the ability of students in learning to listen before the teacher taught listening using A Million Dreams songs method.

2) Post-test: Post-test was given after the teacher has given the treatment of teaching listening skill using A Million Dreams song. This test had an aim to measure students' ability in listening after the end of instruction. The result of this test was compared with the result of the pre-test.

b. Non-test

The non-test technique is an assessment technique for obtaining an image, especially regarding characteristics, attitudes, or personality.

1) Document

2) File

3) Photo

L. Data Analysis

The writer used a statistical method to analyze the data. The data used was the pre-test and post-test scores. In this research, the researcher used the data to analyze the central tendency and t-test analyzes.
In this research, mean was the main position beside the others. Mean is an average of division between sum of students” score and total numbers of respondent or samples. The mean test results using SPSS 16.00 for Windows.

The purpose of this test is to test two paired samples, whether has an average which significantly different or not. Paired samples (paired sample) is a sample of the same subject but had two different measurements or treatment (Ulber: 2009). The t-test results using SPSS 16.00 for Windows.

M. Statistical Hypothesis

Based on the explanations above the writer proposes the following statistical hypothesis:

Ha= if t-0 > t table. It means that Ha is accepted. There is significant difference of students listening skill before and after they were taught by A Million Dreams songs to the Eighth Grade of students Mts. Al Uswah Bergas, Semarang in the academic year of 2019/2020.

Ho= if t-0 < t table. It means that Ho is rejected. There is no significant difference of students listening skill before and after they were taught by A Million Dreams songs to the Eighth Grade of students Mts. Al Uswah Bergas, Semarang in the academic year of 2019/2020.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter explains about research findings and discussions. At the former the writer described the conduct of the research in MTs. Al-Uswah Bergas Semarang. In the discussion the writer presented data, analyzed and reviewed the result. The writer will use SPSS 16.00 for windows to find out the results data.

A. Research Findings

This research was conducted at MTs. Al-Uswah Bergas, Semarang in the odd semester of the 2019/2020 school year. The study began on July 22-24, 2019. The population in this study were eighth grade students of Al Uswah Bergas Semarang MTs in the academic year 2019/2020 with a total of 236 people. Sampling used a purposive sampling technique, while the number of samples in this study were 34 people.

On that occasion, the writer used a song by Pink entitled "A Million Dreams. When the writer did the research the students responded well. There were no obstacles whatsoever during the study. Students were very happy during the learning process and seemed to really enjoy learning this song. The students welcomed as the material progressed. There was no disturbance in the class. Students payed attention and followed the learning process properly and correctly. Descriptive analysis is done by referring to the indicators examined in research on Listening Skills.
B. Discussion

1. Preparation table to statistical calculation

   a. Pre-test score

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Students</th>
<th>Score of Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHA</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>ARFA</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>AF</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>APU</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>AYY</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>BK</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>BS</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>DP</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>FSI</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>FBP</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>HTM</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>IAZ</td>
<td>50</td>
</tr>
<tr>
<td>13</td>
<td>KM</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>LNS</td>
<td>30</td>
</tr>
<tr>
<td>15</td>
<td>MS</td>
<td>30</td>
</tr>
<tr>
<td>16</td>
<td>MVY</td>
<td>30</td>
</tr>
<tr>
<td>17</td>
<td>MNHM</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>MFH</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>MFL</td>
<td>35</td>
</tr>
</tbody>
</table>
b. Post-test score

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Students</th>
<th>Score of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHA</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>ARFA</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>AF</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>APU</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>AYY</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>BK</td>
<td>85</td>
</tr>
<tr>
<td>7</td>
<td>BS</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>DP</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>FSI</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>FBP</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>HTM</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>IAZ</td>
<td>95</td>
</tr>
<tr>
<td>13</td>
<td>KM</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>LNS</td>
<td>85</td>
</tr>
<tr>
<td>15</td>
<td>MS</td>
<td>90</td>
</tr>
<tr>
<td>16</td>
<td>MVY</td>
<td>85</td>
</tr>
<tr>
<td>17</td>
<td>MNHM</td>
<td>95</td>
</tr>
<tr>
<td>18</td>
<td>MFH</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>MFL</td>
<td>85</td>
</tr>
<tr>
<td>20</td>
<td>MHM</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>MKBR</td>
<td>75</td>
</tr>
<tr>
<td>22</td>
<td>MRF</td>
<td>95</td>
</tr>
<tr>
<td>23</td>
<td>MRF</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>MS</td>
<td>95</td>
</tr>
<tr>
<td>25</td>
<td>MUB</td>
<td>90</td>
</tr>
<tr>
<td>26</td>
<td>NDP</td>
<td>85</td>
</tr>
<tr>
<td>27</td>
<td>NCBW</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>RKS</td>
<td>90</td>
</tr>
<tr>
<td>29</td>
<td>RWS</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>30</td>
<td>VA</td>
<td>90</td>
</tr>
<tr>
<td>31</td>
<td>YAS</td>
<td>80</td>
</tr>
<tr>
<td>32</td>
<td>YAMR</td>
<td>95</td>
</tr>
<tr>
<td>33</td>
<td>ZFYN</td>
<td>90</td>
</tr>
<tr>
<td>34</td>
<td>CBA</td>
<td>100</td>
</tr>
</tbody>
</table>

Score | 2960  
Mean  | 25    
Maximum | 100   
Minimum | 75    

c. Calculating the validity and reliability of the test score

**Tabel 4.3**
The Result of Validity Test Research

<table>
<thead>
<tr>
<th>Q</th>
<th>R Hitung</th>
<th>R tabel</th>
<th>Hasil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-1</td>
<td>Pearson Correlation</td>
<td>.795**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-2</td>
<td>Pearson Correlation</td>
<td>.772**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-3</td>
<td>Pearson Correlation</td>
<td>.505**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-4</td>
<td>Pearson Correlation</td>
<td>.782**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-5</td>
<td>Pearson Correlation</td>
<td>.794**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-6</td>
<td>Pearson Correlation</td>
<td>.730**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-7</td>
<td>Pearson Correlation</td>
<td>.830**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-8</td>
<td>Pearson Correlation</td>
<td>.859**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-9</td>
<td>Pearson Correlation</td>
<td>.695**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-10</td>
<td>Pearson Correlation</td>
<td>.945**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-11</td>
<td>Pearson Correlation</td>
<td>.679*</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-12</td>
<td>Pearson Correlation</td>
<td>.727**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-13</td>
<td>Pearson Correlation</td>
<td>.617**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-14</td>
<td>Pearson Correlation</td>
<td>.623**</td>
<td>0, 349</td>
</tr>
<tr>
<td>Q-15</td>
<td>Pearson Correlation</td>
<td>.627**</td>
<td>0.349</td>
</tr>
<tr>
<td>Q-16</td>
<td>Pearson Correlation</td>
<td>.555**</td>
<td>0.349</td>
</tr>
<tr>
<td>Q-17</td>
<td>Pearson Correlation</td>
<td>.765**</td>
<td>0.349</td>
</tr>
<tr>
<td>Q-18</td>
<td>Pearson Correlation</td>
<td>.806**</td>
<td>0.349</td>
</tr>
<tr>
<td>Q-19</td>
<td>Pearson Correlation</td>
<td>.865**</td>
<td>0.349</td>
</tr>
<tr>
<td>Q-20</td>
<td>Pearson Correlation</td>
<td>.870**</td>
<td>0.349</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the instrument items used in the research instrument have a validity coefficient greater than 0.349 with a p-value (sig) of 0.000, so the instrument is valid and can be used as a measurement tool in this study.

**Tabel 4.4**

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>.767</td>
</tr>
</tbody>
</table>

The Details of the reliability values statements on the questionnaire each statement that is examined is greater than 0.60 this result indicates that the measuring instrument used in the study have reliability as a measurement tool.
d. Calculating and concluding means score and paired sample test

**Table 4.5**

**One-Sample Statistics**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-test</td>
<td>34</td>
<td>34.12</td>
<td>7.733</td>
<td>1.326</td>
</tr>
<tr>
<td>post-test</td>
<td>34</td>
<td>87.06</td>
<td>7.190</td>
<td>1.233</td>
</tr>
</tbody>
</table>

Based on the **Table 4.5** the result of pre-test and post-test scores it can be seen that the average calculation of the two is compared where the mean pre-test score is (34) and the average post-test score is (87). This means that the average post-test score is higher than the pre-test value. (Ma < Mb).

**Table 4.6**

**Paired Samples Test**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>post-test - pre-test</td>
<td>52.941</td>
<td>8.268</td>
<td>1.418</td>
<td>50.056</td>
<td>55.826</td>
<td>37.336</td>
</tr>
</tbody>
</table>

54
Based on the Table 4.6 The results of the t-test comparative were 37.336 with df being 33 of (df 33) at a significant level of 5% and t-table of 1.69236. This shows, the results of the t-test and t-table are \(37.336 > 1.69236\). This means that the t-test is higher than the t-table. t-test > t-table.

e. Discussion of the result findings

Based on the table 4.3 and 4.4 in the page 53 and 54 the result of validity and realiability, both of the table can conclude that the instrument items used in the research instrument have a validity coefficient greater than 0.349 with a p (sig) value of 0.000, so the instrument is valid and can be used as a measurement tool in this study. Details of the statement of the reliability value on the questionnaire each statement examined is greater than 0.60, these results indicate that the measuring instrument used in this study has reliability as a measurement tool. Because the instrument has been declared valid and reliable, the researcher proceeds to the next stage by giving a pre-test and post-test to students. At the beginning of class, researchers give pre-tests to students. This test aims to determine the ability of students before treatment. Based on table 4.1, there were 34 students from the experimental class who did a pre-test. The highest score of the pre-test was 55, while the lowest score was 25. The total score of the pre-test score was 1160. While in table 4.2 above, there were 34 students from the experimental class who had conducted the post-test. The highest score of the control group was 100, while the lowest score was 75. The total score of the control group's pre-test score was 2960. From the calculation of the data analysis above, based on table 4.5 the results of the pre-test and post-
test scores can be seen that the average calculation of the two is compared where the average pre-test score is (34) and the average post-test score is (87). This means that the average post-test score is higher than the pre-test score. (Ma < Mb). From the above calculation, the researcher concludes that there are some differences between the average pre-test and post-test scores. The mean for the pre-test value is (34.12) while for the Mean of the post-test value is (87.06) which can be concluded that the post-test value is higher than the pre-test. Ma < Mb. Based on the table 4.6 the results of t-test calculations are with df = 33, a significant level of 5% and t-table = 1.69236. The results of the t-test were (37.336 > 1.6923). This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. So the t-0 statistic is higher than the t-table. Based on the results, it can be seen that there is significant differences from the pre-test and post-test scores. In conclusion, so that the Ha is accepted, which means that there are significant differences are likely to score with a score of Listening Skill Pre-test and Post-test Listening Skill. This shows that teaching listening using the song A Million Dreams for class VIII D proved better result.

In another term put forward by Hugo and Catharina 2013. He told his journal entitled Using Music Activities to Enhance The Listening Skills And Language Skills of Grade 1, English First Additional Language Learners conduct research. She said that Music could eventually be used to help young learners understand English as their second language and language of instruction. One of the main reasons for using music is the fact that listening forms part of every musical activity. Listening is an important component of
teaching because it is estimated that 45% of class time is taken up by listening, meaning that it is used more than any other language skill to obtain knowledge and information. As said by Anna bass (2005) quoted by Palmer (2014:56) claims that “Listening is the most used but least taught communication skill”. It is no surprise that many of our students (and many adults) struggle as listeners. The problem becomes more severe when we realize that listening now includes more than understanding words that are delivered in person. Today, students listen to diverse media with differing presentation formats. To understand, they must also understand the use of sound, the credibility of Internet sources, the techniques used in the video, and more. So, Listening skills also help children who have literacy skills in their own language transition into English language literacy.

So the conclusion, listening is one component of the skills controlled by someone when they have good interactive skills. Effective communication can be done by someone if they have good listening skills, and the ability to listen becomes the main thing someone must have if they want effective communication. Listening not only exactly uses the hearing instrument (ear) but has a broader meaning. This is the reason why learning to listen through the song is also needed.
CHAPTER V

CLOSURE

A. Conclusion

Based on the findings and discussions from the previous chapter, the researcher draws conclusions as follows:

1. There is difference of students’ listening skills before and after, they were taught by A Million Dream songs. Based upon calculation of the mean where the average pre-test score is (34) and the average post-test score is (87). Then, after treatment, the average post-test score is higher than the previous pre-test score, before conducting treatment. This means that the average post-test score is higher than the pre-test score (Ma <Mb).

2. There is significant difference of students’ listening skills before and after, they were taught by A Million Dream songs. Based upon calculation of t-test and t-table are 37.336 > 1.69236. This means that the t0 is higher than the t-table. to > t-table. In conclusion, there is significant difference use of A Million Dream song to teach listening to the eighth grade students of MTs. Al Uswah Bergas Semarang. This shows that teaching listening using the song A Million Dreams for class VIII D proved better result.
B. Suggestion

The researcher would like to give some suggestions which described as follow:

1. For the students, based on the findings above, researchers want to suggest that students must find many ways to improve their listening abilities. There are many resources on the internet and lots of fun ways to have better listening comprehension, they can also access it by choosing songs that suit their current character about motivation or enthusiasm to reach dream dreams. They can play the song whenever they want.

2. For the teachers, there are many ways to get students interested in the teaching process. For example in teaching listening, the author suggests that teachers should develop a good lesson plan so that when teaching listening students will become active. For students not to be saturated with learning in class, teachers can also use the language lab room facilities for teaching listening and invite them to learn to listen.

3. For the next researchers, this research can be used as a reference. The next researchers can also develop research in different method or subject. The findings of this research hopefully will be employed as the starting point of future research on a similar topic.
REFERENCES

AJ Hugo & CA Horn 2013. Using Music Activities to Enhance The Listening Skills Language Skills of Grade 1, English First Additional Language Learners.


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Per Linguam.a journal for language learning. University of South Africa. 29(1):63-74


Sevik, Mustafa. 2011. Teacher views about using songs in teaching English to young learners. Available online at http://www.academicjournals.org/ERR. 6(21) 1027-


CURRICULUM VITAE

Name : Miftah Nuril Maulidah

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Phone Number : 081328379123

Education :

2004-2009 : MI. Miftahun Najah

2009-2012 : MTs. Roudlotun Nasyiin

2012-2015 : MA. Roudlotun Nasyiin

2015-2019 : State Institute for Islamic Studies (IAIN) of Salatiga
1. Giving Pre-Test
2. Giving Treatment
3. After Giving Treatment
4. Giving Post-Test
INSTRUMENT
## SOAL PRE-TEST & POST-TEST

**Rachel Platten “Fight Song”**

<table>
<thead>
<tr>
<th>Like a small 1........</th>
<th>My power’s turned on</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the 2. ..........</td>
<td>Starting right now I’ll be 13 ........</td>
</tr>
<tr>
<td>Sending 3. .......</td>
<td>I’ll play my fight song</td>
</tr>
<tr>
<td>Into motion</td>
<td>And I don’t really care if nobody else believes</td>
</tr>
<tr>
<td>Like how a single word</td>
<td>’Cause I’ve still got a lot of fight left in me</td>
</tr>
<tr>
<td>Can make a 4...... open</td>
<td>Losing 14...... and I’m chasing 15 ........</td>
</tr>
<tr>
<td>I might only have one 5........</td>
<td></td>
</tr>
<tr>
<td>But I can make an explosion</td>
<td></td>
</tr>
</tbody>
</table>

£REFF

<table>
<thead>
<tr>
<th>And all those things I didn’t 6......</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrecking 7...... inside my 8........</td>
</tr>
<tr>
<td>I will 9...... them loud tonight</td>
</tr>
<tr>
<td>Can you hear my 10...... this time?</td>
</tr>
<tr>
<td>This is my fight song</td>
</tr>
<tr>
<td>Take back my 11...... song</td>
</tr>
<tr>
<td>12...... I’m alright song</td>
</tr>
</tbody>
</table>

£BACK TO REFF

---

Rachel Platten ‘”Fight Song”’

---
### Rachel Platten "Fight Song"

<table>
<thead>
<tr>
<th>Like a small <strong>1. boot</strong> ✓</th>
<th>My power’s turned on</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the <strong>2. Ocean</strong> ✓</td>
<td>Starting right now I’ll be <strong>13. strong</strong> ✓</td>
</tr>
<tr>
<td>Sending <strong>3. big</strong> ✓</td>
<td>I’ll play my fight song</td>
</tr>
<tr>
<td>Into motion</td>
<td>And I don’t really care if nobody else believes</td>
</tr>
<tr>
<td>Like how a single word</td>
<td>’Cause I’ve still got a lot of fight left in me</td>
</tr>
<tr>
<td>Can make a <strong>4. heart</strong> ✓</td>
<td>Losing <strong>14. Friend</strong> ✓ and I’m chasing <strong>15. sleep</strong> ✓</td>
</tr>
<tr>
<td>I might only have one <strong>search</strong> ✓</td>
<td>Everybody’s worried about me</td>
</tr>
<tr>
<td>But I can make an explosion</td>
<td>In too deep</td>
</tr>
</tbody>
</table>

**£REFF**

<table>
<thead>
<tr>
<th>And all those things I didn’t <strong>6. say</strong> ✓</th>
<th>Say I’m in too deep (in too deep)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrecking <strong>7. bulls</strong> ✓ inside my <strong>8. brain</strong> ✓</td>
<td>And it’s been two years</td>
</tr>
<tr>
<td>I will <strong>9. scream</strong> ✓ them loud tonight</td>
<td>I <strong>16. miss</strong> my <strong>17. home</strong> ✓</td>
</tr>
<tr>
<td>Can you hear my <strong>10. voice</strong> ✓ this time?</td>
<td>But there’s a <strong>16. Free</strong> <strong>19. Life</strong> in my bones</td>
</tr>
<tr>
<td>This is my fight song</td>
<td>Still believe</td>
</tr>
<tr>
<td>Take back my <strong>11. love</strong> ✓ song</td>
<td>Yeah, I still <strong>20. voice</strong> ✓</td>
</tr>
<tr>
<td><strong>12. I’m alright song</strong></td>
<td><strong>£BACK TO REFF</strong></td>
</tr>
</tbody>
</table>

---

**Rachel Platten “Fight Song”**

---

**£BACK TO REFF**

---

**£-12**

**£B-6**
Rachel Platten "Fight Song"

Like a small 1. boat
On the 2. ocean
Sending 3. high waves
Into motion
Like how a single word
Can make a 4. open
I might only have one 5. heart
But I can make an explosion

£REFF

And all those things I didn’t 6. match
Wrecking 7. inside my 8. heart
I will 9. them loud tonight
Can you hear my 10. this time?

This is my fight song
Take back my Life
I’m alright song

My power’s turned on
Starting right now I’ll be 12. tall
I’ll play my fight song
And I don’t really care if nobody else believes
‘Cause I’ve still got a lot of fight left in me
Losing 14. and I’m chasing 15. miss (Sleep)

Everybody’s worried about me
In too deep
Say I’m in too deep (in too deep)
And it’s been two years
16. story (Miss)
I 17. prove (home)
But there’s a 18. Live 19. voice in my bones
Still believe
Yeah, I still 20. believe

£BACK TO REF

Rachel Platten "Fight Song"
Rachel Platten "Fight Song"

Like a small

On the

Sending

Into motion

Like how a single word

Can make

I might only have

But I can make an explosion

My power's turned on

Starting right now I'll be

I'll play my fight song

And I don't really care if nobody else believes

'Cause I've still got a lot of fight left in me

Losing

and I'm chasing

Everybody's worried about me

In too deep

Say I'm in too deep (in too deep)

And it's been two years

I miss my home

But there's a song in my bones

Still believe

Yeah, I still

BACK TO REFF
Rachel Platten "Fight Song"

Like a small one

On the second

Sending the third

Into motion

Like how a single word

Can make a heart open

I might only have one

But I can make an explosion

My power’s turned on

Starting right now I’ll be jumping

I’ll play my fight song

And I don’t really care if nobody else believes

’Cause I’ve still got a lot of fight left in me

Losing you and I’m chasing you

Everybody’s worried about me

In too deep

Say I’m in too deep (in too deep)

And it’s been two years I’ve been

But there’s a song in my bones

Still believe

Yeah, I still

£back to Reff

Rachel Platten "Fight Song"
Rachel Platten "Fight Song"

Like a small 1
On the 2
Sending 3
Into motion
Like how a single word
Can make a 4
I might only have one 5
But I can make an explosion

My power's turned on
Starting right now I'll be 13
I'll play my fight song
And I don't really care if nobody else believes
'Cause I've still got a lot of fight left in me
Losing 14 and I'm chasing 15

Everybody's worried about me
In too deep
Say I'm in too deep (in too deep)
And it's been two years
I 16, miss, my 17 here
But there's a 18 in my bones
Still believe
Yeah, I still 20

£BACK TO REFF

Rachel Platten "Fight Song"
<table>
<thead>
<tr>
<th>Rachel Platten &quot;Fight Song&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like a small 1. Beat</td>
</tr>
<tr>
<td>On the 2. cleat</td>
</tr>
<tr>
<td>Sending 3. G-vores</td>
</tr>
<tr>
<td>Into motion</td>
</tr>
<tr>
<td>Like how a single word</td>
</tr>
<tr>
<td>Can make a 4. beat open</td>
</tr>
<tr>
<td>I might only have one 5. Beat</td>
</tr>
<tr>
<td>But I can make an explosion</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>REFF</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>And all those things I didn't take</td>
</tr>
<tr>
<td>Wrecking 7. ball. inside my 8. friend</td>
</tr>
<tr>
<td>I will scream them loud tonight</td>
</tr>
<tr>
<td>Can you hear my 10. voice this time?</td>
</tr>
<tr>
<td>This is my fight song</td>
</tr>
<tr>
<td>Take back my 11. last song</td>
</tr>
<tr>
<td>12. part I'm alright song</td>
</tr>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

| My power's turned on         |
| Starting right now I'll be 13. pump |
| I'll play my fight song      |
| And I don't really care if nobody else believes  |
| 'Cause I've still got a lot of fight left in me |
| Losing 14. and I'm chasing 15 |

| Everybody's worried about me |
| In too deep                  |
| Say I'm in too deep (in too deep) |
| And it's been two years      |
| I 16. my 17.                 |
| But there's a 18. voice 19.tellin' my bones |
| Still believe                |
| Yeah, I still 20. voice      |
| **BACK TO REFF**             |

Rachel Platten "Fight Song"
Rachel Platten “Fight Song”

Like a small boat.
On the ocean
Sending big waves
Into motion
Like how a single word
Can make a heart open
I might only have one
But I can make an explosion

£REFF

And all those things I didn’t say
Wrecking ball inside my friend
I will scream them loud tonight
Can you hear my voice this time?
This is my fight song
Take back my life song
I’m alright song

My power’s turned on
Starting right now I’ll be strong
I’ll play my fight song
And I don’t really care if nobody else believes
’Cause I’ve still got a lot of fight left in me
Losing and I’m chasing sleep

Everybody’s worried about me
In too deep
Say I’m in too deep (in too deep)
And it’s been two years
I hear my home burning
But there’s a song in my bones
Still believe
Yeah, I still

£BACK TO REFF
Rachel Platten "Fight Song"

<table>
<thead>
<tr>
<th>My power's turned on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting right now I'll be 18and go</td>
</tr>
<tr>
<td>I'll play my fight song</td>
</tr>
<tr>
<td>And I don't really care if nobody else believes</td>
</tr>
<tr>
<td>'Cause I've still got a lot of fight left in me</td>
</tr>
<tr>
<td>Losing 14 things and I'm chasing 15 and bays</td>
</tr>
<tr>
<td>Everybody's worried about me</td>
</tr>
<tr>
<td>In too deep</td>
</tr>
<tr>
<td>Say I'm in too deep (in too deep)</td>
</tr>
<tr>
<td>And it's been two years</td>
</tr>
<tr>
<td>I 16 like my 17 heart</td>
</tr>
<tr>
<td>But there's a 18 19 in my bones</td>
</tr>
<tr>
<td>Still believe</td>
</tr>
<tr>
<td>Yeah, I still 20 mee</td>
</tr>
<tr>
<td>£BACK TO REFF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Like a small beat</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the 2 seam</td>
</tr>
<tr>
<td>Sending 3 blog way</td>
</tr>
<tr>
<td>Into motion</td>
</tr>
<tr>
<td>Like how a single word can make a hole open</td>
</tr>
<tr>
<td>I might only have one boy</td>
</tr>
<tr>
<td>But I can make an explosion</td>
</tr>
<tr>
<td>£REFF</td>
</tr>
</tbody>
</table>

| And all those things I didn't 6 say |
| Wrecking 7 bag inside my seam |
| I will 9 them loud tonight |
| Can you hear my 10 this time? |
| This is my fight song |
| Take back my 11 song |
| 12 I'm alright song |
| £BACK TO REFF |
Rachel Platten "Fight Song"

Like a small boat
On the ocean
Sending bad way
Into motion
Like how a single word
Can make a heart open
I might only have one
But I can make an explosion

My power's turned on
Starting right now I'll be 13
I'll play my fight song
And I don't really care if nobody else believes
'Cause I've still got a lot of fight left in me
Losing 14 and I'm chasing 15

Everybody's worried about me
In too deep
Say I'm in too deep (in too deep)
And it's been two years
I 16 miss my 17 home burning
But there's a 18 and 19 in my bones
Still believe
Yeah, I still 20

Rachel Platten "Fight Song"
Rachel Platten "Fight Song"

Like a small 1. boot
On the 2. Ocean
Sending / closer / closer / bigger
Into motion
Like how a single word
Can make a 4. open
I might only have one 5...
But I can make an explosion

£REFF

And all those things I didn’t 6...
Wrecking 7... to inside my 8... brain
I will 9... them loud tonight
Can you hear my 10... this time?

This is my fight song
Take back my 11... song
12... I’m alright song
Prove

My power’s turned on
Starting right now I’ll be 13... strong
I’ll play my fight song
And I don’t really care if nobody else believes
’Cause I’ve still got a lot of fight
left in me
Losing 14... and I’m chasing 15... Sleep

Everybody’s worried about me
In too deep
Say I’m in too deep (in too deep)
And it’s been two years
I 16... my 17... home
But there’s a 18... 19... in my bones
Still believe
Yeah, I still 20... £Back to REFF
Rachel Platten "Fight Song"

Like a small 1. boat
On the 2. ocean
Sending 8. waves - big wave
Into motion
Like how a single word
Can make a 4. heart open
I might only have one 5. match
But I can make an explosion

£REF

And all those things I didn't say
Wrecking 7. inside my 8. screaming
I will 9. them loud tonight
Can you hear my 10. this time?
This is my fight song
Take back my 11. life song
Prove
12. I'm alright song

My power's turned on
Starting right now I'll be 13. strong
I'll play my fight song
And I don't really care if nobody else believes
'Cause I've still got a lot of fight left in me
Losing 14. and I'm chasing 15.

Everybody's worried about me
In too deep
Say I'm in too deep (in too deep)
And it's been two years
I 16. my 17. home
But there's a 18. in my bones
Still believe
Yeah, I still 19. believe.

£BACK TO REFF

Rachel Platten "Fight Song"
Rachel Platten "Fight Song"

My power's turned on
Starting right now I'll be 13
I'll play my fight song
And I don't really care if nobody else believes
'Cause I've still got a lot of fight left in me.
Losing 14 and I'm chasing 15
Everybody's worried about me
In too deep
Say I'm in too deep (in too deep)
And it's been two years
I 16. miss my 17. home
But there's a 18. fire 19. burning in my bones
Still believe
Yeah, I still 20. believe

And all those things I didn't say
Wrecking ball inside my brain
I will scream them loud tonight
Can you hear my voice this time?
This is my fight song
Take back my life song
12... I'm alright song

Rachel Platten "Fight Song"
Rachel Platten "Fight Song"

Like a small boat
On the open
Sending smoke
Into motion
Like how a single word
Can make a loud open
I might only have only 5
But I can make an explosion

\text{REFF}

And all those things I didn't
Wrecking all inside my heart
I will scream them loud tonight
Can you hear my voice this time?
This is my fight song
Take back my pride song
prove
12...... I'm alright song

My powers turned on
Starting right now I'll be strong
I'll play my fight song
And I don't really care if nobody else believes
'Cause I've still got a lot of fight left in me
Losing 14...... and I'm chasing 15

\text{STEP}

Everybody's worried about me
In too deep
Say I'm in too deep (in too deep)
And it's been two years
I 16, I miss my 17
But there's a 18...... in my bones
Still believe
Yeah, I still 20......

\text{BACK TO REFF}
Rachel Platten "Fight Song"

Like a small 1. move
On the 2. move
Sending 3. move
Into motion
Like how a single word
Can make a 4. open
I might only have one
But I can make an explosion

£REFF

\[ w = 1.5 \times 5 \cdot \frac{75}{\gamma} \]

And all those things I didn't 6. why
Wrecking inside my 8. home
I will 9. them loud tonight
Can you hear my 10. this time?
This is my fight song

Take back my 11. song
12. I'm alright song

My power's turned on
Starting right now I'll be 13. strong
I'll play my fight song
And I don't really care if nobody else believes
'Cause I've still got a lot of fight left in me
Losing 14. and I'm chasing 15.

£REFF

Everybody's worried about me
In too deep
Say I'm in too deep (in too deep)
And it's been two years
I 16. my 17. (wishing)
But there's a 18. in my bones
Still believe
Yeah, I still 20. (believing)

£BACK TO REFF

Rachel Platten "Fight Song"
Rachel Platten "Fight Song"

Like a small...But...
On the...Errors
Sending...Space
Into motion
Like how a single word
Can make a...open
I might only have...one...make h
But I can make an explosion

£REFF

And all those things I didn’t...6...%
Wrecking...inside my...8...%
I will...them loud tonight
Can you hear my...this time?
This is my...song
Take back my...life song
I’m alright song

My power’s turned on
Starting right now I’ll be 13...%
I’ll play my fight song
And I don’t really care if nobody else believes
’Cause I’ve still got a lot of fight left in me
Losing...and I’m chasing...%

Everybody’s worried about me
In too deep
Say I’m in too deep (in too deep)
And it’s been two years
I...my 17...%
But there’s a...in my bones
Still believe
Yeah, I still 20...%

£BACK TO REFF

Rachel Platten "Fight Song"
Rachel Platten "Fight Song"

Like a small boat
On the open
Sending waves
Into motion
Like how a single word
Can make a heart open
I might only have one
But I can make an explosion

£REFF

And all those things I didn’t say
Wrecking inside my brain
I will them loud tonight
Can you hear my voice this time?
This is my fight song
Take back my song
12..... I’m alright

My power’s turned on
Starting right now I’ll be strong
I’ll play my fight song
And I don’t really care if nobody else believes
’Cause I’ve still got a lot of fight left in me
Losing and I’m chasing

Everybody’s worried about me
In too deep
Say I’m in too deep (in too deep)
And it’s been two years
I miss my home
But there’s a 18..... 19..... in my bones
Still believe
Yeah, I still 20......

£BACK TO REFF
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MTS. Al Uswah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ II
Materi Pokok : Listening
Alokasi Waktu : 2 x 40 2 pertemuan

A. Kompetensi Inti (KI)

KI 3: Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkret dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja.

KI 4: Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

B. Kompetensi Dasar

3.13 : Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja MTs.
4.14 Menangkap makna secara konstektual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan MTs.

C. Indikator Pencapaian Kompetensi

3.13.1 Siswa mampu membaca, menyimak, dan menirukan lirik lagu secara lisan.

3.13.2 Siswa mampu memahami unsur kebahasaan lirik lagu terkait dengan kehidupannya.

3.13.3 Siswa mampu menanyakkan hal-hal yang tidak dikenal atau berbeda.

3.13.4 Siswa mampu mengisi teks rumpang.

3.13.5 Siswa dengan cermat dan teliti mampu memahami pesan dalam lagu.

4. 14.1 Siswa mampu menyebutkan pesan yang terkait dengan bagian-bagian tertentu.

4.14.2 Siswa mampu melakukan refleksi tentang proses dan hasil belajarnya.

4.14.3 Siswa mampu menyanyikan lagu tersebut bersama-sama dalam kelas dengan teliti dan tepat.

D. Materi Pemahaman

Lagu yang dekat dengan kehidupan remaja

Pink ~ A Million Dreams

The Greatest Showman: Reimagined

<table>
<thead>
<tr>
<th>[Verse 1]</th>
<th>[Verse 2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>I close my eyes and I can see</td>
<td>There’s a house we can build</td>
</tr>
</tbody>
</table>

28
| A world that’s waiting up for me that I call my own | Every room inside is filled with things from far away |
| Through the dark, through the door | Special things I compile |
| Through where no one’s been before | Each one there to make you smile on a rainy day |
| But it feels like home | [Pre-Chorus]-[Chorus] |

[Pre-Chorus]
They can say, they can say it all sounds crazy
They can say, they can say I’ve lost my mind
I don’t care, I don’t care, if they call me crazy
We can live in a world that we design

[Chorus]
‘Cause every night, I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it’s gonna take

[Bridge]
However big, however small
Let me be part of it all
Share your dreams with me
We may be right, we may be wrong
But I wanna bring you along to the world I see
To the world we close our eyes to see
We close our eyes to see

[Chorus] - [Outro]
For the world we’re gonna make gonna make
Fungsi sosial

- Mengembangkan nilai-nilai kehidupan dan karakter yang positif

Struktur teks lagu

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

Unsur kebahasaan

- kosa kata dan tata bahasa dalam lirik lagu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik :

- keteladanan tentang perilaku yang menginspirasi.

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
3. Metode : Contextual Teaching and Learning (CTL)/Modelling.

F. Media, Alat, dan Sumber Pembelajaran

2. Alat : Laptop, LCD, proyektor, kertas berisi lirik, board marker, white board.
3. Sumber Pembelajaran : Materi dari guru

G. Langkah – Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Langkah Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guru</td>
<td></td>
</tr>
</tbody>
</table>
**Pendahuluan**
- Guru mengucapkan salam ketika membuka kelas.
- Guru menanyakan kabar siswa.
- Guru mengajak siswa berdo’a sebelum memulai materi.
- Guru mengecek daftar hadir siswa.
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Guru memberi *review* dengan menanyakan materi yang diajarkan kemarin.
- Guru memberi stimulus kepada siswa terkait materi yang akan di pelajari hari ini.

**Kegiatan inti**

<table>
<thead>
<tr>
<th>A. Mengamati</th>
<th>60 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Siswa mendengarkan lagu <em>(A Million Dreams)</em> yang diputar selama 3x oleh guru.</td>
<td></td>
</tr>
<tr>
<td>- Siswa mengikuti menyanyikan lagu bersama untuk lebih memahami dan menghayati makna dalam lagu tersebut.</td>
<td></td>
</tr>
<tr>
<td>- Siswa diharapkan mampu mengisi teks rumpang yang diberikan oleh guru.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Menanya</th>
<th>60 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Dengan arahan dan bimbingan guru siswa</td>
<td></td>
</tr>
</tbody>
</table>
terpancing untuk menanyakan perbedaan lagu dalam berbagai konteks.
- Siswa bertanya cara menemukan informasi rinci dalam lirik.
- Memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu

C. Mengeksplorasi
-Siswa mendengarkan lagu lagu lainnya dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas.

D. Mengasosiasi
-Siswa menulis pendapat dan perasaannya tentang isi lagu tsb.
-Siswa berdiskusi tentang pesan lagu yang didengar.

E. Mengkomunikasikan
- Siswa menyanyikan lagu sederhana dengan tulisan yang rapi dan menulis pesan yang terkandung dalam lagu.
- Siswa bersama-sama menyanyikan lagu ”A Million Dream” di dalam kelas.
<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sebelum kelas ditutup guru mengajak siswa menyimpulkan materi bersama.</td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan tugas individu untuk mencari lagu yang paling disukai kemudian mencari maknanya serta moral value.</td>
<td></td>
</tr>
<tr>
<td>- Sebelum kelas di tutup guru mengajak siswa membaca doa.</td>
<td></td>
</tr>
</tbody>
</table>

Bergas, Juli 2019

Mengetahui
Guru Bahasa Inggris
Ali Zumroh, S.S

Mahasiswa
Miftah Nuril M
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MTS. Al Uswah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ II
Materi Pokok : Listening
Alokasi Waktu : 2 x 40 2 pertemuan

A. Kompetensi Inti (KI)

KI 3: Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkret dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja.

KI 4: Menangkap makna dan menyesuikan teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

B. Kompetensi Dasar

3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja MTs.
4.14 Menangkap makna secara konstektual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan MTs.

C. Indikator Pencapaian Kompetensi

3.13.1 Siswa mampu membaca, menyimak, dan menirukan lirik lagu secara lisan.

3.13.2 Siswa mampu memahami unsur kebahasaan lirik lagu terkait dengan kehidupannya.

3.13.3 Siswa mampu menanyakan hal hal yang tidak diketahui atau berbeda.

3.13.4 Siswa mampu mengisi teks rumpang.

3.13.5 Siswa dengan cermat dan teliti mampu memahami pesan dalam lagu.

4. 14.1 Siswa mampu menyebutkan pesan yang terkait dengan bagian bagian tertentu.

4.14.2 Siswa mampu melakukan refleksi tentang proses dan hasil belajarnya.

4.14.3 Siswa mampu menyanyikan lagu tersebut bersama-sama didalam kelas dengan teliti dan tepat.

D. Materi Pembelajaran

Lagu yang dekat dengan kehidupan remaja
**Rachel Platten “Fight Song”**

<table>
<thead>
<tr>
<th>Like a small 1.........</th>
<th>My power's turned on</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the 2. ............</td>
<td>Starting right now I'll be 13 ........</td>
</tr>
<tr>
<td>Sending 3. ..........</td>
<td>I'll play my fight song</td>
</tr>
<tr>
<td>Into motion</td>
<td>And I don't really care if nobody else believes</td>
</tr>
<tr>
<td>Like how a single word</td>
<td>‘Cause I've still got a lot of fight left in me</td>
</tr>
<tr>
<td>Can make a 4....... open</td>
<td>Losing 14..... and I'm chasing 15 ........</td>
</tr>
<tr>
<td>I might only have one 5..........</td>
<td>Everybody's worried about me</td>
</tr>
<tr>
<td>But I can make an explosion</td>
<td>In too deep</td>
</tr>
</tbody>
</table>

**£REFF**

<table>
<thead>
<tr>
<th>And all those things I didn't 6......</th>
<th>Say I'm in too deep (in too deep)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrecking 7....... inside my 8.........</td>
<td>And it's been two years</td>
</tr>
<tr>
<td>I will 9....... them loud tonight</td>
<td>I 16. ...... my 17. ......</td>
</tr>
<tr>
<td>Can you hear my 10....... this time?</td>
<td>But there's a 18...... 19...... in my bones</td>
</tr>
<tr>
<td>This is my fight song</td>
<td>Still believe</td>
</tr>
<tr>
<td>Take back my 11...... song</td>
<td>Yeah, I still 20.........</td>
</tr>
</tbody>
</table>

**£BACK TO REFF**
Fungsi sosial

➢ Mengembangkan nilai-nilai kehidupan dan karakter yang positif

Struktur teks lagu

➢ Memulai

➢ Menanggapi (diharapkan/di luar dugaan)

Unsur kebahasaan

➢ kosa kata dan tata bahasa dalam lirik lagu

➢ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik :

➢ keteladanan tentang perilaku yang menginspirasi.

E. Metode Pembelajaran

4. Pendekatan : Scientific Approach

5. Strategi : Observe, practice, discussion.


F. Media, Alat, dan Sumber Pembelajaran


5. Alat : Laptop, LCD, proyektor, kertas berisi lirik, board marker, white board.

6. Sumber Pembelajaran : Materi dari guru
### G. Langkah – Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Langkah Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td><strong>Guru</strong></td>
<td>10 Menit</td>
</tr>
<tr>
<td>- Guru mengucapkan salam ketika membuka kelas.</td>
<td>- Guru mengucapkan salam ketika membuka kelas.</td>
<td>- Guru menanyakan kabar siswa.</td>
</tr>
<tr>
<td>- Guru menanyakan kabar siswa.</td>
<td>- Guru mengajak siswa berdo’a sebelum memulai materi.</td>
<td>- Guru mengajak siswa berdo’a sebelum memulai materi.</td>
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<tr>
<td>- Guru mengajak siswa berdo’a sebelum memulai materi.</td>
<td>- Guru mengecek daftar hadir siswa.</td>
<td>- Guru mengecek daftar hadir siswa.</td>
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<tr>
<td>- Guru mengecek daftar hadir siswa.</td>
<td>- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</td>
<td>- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</td>
</tr>
<tr>
<td>- Guru mempersiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</td>
<td>- Guru memberi <strong>review</strong> dengan menanyakan materi yang diajarkan kemarin.</td>
<td>- Guru memberi review dengan menanyakan materi yang diajarkan kemarin.</td>
</tr>
<tr>
<td><strong>Kegiatan inti</strong></td>
<td><strong>A. Mengamati</strong></td>
<td>60 Menit</td>
</tr>
<tr>
<td>- Siswa mendengarkan lagu (Fight Song) yang diputar selama 3x oleh guru.</td>
<td>- Siswa mendengarkan lagu (Fight Song) yang diputar selama 3x oleh guru.</td>
<td>- Siswa mengikuti menyanyikan lagu bersama untuk lebih memahami dan menghayati makna dalam lagu tersebut.</td>
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</tbody>
</table>
|   | **B. Menanya**  
- Dengan arahan dan bimbingan guru siswa menanyak perbedaan lagu dalam berbagai konteks.  
**C. Mengeksplorasi**  
- Siswa mendengarkan lagu lainnya dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas.  
**D. Mengasosiasi**  
- Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb.  
- Siswa berdiskusi tentang pesan lagu yang didengar.  
**E. Mengkomunikasikan**  
- Siswa menyalin lagu sederhana dengan tulisan yang rapi dan menuliskan pesan yang terkandung dalam lagu.  
- Siswa bersama-sama menyanyikan lagu ”A Million Dream” di dalam kelas. |
Penutup

- Sebelum kelas ditutup guru mengajak siswa menyimpulkan materi bersama.
- Guru memberikan tugas individu untuk mencari lagu yang paling disukai kemudian mencari maknanya serta moral value.
- Sebelum kelas di tutup guru mengajak siswa membaca doa.

| 10 Menit |

Bergas, Juli 2019

Mengetahui
Guru Bahasa Inggris
Alfi Zumaroh, S.S

Mahasiswa
Miftah Nuril M
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Kepada
Yth. Kepala MTs. Al Uswah
Di Tempat.

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Miftah Nuril Maulidah
NIM : 23030150053
Program Studi: Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:
THE EFFECTIVENESS OF A MILLION DREAMS SONG TO TEACH LISTENING SKILL (AN EXPERIMENTAL STUDY OF THE EIGHTH GRADE STUDENTS OF MTS. AL USAH BERGAS SEMARANG IN THE ACADEMIC YEAR 2018/2019 )
Dosen Pembimbing : Ruwandl, S.Pd., M.A.

Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik
YAYASAN AL BAROKAH
MADRASAH TSANAWIYAH (MTs) AL USWAH
TERAKREDITASI A
Jl. Masjid Tegalsari Bergas Lor Kec. Bergas Kab. Semarang 5052 Telp. (0298) 522437
NPSN : 1212322222222 NSM : 20364411 email : mts_aluswah@yahoo.com

SURAT KETERANGAN
No. : 308/MTs.022/VII/2019

Yang bertanda tangan di bawah ini,

Nama : Mahendro Nova Wijaya, S.Pd
NIP : -
Jabatan : Kepala Madrasah
Unit Kerja : MTs. Al Uswha Bergas
Alamat : Jl. Masjid Tegalsari, Bergas, Kabupaten Semarang

Menerangkan bahwa :

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<th>No</th>
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<tr>
<td>1</td>
<td>Miftah Nurul Maulidah</td>
<td>23030150053</td>
<td>Tadris Bahasa Inggris</td>
<td>IAIN Salatiga</td>
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Telah melaksanakan penelitian di Lembaga Pendidikan MTs Al Uswha Bergas, Kabupaten Semarang dengan judul skripsi “The Effectiveness of a Million Dream Song To Teach Listening Skill (An Experimental Study Of The Eighth Grade Students Of MTs Al Uswha Bergas Semarang In The Academic Year 2018 / 2019)” pada tanggal 23 Juli s.d 24 Juli 2019 dengan baik.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

[Signature]

Mahendro Nova Wijaya, S.Pd
NIP : 123456789012345

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SATUAN KREDIT KEGIATAN

Nama : Miftah Nuril Maulidah  Program Studi : Tadris Bahasa Inggris
NIM : 23030150053  Dosen P. A. : Noor Malihah, Ph.D

<table>
<thead>
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**JUMLAH** 169

Salatiga, 13 Mei 2019

Mengetahui,

Wakil Dekan

Bidang Kemahasiswaan dan Kerjasama

[Signature]

M. Maimun, M.Ag.

NIP. 19700510199803 1 003
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Nama Mahasiswa : Miftah Nurul Maulidah
NIM : 23010-15-0053
Dosen Pembimbing : Dr. Ruvandi, S.Pd., M.A

Judul Skripsi pada surat penunjukan pembimbing skripsi :
“The Effectiveness of Million Dreams Song to Teach Listening skill (An Experimental study at Eighth Grade Of Ms. Al Uswah Bergas, Semarang in the Academic year of 2018/2019)

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Dosen Pembimbing,

Dr. Ruvandi, S.Pd., M.A
NIP.19661225 200003 1002

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi untuk Penggantian Dosen Pembimbing Skripsi.
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Nama Mahasiswa: Miftah Nuril Maulidah  
NIM: 23030-15-0053  
Dosen Pembimbing: Dr. Ruwandi, S.Pd., M.A  

Judul Skripsi pada surat penunjukan pembimbing skripsi:

“The Effectiveness of Million Dreams Song to Teach Listening skill (An Experimental study at Eighth Grade Of Ms. Al Uswah Bergas, Semarang in the Academic year of 2018/2019)"

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Dosen Pembimbing,

Dr. Ruwandi, S.Pd., M.A  
NIK 19661225 200003 1002

**Catatan:**
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, jika ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Miftah Nuril Maulidah  
NIM : 23030-15-0053  
Dosen Pembimbing : Dr. Ruwandari, S.Pd., M.A  
Judul Skripsi pada surat penunjukan pembimbing skripsi : The Effectiveness of Million Dreams Song to Teach Listening skill (An Experimental study at Eighth Grade Of Mts. Al Uswah Bergas, Semarang in the Academic year of 2018/2019)

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Catatan: Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi. Jika ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked bellow:

Name : Miftah Nuril Maulidah
NIM : 23030150053
Faculty : Teacher Training and Education Faculty
Department : English Education Department

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Salatiga, Agustus 19th 2019

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NIM.23030150053