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Tentang
PENGANGKATAN DOSEN PEMBIMBING SKRIPSI
SEMESTER GENAP TAHUN AKADEMIK 2023/2024
PROGRAM STUDI PBI

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- Menimbang : 1. Bahwa dalam rangka memperlancar pelaksanaan ujian skripsi mahasiswa pada Semester Genap Tahun Akademik 2023/2024 perlu menunjuk dan mengangkat Dosen Pembimbing Skripsi di lingkungan Universitas PGRI Yogyakarta.
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- Pertama : Mengangkat dan menetapkan susunan Dosen Pembimbing Skripsi di lingkungan FKIP dengan perincian tercantum pada lampiran.
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Pada tanggal : 26 Maret 2024

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**ENHANCING STUDENTS' VOCABULARY MASTERY AND LISTENING
SKILLS THROUGH BILINGUAL POSTERS OF TRANSLATED SONG
LYRICS OF "COUNT ON ME" AND "HISTORY"**

UNDERGRADUATE THESIS



Written by :

Ana Bela Safitri Nur Rohman

20144700022

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS PGRI YOGYAKARTA

2024

APPROVAL

**ENHANCING STUDENTS' VOCABULARY MASTERY AND LISTENING
SKILLS THROUGH BILINGUAL POSTERS OF TRANSLATED SONG
LYRICS OF "COUNT ON ME" AND "HISTORY"**



Yogyakarta, 25 April 2024

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**ENHANCING STUDENTS' VOCABULARY MASTERY AND LISTENING
SKILLS THROUGH BILINGUAL POSTERS OF TRANSLATED SONG
LYRICS OF "COUNT ON ME" AND "HISTORY"**





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This Undergraduate Thesis has been
Approved for Examination on 2nd May 2024

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Secretary	: Dery Tria Agustin, M.Pd., Ph.D.		17/5/2024
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Appendix 4 : Guidance Blank Form



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 Dosen Pembimbing : Dr. Sulaksana M. Hum

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1	12 Mei 2023	Mengkonsultasikan judul skripsi	
2	15 Juni 2023	Mengkonsultasikan data penelitian terjemahan	
3	10 Juli 2023	Bimbingan proposal Bab 1-3	
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5	20 Oktober 2023	Konsultasi instrumen penelitian	
6	3 Januari 2024	Revisi proposal bab 1-3	
7	20 Januari 2024	Konsultasi dan revisi bab 4	
8	21 Maret 2024	Revisi Bab IV dan peninjauan Bab V, serta peninjauan lampiran.	
9	23 April 2024	Revisi skripsi lengkap	
10	25 April 2024	ACC ulian skripsi	

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UNDERGRADUATE THESIS



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20144700022

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS PGRI YOGYAKARTA

2024

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Yogyakarta, 30th May 2024

Faculty of Teacher Training and Education

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ABSTRAK

Penelitian ini bertujuan : 1) Untuk mengetahui teknik penerjemahan yang digunakan dalam menerjemahkan lagu “Count on me” dan “History”. 2) Untuk mendeskripsikan media bilingual poster untuk meningkatkan penguasaan kosakata dan keterampilan menyimak siswa.

Tipe penelitian ini adalah dengan menggunakan penelitian tindakan kelas berbasis model dari Kemmis and McTggart. Pengumpulan data menggunakan observasi, wawancara, tes, dan dokumentasi. Analisis data pada penelitian ini menggunakan teori Miles dan Huberman untuk menganalisis data wawancara. Data tes dapat di analisis dalam bentuk tabel atau perhitungan. Serta menggunakan teori Molina dan Albir untuk menganalisis teknik penerjemahan. Penelitian ini di laksanakan di SMP N 2 Sewon dan untuk subjek penelitian ini adalah siswa kelas VIID yang berjumlah 32 siswa.

Hasil penelitian untuk teknik penerjemahan lagu tersebut adalah bahwa teknik penerjemahan yang sering digunakan yaitu teknik penerjemahan established equivalent dengan total 216 kata atau setara dengan 95,15%. Sedangkan untuk teknik penerjemahan yang jarang di gunakan pada lagu tersebut adalah teknik pure borrowing dengan total hanya 2 kata atau 0,88% dan juga teknik naturalized borrowing dengan total yang sama yaitu hanya 2 kata atau 0,88%. Hasil penelitian pada penelitian tindakan kelas menunjukkan bahwa adanya peningkatan dalam penguasaan kosakata dan kemampuan listening siswa setelah menggunakan media bilingual poster. Hal ini dapat dilihat dari hasil tes siswa. Pada pre-test hanya terdapat 6 siswa atau 18,75% yang dapat melebihi KKM, dengan nilai rata-rata 47,5. Pada Post-tes I di siklus I hanya terdapat 13 siswa atau 40,62% yang lulus KKM, dengan nilai rata-rata 70,37. Kemudian pada post-test II di siklus II terdapat 27 siswa atau 84,37% yang lulus KKM, dengan nilai rata-rata 82,87 yang mana pada siklus II hasil post-test II telah mencapai kriteria kesuksesan sehingga penelitian ini berhenti di siklus II. Selain itu, hal ini juga didukung oleh hasil interview serta observasi dimana kebanyakan siswa mengaku senang dan merasa terbantu belajar bahasa Inggris menggunakan media bilingual poster serta dapat dilihat dari antusias siswa selama proses pembelajaran. Oleh karena itu, media bilingual poster dapat meningkatkan penguasaan kosakata dan kemampuan menyimak siswa di SMP N 2 Sewon.

Kata Kunci : Kosakata, Menyimak, Poster, Lagu, Dua Bahasa, Penerjemahan

ABSTRACT

This research aims to: 1) To know the translation techniques used in translating the songs "Count on me" and "History". 2) To describe the bilingual poster media to improve students' vocabulary mastery and listening skills.

This research type is classroom action research based on the Kemmis and McTaggart model. Data collection used observation, interviews, tests, and documentation. Data analysis in this research uses Miles and Huberman's theory to analyze interview data. Test data can be analyzed in the form of tables or calculations. Furthermore, Molina and Albir's theory was used to analyze the translation technique. This research was conducted at SMP N 2 Sewon and the subject of this research was class VIID students totaling 32 students.

The result of the research on the song translation technique is that the translation technique that is often used is the established equivalent translation technique with a total of 216 words or equal to 95,15%. Meanwhile, the translation techniques that are rarely used in the song are the pure borrowing technique with a total of only 2 words or 0,88%, and also the naturalized borrowing technique with the same total of only 2 words or 0,88%. The results of classroom action research showed that there was an increase in students' vocabulary mastery and listening skills after using bilingual poster media. This can be seen from the students' test results. In the pre-test, there were only 6 students or 18,75% who could exceed the KKM, with a mean score of 47,5. In Post-test I in cycle I there were only 13 students or 40,62% who passed the KKM, with a mean score of 70,37. Then in post-test II in cycle II there were 27 students or 84,37% who passed the KKM, with a mean score of 82,87 in cycle II the results of post-test II had reached the success criteria so this research stopped in cycle II. In addition, this is also supported by the results of interviews and observations where most students claim to be happy and feel helped to learn English using bilingual poster media which can be seen from the enthusiasm of students during the learning process. Therefore, bilingual poster media can enhance the vocabulary mastery and listening skills of students at SMP N 2 Sewon.

Keywords: Vocabulary, Listening, Poster, Song, Bilingual, Translation

STATEMENT OF AUTHENTICITY

The undersigned below :

Name : Ana Bela Safitri Nur Rohman
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Study Program : English language Education
Faculty : Teacher Training and Education
Title : Enhancing Students' Vocabulary Mastery And Listening Skills Through Bilingual Posters Of Translated Song Lyrics Of "Count On Me" And "History"

I declare with all sincerity that the thesis I wrote is truly my work, not a takeover of other people's writings or thoughts that I recognize as the result of my writing or thoughts.

If in the future it is proven or can be proven that this thesis is plagiarized, I am willing to accept sanctions for this action.

Yogyakarta, 25 April 2024

Statement writer

Ana Bela Safitri Nur Rohman

NPM 20144700022

MOTTO

QS Al-Insyirah: 5

“For indeed after hardship, there will be ease.”

“When life gets you down, you know what you gotta do? Just keep swimming”

- Dory -

“Long story short, I survived”

- Taylor Swift -

DEDICATION

Praise and gratitude are always expressed to Allah SWT, who has given His grace and guidance and also His gifts. That the researcher can complete this thesis. This thesis is dedicated to :

1. This thesis is dedicated to my family; my father, my mother, my grandmother, and my grandfather who always support me both materially and mentally. Thank you for your endless prayers, generous love, and sacrifices.
2. Thank you to my supervisor for guiding me in preparing my thesis.
3. Last but not least thank you to my friends for always supporting me.

ACKNOWLEDGEMENTS

Praise and gratitude are always expressed to Allah SWT, who has given His grace and guidance and also His gifts. That the researcher can complete this thesis entitled **"Enhancing Students' Vocabulary Mastery And Listening Skills Through Bilingual Posters Of Translated Song Lyrics Of "Count On Me" And "History"**.

The completion of this thesis certainly cannot be separated from the help, guidance, and support from various parties. Therefore, the researcher would like to express her sincere gratitude and respect to :

1. Mr. Dr. Ir. Paiman, M.P. as the rector of Universitas PGRI Yogyakarta
2. Mrs. Dr. Esti Setiawati, M.Pd. as the dean of the Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta
3. Mr. Andi Dian Rahmawan, M.A. as the head of the English education study program at Universitas PGRI Yogyakarta
4. Dr. Sujatmiko, M.Hum as the supervisor who patiently guided and motivated the researcher in the preparation of this thesis.
5. All lecturers of the English language Education study program who have provided useful knowledge to the researcher.
6. Mrs. Susi Daryanti, S.Pd., M.Pd. as the head of SMP Negeri 2 Sewon has been permitted to conduct research at SMP Negeri 2 Sewon.
7. Miss Woro Wahyu Utami S.Pd. as the English subject teacher at SMP Negeri 2 Sewon.

8. All 7th-grade students at SMP Negeri 2 Sewon who participated in data collection during the research.
9. My parents and family certainly always provide moral and material support.
10. All my friends who always support me and provide positive motivation.
11. For myself, thank you for surviving this far and being able to complete a bachelor's degree.

The researcher is well aware that this thesis is far from perfect. Therefore, the researcher hopes for criticism and suggestions that are constructive and can make this thesis much better, and hopefully, this thesis can be useful for researchers and readers.

Yogyakarta, March 24th 2024

Researcher

Ana Bela Safitri Nur Rohman

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CHAPTER I

INTRODUCTION

A. Background of the Research

Learning media is a tool or method that can be used to support teaching and learning activities. Learning media is now very diverse and very interesting. One of the learning media that can be used to learn English is by using poster media. A poster is a combination of visual elements such as images and writing that are put together to provide information about one or two main ideas. According to (Wahyuningsih and Fitriani 2022) defines that posters themselves are included as visual learning media. In addition, posters aim to attract attention and to be easy to remember with the illustration of a simplified image (Nurfadillah et al. 2021). In this study bilingual posters as student learning media. This bilingual poster will have a source language such as English translated into the target language, namely Indonesian.

According to Catford cited in Herman (2019), Translation is the process of replacing a source language text (ST) with an equivalent text in the target language (TT). The bilingual poster is a poster that is designed in two languages. Simply put, the use of bilingual posters is expected to be used as a learning media that has the potential to improve student's vocabulary mastery and listening skills. This is because, in a bilingual poster, there will be a translation of an English song quote and also its translation, which is expected so that students can find out the meaning of the English words that have been presented in the form of a bilingual poster.

Furthermore, the bilingual poster is equipped with a barcode scan feature which can be scanned through the Spotify application, after being scanned the song on the poster will appear, and this is expected to help students improve their listening skills. With songs, it can help build a more enjoyable learning atmosphere for students who are less able to learn (Sari 2019).

The researcher has conducted interviews and initial observations to know the learning process and problems that occur in class VII D SMP N 2 Sewon. In addition, this interview also aims to find out whether learning media using bilingual posters has been used in the English learning process. Based on the results of the interview with the English teacher at SMP N 2 Sewon, it can be seen that the English language skills of students in class VII D are still lacking. The average learning outcomes of class VII D are still low, especially in vocabulary mastery and listening skills, which is a low factor because students rarely practice listening skills intensively in class and vocabulary learning only by showing videos. Based on the results of interviews, most students in class VII D SMP N 2 Sewon admitted that they had difficulty in learning vocabulary and listening. Some students in class VII D also just got their first English lesson in junior high school because, at the time of their elementary school, there were no English lessons. This is one of the factors they still have difficulty understanding English, especially mastering vocabulary and listening.

Based on the results of the interview, it can be seen that class VII D does have various characteristics because class VII D itself is a special sports class. The character of students in class VII D is very diverse, starting from those who are quiet

and some who are slow in learning. Based on initial observations, the researcher found that only a few students wanted to pay attention to the teacher when teaching. As well as the state of the class which is very crowded, making the learning atmosphere not conducive. Lack of learning motivation is also one of the problems in the teaching and learning process in class VII D because it can be seen and observed that most students are too lazy to think when given assignments.

Vocabulary mastery certainly cannot be separated from the four English language skills, namely listening, speaking, reading, and writing. However, this study only focuses on students' vocabulary mastery and students' listening skills. The difficulties experienced by students described above can be overcome by using visual media in the form of images to increase students' vocabulary and listening mastery (Rizkiani and Adilansyah 2021). So as a researcher, want to offer the use of learning media using bilingual posters in the learning process. The bilingual poster is available in two languages, namely English and Indonesian. On the bilingual poster, there is a combination of various images and writings and the bilingual poster is equipped with a barcode scan to access the song listed on the poster. With the hope that it can potentially improve students' vocabulary mastery and listening skills as well as learn about translation and translation techniques.

In the following, the researcher will present some examples of translation techniques used in the songs.

ST : Keep getting the feeling you wanna leave this all behind

TT : Terus / merasakan / seperti / kau / ingin / meninggalkan ini semua

EE EE Exp EE EE Paraphrase

In the lyric excerpt, the translation techniques used are 4 established equivalents, 1 explicitation, and 1 paraphrase.

B. Identification of the problem

Based on the research background, the problems can be identified as follows :

1. English language skills, especially vocabulary mastery and listening skills of students are still lacking.
2. Some students are getting English lessons for the first time in junior high school.
3. The character of students is diverse because the class is a special sports class so the class is often less conducive.
4. Lack of motivation to learn which results in students being lazy to think when learning English.

C. Research Focus

Based on the research background, this research focuses on :

1. Categorize the translation techniques used in translating the songs "Count on me" and "History".
2. Examine the use of bilingual posters in improving students' vocabulary mastery and listening skills.

D. Formulation of the Research

The research questions of this study are formulated as follows :

1. What translation techniques are used in translating the songs "Count on me" and "History"?
2. How does a bilingual poster media enhance students' vocabulary mastery and listening skills through English song translation?

E. The Objectives of the Research

Based on the research formulation above, the objectives of this study are :

1. To know the translation techniques used in translating the songs "Count on me" and "History".
2. To describe the bilingual poster media to improve students' vocabulary mastery and listening skills..

F. Significance of the Research

The researcher expects that this research will be able to provide several benefits both in theoretical significance and practical significance.

1) Theoretical significance

Theoretically, this study can add information to anyone about translation studies or as a reference for other researchers who want to conduct research in the field of translation. This research can explain the techniques of translation.

2) Practical Significance

a) For the students :

Students will be more interested in learning English because students use media such as bilingual posters in the learning process and this research will contribute to helping students learn vocabulary and listening skills.

b) For teachers :

The results of this study are expected to help teachers consider appropriate learning media for teaching vocabulary and listening skills.

c) For the reader :

It can provide information to readers about the results of research on the translation techniques used in the songs "Count on me" and "History". In addition, it can inform about the results of using bilingual posters that contribute to improving vocabulary mastery and listening skills for junior high school students.

CHAPTER II

THEORETICAL AND LITERATURE REVIEW

A. Theoretical Review

1. Poster

A poster is a visual combination of text and images complemented by colors that can attract the attention of anyone who sees it and aims to convey a message or information (Indriani 2022). Posters can be used to convey or share data. Posters are also an important component that can usually be used at a seminar, exhibition, or meeting. Posters can now be utilized to display a piece of material which is displayed in an attractive and easy-to-understand.

According to Berry and Houston (1995) cited in Harsono, Yulia Rosanti, and Aslinda Abu Seman (2019) that there are several benefits of using posters in the learning process, the following benefits of posters have been summarized :

1. Posters are a great learning medium that can improve the ability to communicate and interact.
2. Posters can motivate students to examine a theme thoroughly.
3. Posters can create collaborative activities that can provide opportunities for students to learn together with their peers.
4. Posters can also be used in the evaluation process by involving students.
5. Posters can also encourage students to have a positive attitude and outlook.

According to Latuheru (1988) cited in Dhia Alsalihi (2020), posters can have several purposes in the learning and teaching process. Posters can translate

original ideas or ideas into a more logical framework. Posters can also be used at various academic levels and posters can help teachers save energy and time in the learning process.

Based on the above explanation, it can be concluded that the quality or features of an attractive poster with a combination of colorful text and images can be a learning medium or tool to help in the learning and teaching process. Posters also have several uses that can help educators in the learning and teaching process. Posters can be used to enhance a more inspiring and interesting atmosphere in facilitating the learning process.



Figure 1.1 Bilingual poster

2. Song and Song Lyrics

According to Griffiee (1992) in Kusuma (2022) states that song is a unique form and has the same elements as poetry and speech. In a speech and song, both are produced with speech or vocals and also both have melodies and are linguistically meaningful. According to Bisena (2021) that a song is a work with an instrumental and combined with a vocal style.

In a song, there are also song lyrics. Song lyrics provide a transcript of a song. Song lyrics can also provide more detailed information or description of a song. In addition, song lyrics can usually describe feelings such as happiness, sadness, or anger. Through song lyrics, there are messages in the form of words or sentences that can create various meanings for the listener.

Currently, listening to English songs is one of the learning strategies that can be used for students to learn English. Songs can be an action a medium or a fun learning tool for students. Songs can be used to help students learn English vocabulary. Students can learn the vocabulary contained in the song by starting to memorize it. Students may sometimes have difficulty with the meaning of some of the vocabulary they listen to so this activity will be able to encourage students' curiosity about the meaning of the song lyrics. Therefore, students will find out about the meaning of the vocabulary that they do not know the meaning of. A song can also help in the learning process which includes all four language skills (Artauli and Situmeang 2021).

In addition, songs can help improve students' listening skills. The way songs can train students' listening skills is by listening to English songs. This can create a more relaxed and conducive atmosphere, build student motivation in practicing listening, and increase student interest in practicing listening (Luh and Yuliarini 2022). Based on the explanation, it can be concluded that a song is a vocal with a combination of an instrument or music that accompanies it. The use of songs can also help in the process of learning and teaching language which includes mastering vocabulary and four language skills.

3. Spotify

These days, the world of technology is diverse and rapidly evolving. It has changed the way humans communicate and can affect individual learning styles. Technology is certainly an opportunity for teachers to be able to improve teaching in the classroom. There is one technological innovation that has great potential in improving English language teaching, namely the Spotify application. The Spotify application is one of the alternative learning media for students. It was founded by Daniel Ek and Martin Lorentzon and released on April 23, 2006 (Meisa, Education, and Program 2023).

Spotify is the largest music platform in the world with approximately 489 million active monthly listeners (Till 2023). There are various features in the Spotify app, including songs equipped with lyrics and translations. Utilizing English songs from Spotify is one of the right ways to improve student listening because by using this media the learning process is more fun and students can learn with various voices and also with different accents it can help students understand English more deeply and more effectively (Meisa, Education, and Program 2023).

In addition to improving listening skills, English songs from Spotify can also help improve students' vocabulary mastery because on Spotify there are lyrics along with the translation (Septiara and Hamzah 2023). It can be concluded that the Spotify platform is not only an entertainment music platform but can also be an innovative learning medium to improve English language skills, especially improving students' vocabulary mastery and listening skills.

4. Vocabulary

Vocabulary is one aspect of language that must be mastered by language learners. Vocabulary is the main aspect of understanding a language. Mastering a lot of good and correct vocabulary will help language learners master the four English skills, namely listening, speaking, reading, and writing.

According to Hornby (1995) in Elmahdi and Hezam (2020) Hornby states that vocabulary is a number or set of words in a language that is complete with its meaning vocabulary is also a core in a language. In addition, vocabulary is a set of words that can be used to express or communicate what the speaker means so it becomes one of the reasons for the importance of learning vocabulary.

Based on the explanation above, it can be concluded that vocabulary is indeed a crucial language component that must be mastered. In simple terms, vocabulary can be interpreted as a complete word with a meaning. Vocabulary can also be used as a communicative tool to convey something. Mastery of vocabulary for language learners will make it easier to learn a language. So it seems that vocabulary is an important reason in the language-teaching process.

5. Listening

Listening is essential to learning a language. Listening skills are also one of the skills that must be mastered. In everyday life, listening activities become a common behavior that is very important to get information. So that it can create good communication. So it can be concluded that listening is a person's ability to understand a message conveyed by the speaker through sound. In processing a message or information that has been heard, at least the listener has carried

out 5 elements of the listening process, namely, Hearing, understanding, Remembering, Evaluation, and responding (Simanjuntak and Uswar 2021).

Listening is the initial stage of mastering English before other skills. Listening is also one of the important factors to learn in language learning. There are two approaches in the process of teaching listening, the first is listening intensively, this approach focuses on teaching vocabulary and grammar and the second approach is listening extensively, which can be defined as practicing listening in a fun way where a teacher will give students the freedom to choose what students want to listen to to get language learning (Rahayuningsih, Rosalinah, and Subroto 2021).

From the explanation above, it can be concluded that listening is important in language learning because listening can support the communication process in the learning process which usually requires the listener to respond.

6. Translation

According to Nida and Taber (1982) cited in Junining and Kusuma (2020), Producing the message of the source language into the target language is one of the main goals of translation. The closest scientific equivalence exists in terms of style and meaning. This shows that the main goal of translation is "Closest equivalence" in terms of structure and meaning

According to Catford cited in Herman (2019), Translation is the process of replacing a source language text (ST) into an equivalent text in the target language (TT). Translation can also be defined as transferring the meaning of a

word or phrase from one language to another by considering its functional meaning (Dzulkurnain 2022).

According to Sperber and Wilson cited in Junining and Kusuma (2020), states that Translation is replacing a text in a language by representing the second language in the text. So it can be concluded that the translator must be able to convert a text into the target language correctly and accurately.

According to Baker cited in Junining and Kusuma (2020) That a translator cannot translate a text before the translator has read the text. At least the translator has read the text at least once. After the text is understood, the translator can make an acceptable translation of the text in the target language and collocation must follow the requirements of the target language.

7. Translation technique

According to Molina and Albir (2002), there are 18 translation techniques that can be used by translators to match meaning or message.

1) Borrowing

This technique is borrowing a word or an expression directly from the source language. Direct borrowing without any changes, can be called pure borrowing, while in naturalized borrowing the word or expression will be naturalized according to the phonetic and morphological system in the target language. For example :

a. Pure borrowing

ST : My new **mixer**

TT : **Mixer** baru ku

b. Naturalized borrowing

ST : Pray more on the night of **Sha'ban**

TT : Perbanyak doa di malam **Syakban**

2) Established Equivalent

Established equivalent technique is a translation technique that translates by using generally recognized expressions or terms or can be said to translate according to the dictionary.

For example :

ST : We visit **grandma's** house during school holidays

TT : Kita mengunjungi rumah **nenek** saat liburan sekolah

3) Adaptation

Adaptation technique is a translation technique that replaces terms or expressions of cultural elements from the source language with other terms or expressions that are acceptable or recognizable in the target language.

For example :

ST : The cat's fur is **as white as snow**

TT : Bulu kucing itu **seputih kapas**

4) Generalization

The generalization technique is a translation technique to translate specific terms and expressions in the source language into more general and neutral ones in the target language.

For example :

ST : I stayed at an expensive **mansion** to stay

TT : Aku menginap di **tempat tinggal** yang mahal

5) Description

A translation technique that replaces terms or expressions in descriptions, either in terms of function or form, in the target language.

For example :

ST : Pavlova

TT : Kue penutup musim panas dari Australia

6) Literal

A translation technique that translates a word or phrase in the source language literally or translates it word-for-word into the target language.

For example :

ST : Blue sky

TT : Langit biru

7) Modulation

This translation technique is to change the point of view, cognitive category, or focus on a word or expression from the source language, this can be related to its structural properties or lexical properties.

For example :

ST : You're going to have a **child** soon

TT : Kamu sebentar lagi akan menjadi **ibu**

8) Amplification

This translation technique is to add or introduce detailed information that has not been formulated in the source language, i.e. by paraphrasing or explaining explicitly.

For example :

ST : My friend is a **malaysian**

TT : Temanku **warga negara malaysia**

9) Calque

The calque technique is a translation technique that translates a word or phrase literally from the source language directly into the target language at either the structural level or the lexical level.

For example :

ST : Become an **assistant manager** in a big company

TT : Menjadi **asisten manajer** di perusahaan besar

10) Compensation

Translation technique that introduces source language elements of information or stylistic effects found in the target language, because they cannot be reflected in the same position in the source language.

For example:

ST : Cutting hair with a **pair of scissors**

TT : Memotong rambut dengan **sebuah gunting**

11) Discursive creation

It is a technique that establishes temporary equivalence that is unpredictable or unexpected and out of context. This translation technique is usually used to translate a title. For example :

ST : Wife of the year

TT : Istri sementara

12) Linguistic amplification

This translation technique can be used by adding linguistic elements in the source language to the target language. This translation technique is often used in dubbing or interpreting.

For example :

ST : **This** in school

TT : **Tentang ini** di sekolah

13) Linguistic Compression

It is a technique that synthesizes or creates a linguistic element in the target language. It is often used for subtitling or spontaneous oral translation.

For example :

ST : Are you **hungry**?

TT : **Lapar** ?

14) Particularization

A translation technique that uses more specific or concrete terms or expressions to translate general terms from the source language. This translation technique is the opposite of the generalization translation technique. For example :

ST : I wake up early for morning **prayer**

TT : Aku bangun pagi untuk **salat**

15) Reduction

The translation technique reduces or compresses the information in the source language into the target language without changing the meaning. This

translation technique is the opposite of the amplification translation technique. For example :

ST : Paul walker, actor from the US, got into **a car accident** while filming

TT : Paul walker mengalami **kecelakaan** saat syuting

16) Substitution

This translation technique involves converting a linguistic element into a paralinguistic element (sign, intonation or gesture) or vice versa.

For example :

ST : Shrugging shoulders

TT : “Saya tidak tahu”

17) Transposition

This transposition technique is a translation technique used to change the grammar of the language. For example :

ST : You have to get the red book

TT : Buku merah itu harus kamu dapatkan

18) Variation

Variation technique is a translation technique that changes Paralinguistic or linguistic elements (gesture, intonation) that can affect aspects of linguistic variation such as changes in style, social dialect and textual tone.

For example :

ST : Don't touch that door!

TT : Jangan sentuh pintu itu!

8. Classroom Action Research

Classroom action research is a study conducted in a particular class to determine the results or consequences of implementing an action, the action can be the application of learning media. Classroom action research aims to improve the quality of the learning process in the classroom and can help solve learning problems in a classroom.

According to Carr and Kemmis quoted in Alimin (2018) that a form of inquiry regarding self-reflective by participants either students or teachers in the social sphere, for example in the scope of education, and aims to improve rationality and justice. Then this is what is meant by action research. Several CAR models are often used in education. In this study, the researcher used Kemmis and McTaggart's model. This model is described as a spiral shape of each cycle. Based on Kemmis and McTaggart this model consists of four stages, namely: planning, acting, observing, and reflecting (Kemmis, S., & McTaggart n.d.).

B. Literature Review

1. Previous study

Several previous studies are relevant to this research. The first relevant research was conducted by Aspian et al. (2020) the research focused on the use of poster media in descriptive text writing in the eighth grade of MTs Al-Ikhlâs Lambuya. The purpose of the study was to prove the use of posters on students' writing skills. The result of the study was that

there was an increase in students' descriptive text writing skills after using poster media in the student learning process.

Another study that is relevant to the author's research is that conducted by Ulfa and Ariyani (2023) which for this study focused on the application of poster media to improve speaking skills in the Lampung language in eighth-grade students of Mts N 2 Bandar Lampung. The result of the study was that there was a significant effect of the use of poster media on students' speaking ability in the Lampung language.

The difference between previous research with this study is that in Aspian et al. (2020) the researcher focused on students' writing skills. Meanwhile, the author's research focuses on vocabulary mastery and students' listening skills. The difference in the research conducted by Ulfa and Ariyani (2023) is that the researcher focused on students' speaking ability in the Lampung language. Meanwhile, the author's research focuses on vocabulary mastery and listening skills in English. So this research was conducted to complement previous studies that have not been discussed in previous studies. This study identifies translation techniques and focuses on the application of bilingual poster media in improving students' vocabulary mastery and listening skills.

C. Thinking Framework

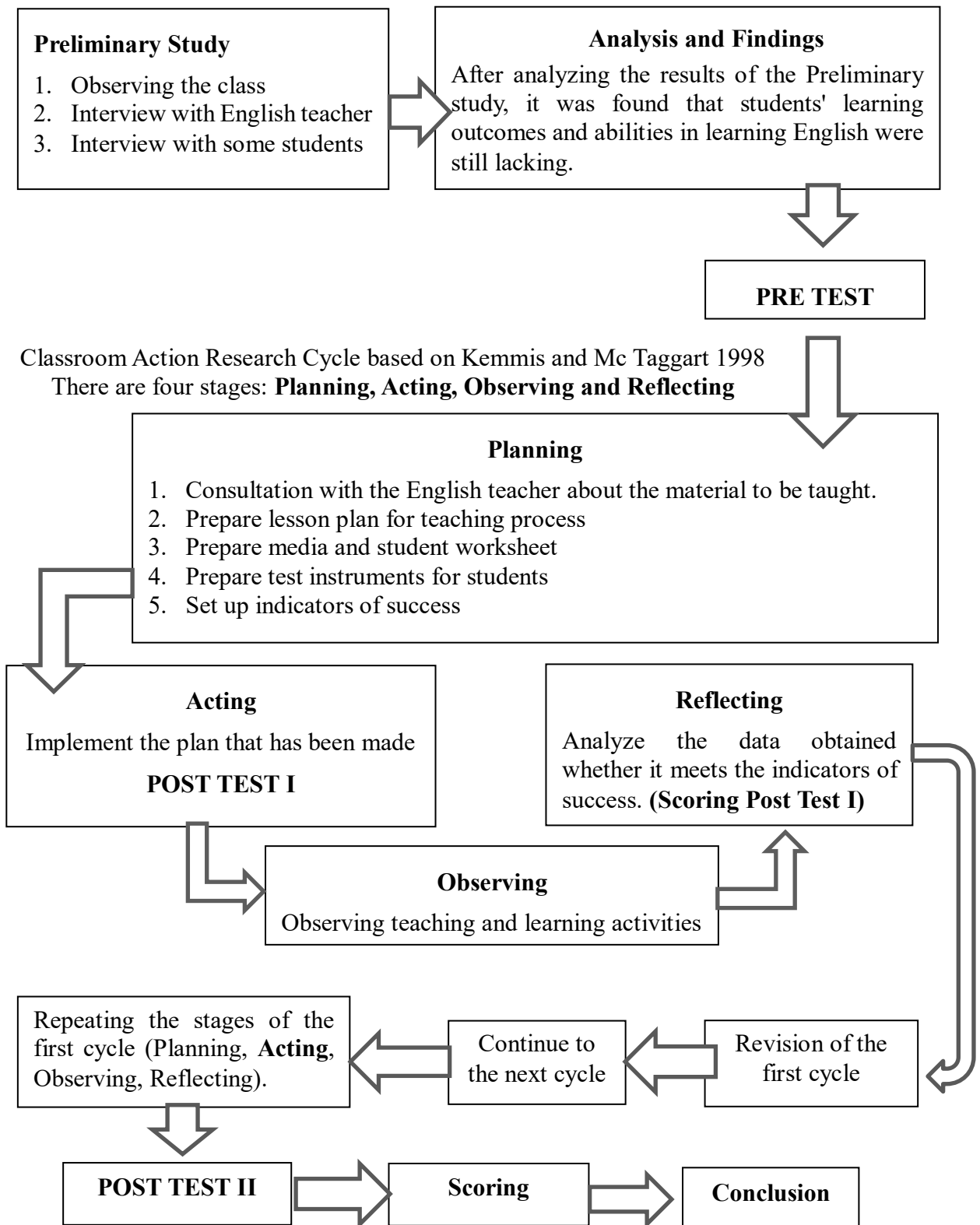


Figure 1.2 Thinking Framework

Based on the framework above, before conducting classroom action research, the researcher conducted a preliminary study in the form of class observations, student interviews, and teacher interviews. The interview was conducted to find out the problems in the class. After that, the results of the preliminary study were analyzed to be able to identify problems in the class. Based on the interview, it can be found that the problem that occurs in the class is one of the student's English language skills in the class is still low on average. After knowing the problems that occur in the class, the next step is to conduct a pre-test to measure the extent of students' abilities in learning English, especially in vocabulary mastery and listening skills. In this study, the researcher used classroom action research with a model from Kemmis and Mc Taggart where each cycle has 4 stages, namely planning, acting, observing, and reflecting.

At the planning stage, researcher prepare the needs that will be used during the acting stage. At the acting stage, researcher teach according to the lesson plan that has been made and also conduct post - test I. During the acting stage, teaching and learning activities were observed. The results of post-test I and observation results are analyzed to continue in the reflecting stage. At the reflecting stage, the researcher decides whether the cycle stops or must continue to cycle II. If the results in cycle I have not been met then it must continue cycle II by making improvements that have been discussed in the reflecting section. In Cycle II the stages are the same as those in cycle I, starting again from the stages of planning, acting, observing and reflecting. In cycle II the researcher also conducted a post- test II. If in cycle II the success indicator has been achieved then the next cycle is stopped.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

This study aims to describe bilingual poster media to improve students' vocabulary mastery and listening skills and also to describe the translation techniques used. Based on the objectives of this study, this type of research is classroom action research. Researcher use classroom action research because it aims to find out the problems or difficulties of students in the learning process in the classroom, especially in learning vocabulary and listening skills. In addition, using classroom action research is expected to solve problems or provide solutions through actions such as using bilingual poster learning media in certain classes. Researcher use classroom action research with the Kemmis and McTaggart model. This model consists of four stages, namely: planning, acting, observing, and reflecting. The four stages can be described as a spiral classroom :

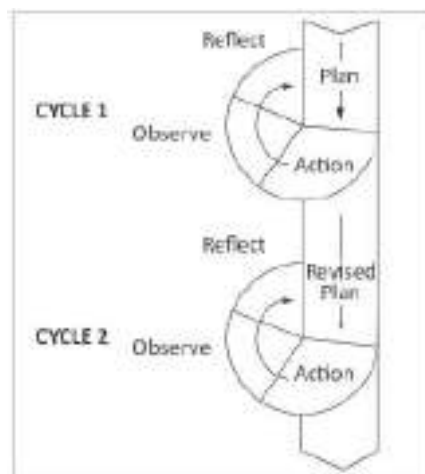


Figure 1.3: Classroom Action Research Cycle based on Kemmis and Mc Taggart 1998 (Oktafiani and Husnussalam 2021)

B. Classroom Action Research Procedure

The procedure in classroom action research is carried out in stages. Classroom action research based on Kemmis and MC Taggart consists of four stages in one cycle. The following is an explanation of the stages in classroom action research :

1. Planning

At this stage, the researcher prepares and compiles research instruments, compiles teaching modules used for teaching in the classroom, observation sheets, and tests needed in the study. This stage is carried out after identifying the problems of vocabulary mastery and listening skills in a class by making initial observations. With this stage, it aims to be applied to the classroom by the research objectives to be achieved.

2. Acting

At this stage, the researcher realizes a direct action in the classroom by the previously designed planning. In this study, the researcher acts as a teacher in providing an action by using learning media in the teaching and learning process and making observations during the action. The action taken during classroom action research is by applying a bilingual poster media in learning which focuses on students' vocabulary mastery and listening skills. At this stage, the researcher need approximately 4 weeks to conduct classroom action research.

3. Observing

In this phase, the researcher observe events or student activities during the teaching and learning process. In the observing process, the researcher observe

the results or impact of the actions that have been applied to students in the classroom. In addition, the main focus in the observing phase is the process of an action and the obstacles that arise when the action is taken. The results of the observation must be able to describe the real events that occur in the classroom. So that the results of observations can be used as the basis for a reflection. The researcher's activities while teaching in class were also observed by the collaborator. The results of observations from the collaborator will be used in the reflection stage.

4. Reflecting

At this stage, it is carried out to reflect or evaluate based on the data that has been obtained. The results of the data obtained are carefully analyzed. If the first cycle has reached the criteria then classroom action research is stopped. However, if the first cycle has not met the criteria and problems are still found, the next cycle will be held with improvements that have been made in the reflection stage.

C. Data Source and Data Translation

1. Data source

The source of translation data is taken from a music platform called Spotify. The researcher took two songs to analyze the translation technique. The first song is Bruno Mars' song titled "Count on me". The singer himself is quite popular as evidenced by the 65.9 million monthly listeners on Spotify. The song "Count on me" comes from his debut album called Doo-

wops & hooligans. The album was released on October 4, 2010. This song tells or describes about friendship and love. The reason the researcher took this song is that this song is quite popular and also this song is one of the researcher's favorite songs. The song is a comfort song for the researcher because of its deep lyrics that tell about friendship.

The second song is One Direction's song titled "History". One Direction itself is a boy group that is quite famous there are 32.7 million monthly listeners on Spotify. The song "History" is included in One Direction's 5th album "Made in the A.M. which" was released on November 13, 2015. This song tells about a memory that has many stories. The reason the researcher chose this song is that One Direction is one of the researcher's favorite boy groups and One Direction songs are one of the reasons the researcher is interested in learning English. One Direction songs are an alternative to learning English when the researcher was an elementary school student.

2. Data Translation

The data to be analyzed for translation techniques come from the lyrics of the songs "Count on me" and "History". The lyrics are available in two languages, English and Indonesian. The total data to be analyzed is 42 data. There are 19 data from "Count on me" song lyrics and 23 data from "History" song lyrics. The song lyrics data will be analyzed for translation techniques using Molina and Albir (2022) theory.

D. Technique of Data Collection

This section presents the data collection techniques used in this research. Data collection in classroom action research can be in the form of data that can describe student activeness, student enthusiasm, and can also be about the quality of the discussions carried out. In addition, data on classroom action research can also be numeric which is by using pre-test and post-test (Djajadi and Makassar 2020).

1. Observation

This research also uses observation. The focus of this observation is that first, the researcher observes the learning process that occurs in the classroom. The researcher observes the results or impact of the actions that have been applied to students in the classroom. As well as observing the obstacles that arise when the action is taken.

The second focus is that the researcher as a teacher who teaches also needs to be observed. The researcher's activities as a teacher while teaching in class were observed by the collaborator. The English teacher has the role of collaborator. To make it easier for the collaborator to observe, the researcher gave an observation sheet to the collaborator. Furthermore, it can be used as a reflection stage in each cycle.

2. Interview

The existence of an interview is aimed at obtaining a description from the interviewee regarding the topic or question that the researcher has asked at the time of the interview (Taherdoost 2022). In this study, the interviewer used

the semi-structured interview technique for data collection. In this semi-structured interview technique, the interviewer will stick to predetermined questions but in this technique, the interviewer may be free to add questions to the respondent where additional questions must be relevant to the research topic.

Interviews are conducted at the beginning before implementing classroom action research to identify problems that occur in a classroom. In addition, interviews were also conducted after the application of learning media. There were 16 students interviewed about the bilingual poster media that has been applied in learning in class VIID. The interviewer asked several questions related to the researcher's research. The interviewer carefully listened to what the respondents had said and also noted important points relevant to this research. So that the researcher gets ideas, responses, perceptions, and thoughts from these respondents.

3. Test

The tests used in this research are to test students' vocabulary mastery and students' listening skills. The following is an explanation of the tests used during the research:

1. Pre-test: This research uses a pre-test to measure students' vocabulary mastery and students' listening skills before the action by using bilingual poster media.
2. Post-test I: In classroom action research there are several cycles where each cycle conducts a post-test. For cycle I, Post-test I was carried out to

measure students' vocabulary mastery and students' listening skills after teaching actions using bilingual poster media.

3. Post-test II: If during the post-test I the test results have not reached the success indicator, then proceed to cycle II by conducting Post-test II to measure students' vocabulary mastery and listening skills after the action of using bilingual posters.

4. Documentation

In this research, the researcher also used documentation to support the research and get more complete data. Documentation is a data collection technique carried out by the researcher by collecting and utilizing written documents, photographs, images, recordings, and objects and tools used in research. It can be understood that documentation will be more credible and can be trusted for its originality (Zaini et al. 2023).

E. Research Instrument

The instruments used by the researcher to obtain data are as follows:

1. Observation Sheet

The researcher prepared an observation sheet when conducting pre-observation with the English teacher of SMP N 2 Sewon during the classroom learning process. In addition, the observation sheet was also used by the collaborator to observe the researcher's activities as a teacher when teaching in class.

2. Interview Guidelines

The interview guidelines contained questions that were used to conduct pre-interviews with teachers and students. The interview sheet was also used to interview students after the classroom action research had been conducted.

3. Test evaluation sheet

The test evaluation sheet is used to determine students' vocabulary mastery and listening before and after the application of bilingual poster media. In this research, the test used is in the form of multiple choice to test students' vocabulary and fill in the blank to test students' listening skills.

F. Data Analysis

In classroom action research, the data analysis process begins with classifying all available data from various data sources. After the data is classified, it can be described as follows:

- a.** Data collection using interviews can be described in narrative form using the theory Miles and Huberman (1994). According to Miles and Huberman (1994, p.10) states that the analysis consists of three flows of action that occur simultaneously, including data reduction, data presentation or data display, and conclusion drawing/verification. These three steps will be explained in more detail and in-depth below :

1. Data Reduction

According to Miles and Huberman (1994, p.10), the process of abstraction, selection, simplification, focusing, and transformation of data in transcripts or field notes can be known as data reduction. In addition to data reduction

episodes that occur during the data collection process (writing summaries, coding, identifying themes, categorizing, making groups, and writing notes). Data reduction is part of the analysis that can sharpen, discard or organize data. So that it can draw conclusions and these results can be drawn and verified.

2. Data Presentation / Display

According to Miles and Huberman (1994, p.11) with Display is a collection of organized data that is displayed so that an individual can draw conclusions and take action more easily. According to Miles displaying data in a concise form such as using graphs, charts, matrices, and networks arranged in an organized manner, can make it easier for data analysis and easily see what is happening and draw conclusions whether the conclusions obtained are correct or still have to go to the next analysis step in accordance with the instructions given by the display that might be helpful.

3. Conclusion Drawing or Verification

According to Miles and Huberman (1994, p.11), drawing conclusions is part of a holistic configuration. When analyzing conclusions also need to be double-checked or verified. Conclusions at an early stage that have been made are still temporary and can change if no substantial evidence is found. Thus, drawing conclusions must be truly proven by evidence that has been verified and valid when the researcher collect data. Therefore, the conclusion can be validated and credible.

b. Data collection using tests can be described in the form of tables and measurements. In this study, to analyze numerical data. First, the researcher processes the average score of students in the vocabulary mastery test and the student listening ability test obtained in one cycle. To find out the average vocabulary mastery and listening skills of students in the pre-test and post-test. The researcher can calculate the average with the following formula (Ananda and Fadhli 2018) :

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

Description :

M : Mean

$\sum X$: Individual Score

N : Number of Students

After obtaining the results of the average student score, the researcher calculated the percentage of classes that met the minimum level of completeness (KKM). The KKM for English subjects agreed upon by the SMP Negeri 2 Sewon school is 75. To calculate the percentage of classes using the following formula.

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

Description :

P : Class percentage

F : Frequency being sought for the percentage

N : Number of students

Researcher evaluate or identify whether there is an increase in student scores from student pre-test results to post-test results in cycle 1 and cycle 2. The formula used as follows (Meltzer 2002) :

$$P = \frac{y1 - y}{y} \times 100\%$$

Description :

P : Percentage of students' improvement

y : pre-test

y1 : post-test 1

Description :

$$P = \frac{y2 - y}{y} \times 100\%$$

P : Percentage of students' improvement

y : pre-test

y2 : post-test 2

- c. To calculate the results of the data obtained from the results of the observation sheet of the researcher's activity as a teacher. The researcher used the formula from (Purwanto 2010 cited in Sriwanto 2015) following the formula used :

$$S = \frac{R}{N} \times 100\%$$

Description :

S : Percentage value sought

R : Total score of teacher activity

N : Maximum score of teacher activity

Table 1.1**Teacher Activity Criteria**

Activity (%)	Category
86 – 100	Very good
76 – 85	Good
60 – 75	Fair
55 – 59	Less
≤ 54	Very poor

G. Data Validity

Data in this research can be categorized as good data if the data is valid "trustworthiness". In this research to test validity using triangulation techniques. According to (Lincoln & Guba, 1985 cited in Santosa 2017) states that there are four types of triangulation techniques. These are (1) Triangulation of sources (2) Triangulation of theories (3) Methodological triangulation (4) Triangulation of investigators. For a detailed explanation below :

1. Data source triangulation is a triangulation technique that provides several diverse data sources that are in accordance with the research objectives.
2. Theory triangulation is a type of triangulation that uses different theories.
3. Methodological triangulation is a type of triangulation that uses several data collection techniques.
4. Investigator triangulation is a triangulation technique carried out in large studies where several topics to be studied involve more than one researcher.

From several types of triangulation that have been described above, in this study researcher used methodological triangulation to obtain data validity by proving its validity. In this methodological triangulation means using several data collection techniques, for example, the results of an interview with someone can be compared with what the researcher observes on site (observation), or the documents that the researcher reads in the notes must be relevant to the phenomenon being observed. Thus, researcher have used three data collection methods in triangulation, namely observation, interviews, and documents in the form of test results.

1. Planning																				
2. Acting																				
3. Observing																				
4. Reflecting																				
Analyzing data																				
Preparation of research report																				

I. Research Subject

The subjects in this study were taken from seventh-grade students at SMP Negeri 2 Sewon. There are several reasons why researcher choose seventh-grade subjects, namely that at the age of seventh grade junior high school children, usually tend to be able to think abstractly whereas junior high school children can already think realistically, logically, and idealistically and can form ideas (Marinda 2020).

Another reason is that at the age of junior high school children experience a transition period in which there will be significant changes regarding physical or moral and intellectual. At this time there is also a stage of development of identity vs role confusion, where junior high school students will begin to find their identity so that at this time a sense of responsibility and independence can begin to grow (Marfuah et al. 2021).

The research subjects were taken based on purposive sampling. To choose the right subject, the researcher has consulted with the English teacher who is also a collaborator. As a result, the researcher took one class, namely class VII D SMP Negeri 2 Sewon, which in one class consisted of 32 students. In one class there are 24 male students and 8 female students.

J. Criteria of the action success

Classroom action research can be said to be successful if it has reached the predetermined indicators or success criteria and will fail if it cannot exceed the predetermined criteria. In this study, it can be said to be successful if the completeness of the vocabulary and listening tests of students has reached 75%. The KKM for SMP N 2 Sewon is 75 for English subjects. The observation sheet of the researcher's activities observed by the collaborator reaches the good criteria. If these criteria have been achieved, then the action in the next classroom action research will be stopped.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research findings

In this section, the researcher presents the results of the analysis of translation techniques in the songs "Count on Me" and "History". Furthermore, this research is a classroom action research conducted in class VII D at SMP N 2 Sewon by implementing bilingual poster media in the learning process.

1. Translation techniques used in translating the songs "Count on Me" and "History"

The researcher analyzed the translation techniques by using Molina and Albir's theory. The translation data is available in two languages, English and Indonesian. In this study, the researcher only explores the translation techniques used by translators in translating the songs "Count on me" and "History". The researcher also provides a little theoretical provision of translation to students during classroom action research. The following are some results of the technique analysis on the song "Count on Me and History" :

Tabel 1.3
Calculation data on translation technique

No	Types of Technique	Frequency	Percentage %
1.	Established Equivalent	216	95,15 %
2.	Naturalized borrowing	2	0,88%
3.	Pure borrowing	2	0,88 %
4.	Explicitation	3	1,32 %
5.	Paraphrase	4	1,76%
Amount		227	100%

Based on the table above, there are 5 translation techniques used in “Count on me” and “History” songs. There are 216 words or 95,15% of the words that use established equivalent, this translation technique is often used in the translation of the songs "Count on me" and "History". Furthermore, there are 3 words or 1,32% that use the explicitation technique. There are 4 words or 1,76% that use paraphrase technique. Then there are 2 words or 0,88% that uses pure borrowing technique and the last is 2 words or 0,88% that use naturalized borrowing translation technique.

a. Established Equivalent

Song 1 / EE / Eng-Indo / 02

ST : **Keep** getting the feeling you wanna leave this all behind

TT : **Terus** / merasakan / seperti / kau / ingin / meninggalkan ini semua

EE / EE / EXP / EE / EE / Paraphrase /

Established equivalent is a translation technique that translates a word with a generally recognized term and a word that is in accordance with the dictionary (Molina and Albir 2022). In the song quote, the word "**keep**" in the source text is translated into the word "**Terus**" in the target text. The word is included in the established equivalent translation technique because the translation of the word is in accordance with the translation in the dictionary.

b. Pure Borrowing

Song 1 / PB / Eng-Indo / 15

ST : **Mini** bars, expensive cars

TT : **Mini** / bar, / mobil / mahal

PB / NB / EE / EE /

Pure borrowing is a translation technique without changing any words from the source text or the target text (Molina and Albir 2022). In the song quote, the word "**mini**" in the source text is translated into the word "**mini**" in the target text. The word is included in the pure borrowing translation technique because the translation of the word "**mini**" in the source text is still translated into the word "**mini**" in the target text.

c. Naturalized borrowing

Song 1 / NB / Eng-Indo / 15

ST : Mini **bars**, expensive cars,

TT : Mini / **bar**, / mobil / mahal

PB / **NB** / EE / EE /

Naturalized borrowing of words or expressions will be naturalized according to the phonetic and morphological system in the target language (Molina and Albir 2022). In the song quote, the word "**bars**" in the source text is translated into the word "**bar**" in the target text. The word is included in the naturalized borrowing translation technique because the translation of the word "**bars**" in the source text is naturalized with the phonetic system in the target language into the word "**bar**" in the target text.

d. Explication

Song 1 / EXP / Eng-Indo / 06

ST : No, they don't teach you this in school

TT : Tidak/ mereka / tidak / mengajarkan /mu / **tentang** ini / di / sekolah

EE / EE / EE / EE / EE / **EXP** / EE / EE /

Explicitation translation technique is a technique used to extend the detailed information from the source text to the target text. One of the ways is by adding or clarifying a word or phrase (Molina and Albir 2022). The word "This" is translated into "tentang ini". The translator adds the word "tentang" to make it more contextualized.

e. Paraphrase

Song 2 / Paraphrase / Eng-Indo / 28

ST : We'll find out what **we're made of**

TT : Kita akan / mencari tahu / **dari mana kita**

EE / EE / **Paraphrase** /

Paraphrase translation technique is a translation technique that conveys a message in the source text in a different way in the target text, where there are slight modifications or differences in the source text and the target text but still the same meaning. For instance, the phrase "we're made of" in the song quote is translated into "dari mana kita" which is a slight change in meaning but still adapted to the context.


2. English song translation in the term of bilingual poster media can enhance the students' vocabulary mastery and listening skills by using CAR.

a. The result of the Pre-test

To find the extent of students' understanding of vocabulary mastery and listening skills. The researcher conducted a pre-test for students. The following are the results of the pre-test scores of class VII D SMP N 2 Sewon.

Table 1.4
The result of Pre -Test

No.	Name	KKM	Pre -Test	No	Name	KKM	Pre-Test
1.	APB	75	56	17.	MMM	75	52
2.	ANV	75	64	18.	NAA	75	48
3.	AIK	75	28	19.	NOAS	75	36
4.	ADA	75	44	20.	NFD	75	52
5.	AKOP	75	36	21.	NAF	75	88
6.	ABP	75	44	22.	POS	75	20
7.	AAM	75	24	23.	PCP	75	60
8.	AFA	75	36	24.	RAA	75	60
9.	BNR	75	88	25.	RAAZ	75	32
10.	BNZ	75	84	26.	RDA	75	64
11.	BVA	75	60	27.	RNRS	75	32
12.	DPS	75	88	28.	RAP	75	16
13.	FSP	75	20	29.	RMA	75	28
14.	MRG	75	24	30.	SAP	75	88
15.	MA	75	12	31.	VVJL	75	80
16.	MAM	75	40	32.	YSRP	75	16

 = Students who have passed the target score

From the pre-test results above, it can be seen that students' vocabulary and listening test scores are still very low. Here are the details of the student pre-test results. First, the researcher calculates the average of the pre-test results can be seen below :

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

$$M = \frac{1520}{32}$$

$$M = 47,5$$

Notes :

M : Mean

$\sum X$: Total Score

N : Number of Students

Furthermore, researcher calculated the class percentage to find out the percentage of classes that have reached the level of completeness (KKM). The results can be seen below :

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{6}{32} \times 100 \%$$

$$P = 18,75 \%$$

Notes :

P : Class percentage

F : Frequency being sought for the percentage

N : Number of students

The data showed that the mean score of the pre-test only reached **47,5**. Based on the description above, it can be seen that the percentage of the class only reached **18,75%** where there were only 6 students who could reach the KKM. The highest score in the pre-test results is 88 while the lowest score is only 12. Based on these data, it can be concluded that the vocabulary mastery and listening skills of SMP N 2 Sewon students are still relatively low and need to be improved.

b. The result of classroom action research in cycle I

1) Planning

The researcher discussed with the English teacher at SMP N 2 Sewon to determine the material that would be taught in class during the learning process. The results of the discussion with the English teacher are that the researcher can continue the material that is being studied by students. Afterward, the researcher prepared a lesson plan that would be applied during the learning process. The researcher also provided an observation sheet that the collaborator could use to

observe the researcher while teaching in class. Furthermore, this can be used as a reflection that will be carried out at the end of the cycle I stage

2) Acting

a) Meeting 1

This stage starts from meeting 1 which is held on Friday, November 10, 2023, with 2 X 40 minutes of class time. The role of the researcher in this stage is to become a teacher. At the initial stage in the teaching and learning process, the researcher opens the learning activities first. After that, the researcher conveyed the material that would be discussed that day. Students are asked to make groups to describe their favorite singer. Students were asked to choose their favorite song from the singer. The researcher explained how to make bilingual posters as learning media. Next, the researcher asked students to make bilingual posters based on the song lyrics of their favorite singers.

b) Meeting 2

At the second meeting on Friday, November 17, 2023, with lesson hours of 2x40 minutes. The initial activity was the same as the first meeting when the researcher opened the learning activities first. The researcher asked students to present the bilingual posters that had been made and describe the singers and songs that had been chosen. After that, the researcher asked students to do exercises to find basic vocabulary using bilingual posters. For listening exercises, the researcher scanned the Spotify barcode listed on the bilingual poster and then the song listed on the bilingual poster could be

accessed to practice listening. During listening practice, students are asked to complete the missing words. The researcher also discussed previous questions by utilizing the bilingual poster media. In addition, at the second meeting, the researcher conducted a post-test I. The following are the results of students' post-test I :

Table 1.5
The result of Post-Test I

No.	Name	KKM	Post-Test I	No	Name	KKM	Post-Test I
1.	APB	75	68	17.	MMM	75	68
2.	ANV	75	84	18.	NAA	75	72
3.	AIK	75	64	19.	NOAS	75	48
4.	ADA	75	96	20.	NFD	75	68
5.	AKOP	75	76	21.	NAF	75	92
6.	ABP	75	76	22.	POS	75	64
7.	AAM	75	72	23.	PCP	75	60
8.	AFA	75	76	24.	RAA	75	76
9.	BNR	75	60	25.	RAAZ	75	72
10.	BNZ	75	64	26.	RDA	75	68
11.	BVA	75	92	27.	RNRS	75	56
12.	DPS	75	76	28.	RAP	75	24
13.	FSP	75	88	29.	RMA	75	68
14.	MRG	75	60	30.	SAP	75	96
15.	MA	75	56	31.	VVJL	75	88
16.	MAM	75	92	32.	YSRP	75	32

= Students who have passed the target score

It can be seen that the students' post-test I scores have increased from the pre-test. The following are details of the results of the post-test I results of class VII

D students. First, the researcher calculates the mean of the post-test I results. The results can be seen below :

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

$$M = \frac{2252}{32}$$

$$M = 70,37$$

Notes :
M : Mean
 $\sum X$: Total Score
N : Number of Students

Furthermore, the researcher calculates the class percentage to find out the percentage of classes that have reached the level of completeness (KKM). The detailed results can be seen below :

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{13}{32} \times 100 \%$$

$$P = 40,62 \%$$

Notes :
P : Class percentage
F : Frequency being sought for the percentage
N : Number of students

The data showed that the mean of the post-test results reached **70,37**. Based on the explanation above, it can be seen that the class percentage reached **40,62%**, of which there were only 13 students who had reached the KKM. The highest score in the post-test I results is 96 while the lowest score is only 24. Based on these data, it can be concluded that the vocabulary mastery and listening skills of SMP N 2 Sewon students have increased.

3) Observing

a) Observation of student activity from the researcher's side

This observation activity was carried out by the researcher to see the students' responses and the situation that occurred in the classroom when

learning by using bilingual posters. It can be seen that the class is not conducive because there are still many noisy students. Even though the researcher asked to be quiet, there were still some students who did not respond and remained noisy. When the researcher asked to make several groups, the students began to make noise again to determine their respective groups.

During the learning process with group discussions, it can be seen that several groups are all actively working on the exercises given by the researcher by utilizing the bilingual poster media. However, there was one group that did the exercise carelessly. However, it can be seen that some students are starting to be interested in learning English, this can be seen by the enthusiasm of students learning by using learning media such as bilingual posters. It can also be seen that students began to actively ask questions about things they did not know related to English. Even so, the class condition is still noisy.

b) Observation of researcher activity as a teacher

This observation activity was carried out by the collaborator. The English teacher had the role of a collaborator. This observation activity aims to observe the activities of the researcher while teaching in class. To make it easier to conduct observations, the researcher gave an observation sheet to the collaborator. In the observation sheet, some aspects need to be considered by the researcher in the learning and teaching process. 15 aspects need to be

observed by the collaborator. The following are the results of observations made by the collaborator :

Tabel 1.6
The Result of Observation of Researcher's Activity as a Teacher

Total score of teacher activity (R)	107
Teacher activity maximum score (N)	120
Percentage score (S)	$S = \frac{R}{N} \times 100\%$ $S = \frac{107}{120} \times 100\%$ $S = 89,1\%$
Criteria	Very good

The observation results are calculated using the formula from (Purwanto 2010). The table above describes the observation results of the researcher's activities as a teacher with a total score of 107 with a maximum score of 120. The percentage value of the observation results reached **89.1%**. Based on (Purwanto 2010) these results fall into “**very good**” category. It can be explained that the researcher has been able to fulfill the aspects that need to be done during the learning process.

4) Reflecting

Based on the results of research in cycle I which has been completed, the results of teacher activity observations have reached the success criteria. However, the results of the student test on Post-test I have not yet reached the success indicators that have been made. This is evidenced by the results of post-test I only reaching **40,62%** of students who can pass the KKM. While the

success criteria for this study are that student test results must reach $\geq 75\%$. Therefore, it can be concluded that this research must continue to the next cycle, namely cycle II.

At this stage, the researcher also discussed with the English teacher which will be used in the next cycle. Several obstacles occurred in cycle I. The condition of the class was very noisy making the learning process a little less conducive. In addition, group division took quite a lot of time. The solution that can be done by the researcher to be used in the next cycle is to change the students' seating formation and also the researcher plans for the division of groups to be directly determined by the researcher so that it does not take much time.

c. The result of classroom action research in cycle II

1) Planning

The planning stage in Cycle II is almost the same as the planning stage in Cycle I. The researcher prepared learning tools such as lesson plans and learning media using bilingual posters. At this stage, the researcher discussed with the English teacher to determine the material to be taught in cycle II. The result of the discussion with the English teacher was that the material to be taught remained the same but with different topics. The researcher also prepared the evaluation test, the tools needed when teaching as well as the observation sheet to facilitate the collaborator to observe the researcher during teaching in the classroom. Moreover, this can be used as a reflection.

2) Acting

a) Meeting 1

The first meeting was held on Monday, November 20, 2023, with 3x40 minutes of class time. This stage is almost the same as in cycle I but there are some adjustments. In the early stages of the meeting, the researcher opened the learning activities first. Then delivered material that was different in topic from cycle I. At the first meeting, the researcher asked students to describe the singer's favorite food that had been described previously. After that, students were asked to redesign the bilingual poster by adding the singer's favorite food design.

At this meeting, students did an exercise to find basic vocabulary using the bilingual poster and did a listening exercise by scanning the Spotify barcode on the bilingual poster, and then the song on the bilingual poster could be accessed. At this stage, the learning process was better than in cycle I. In cycle II, the class conditions were quite more conducive and students were already familiar with English words. When the researcher asked students to come forward to write their answers. Students scrambled to answer.


b) Meeting 2

At the second meeting on Monday, November 27, 2023, with 3x40 minutes of class time. The initial activity is the same as the first meeting when the researcher opens the learning activities. Then the researcher briefly reviewed last week's material. The researcher discussed last week's questions using

bilingual posters. In the second meeting, students were given a quiz directly using bilingual posters. Learning by using bilingual posters intensively can help them in the learning process. This can be proven when the quiz took place students began to actively and enthusiastically answer. The changed seating formation also made the class conditions more conducive so that the learning process was better than in the first cycle. In addition, at the second meeting, the researcher conducted a post-test II. Here are the details of the post test II results :

Table 1.7
The result of Post - Test II

No.	Name	KKM	Post-Test II	No	Name	KKM	Post-Test II
1.	APB	75	84	17.	MMM	75	80
2.	ANV	75	88	18.	NAA	75	88
3.	AIK	75	84	19.	NOAS	75	64
4.	ADA	75	96	20.	NFD	75	92
5.	AKOP	75	84	21.	NAF	75	96
6.	ABP	75	88	22.	POS	75	76
7.	AAM	75	84	23.	PCP	75	84
8.	AFA	75	88	24.	RAA	75	92
9.	BNR	75	88	25.	RAAZ	75	76
10.	BNZ	75	92	26.	RDA	75	84
11.	BVA	75	92	27.	RNRS	75	64
12.	DPS	75	84	28.	RAP	75	64
13.	FSP	75	80	29.	RMA	75	76
14.	MRG	75	60	30.	SAP	75	96
15.	MA	75	84	31.	VVJL	75	96
16.	MAM	75	92	32.	YSRP	75	56

 = Students who have passed the target score

The table above shows the results of post-test II of class VII D SMP N 2 Sewon. Based on the results of post-test II above, it can be seen that students' vocabulary and listening test scores have increased significantly. The following are details of the results of students' post-test II results. First, the researcher calculates the mean of the post-test II results, the results can be seen below :

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

$$M = \frac{2652}{32}$$

$$M = \mathbf{82,87}$$

Notes :
M : Mean
 $\sum X$: Total Score
N : Number of Students

After calculating the average post-test II results. Furthermore, the researcher calculates the class percentage to find out the percentage of classes that have reached the level of completeness (KKM). The results of the class percentage in post-test II can be seen below :

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{27}{32} \times 100 \%$$

$$P = \mathbf{84,37 \%$$

Notes :
P : Class percentage
F : Frequency being sought for the percentage
N : Number of students

The data showed that the mean scores of the post-test reached **82.87**. Based on the explanation above, it can be seen that 27 students have reached the KKM with a class percentage of **84.37%**. Based on the table above, the highest score in the post-test II results is 96 while the lowest score is 56. Based on this data, it can be concluded that the vocabulary mastery and listening skills of SMP N 2 Sewon students have increased and the results of post-test II have reached

the success indicator, where the percentage of classes that have exceeded the KKM has exceeded the specified indicator of $\geq 75\%$.

3) Observing

a) Observation of student activity from the researcher's side

This stage is the same as the observing stage in Cycle I. Observation activities are carried out by the researcher to observe students' activity. Aspects that need to be observed by the researcher are seeing how students respond and the situation that occurs in the classroom during the learning and teaching process. It can be seen that the condition of the class has been quite better than in cycle I. During the learning process, many students have started to be active and have the courage to ask questions. This is shown by many students scrambling to answer questions given by the researcher by utilizing bilingual posters as learning media.

The condition of the class has also improved quite a lot where students are not too noisy because the seating formation is changed so that students do not chat with their friends too often during the learning process. During the group division process in accordance with the solutions discussed in the reflecting section of cycle I. The division of groups is shared by the researcher. This solution was successfully carried out where students were not noisy or confused about choosing a group so that the learning process time was not wasted much. Improved classroom conditions make classroom conditions more conducive and learning with bilingual posters can run smoothly.

b) Observation of researcher activity as a teacher

During the teaching process, the researcher was observed by the collaborator, namely the English teacher. This was done to help in the reflecting stage. To make it easier to conduct observations, the researcher gave an observation sheet to the collaborator. In the observation sheet, some aspects need to be considered by the researcher in the teaching process. 15 aspects need to be observed by the collaborator. The following are the results of observations conducted by the collaborator :

Tabel 1.8
The Result of Observation of Researcher's Activity as a Teacher

Total score of teacher activity (R)	112
Teacher activity maximum score (N)	120
Percentage score (S)	$S = \frac{R}{N} \times 100\%$ $S = \frac{112}{120} \times 100\%$ $S = 93,3 \%$
Criteria	Very good

The table above shows the results of the observation of the researcher's activities while teaching. The observation results are calculated using the formula from (Purwanto 2010). The table above describes the results of the observation of the researcher's activities as a teacher with a total score of 112 with a maximum score of 120. The percentage value of the observation results reached **93.3%**. Based on (Purwanto 2010) these results

fall into a “**very good**” category. It can be explained that the researcher has been able to fulfill the aspects that need to be done during the learning process and it can be seen that the observation results have increased.

4) Reflecting

At this stage, the researcher reflects on the research that has been carried out in cycle II. Based on the results of research in cycle II which has been completed, the results of teacher activity observations have reached the success criteria and even an increase from cycle I. For student test results in post-test II, it has reached the specified success indicators. This is evidenced by the results of post-test II experienced a significant increase. With the results of the class percentage of students who have reached the KKM of **84.37%**. These results have fulfilled the success criteria where the results of post-test II students have exceeded the specified success indicator limit of $\geq 75\%$. Therefore, the researcher decided to stop at cycle II because the success indicators had been achieved.

d. The result of post-interview

This interview was conducted after the classroom action research had been completed. This interview aims to find out students' feedback and responses regarding bilingual poster learning media to enhance students' vocabulary mastery and listening skills. The interview was conducted with 16 students of class VIID. The following are the transcripts of interviews with several VIID class students at SMP N 2 Sewon :

Table 1.9
Transcript of interview results of several students
after CAR implementation

No	Question	Answer
1.	Apa pendapat anda mengenai penggunaan media <i>bilingual poster</i> dalam proses pembelajaran kosakata dan pembelajaran listening di kelas ?	<p>S1 : Mudah dipahami dan seru sii</p> <p>S2 : Bisa cepat masuk dan bisa menginspirasi untuk belajar juga</p> <p>S3 : Enak aja, menyenangkan menurut saya</p> <p>S4 : Itu mudah dipahami jadi seru gitu</p> <p>S5 : Seru dan mudah dipahami</p>
2.	Apakah dengan menggunakan media <i>bilingual poster</i> penguasaan kosakata dan kemampuan listening anda dapat meningkat ? Coba berikan alasannya?	<p>S1 : Heem bisa, alasannya seru jadi bisa cepat masuk</p> <p>S2 : Bisa, Sedikit-demi sedikit , karena kita sering belajar jadi bisa meningkat</p> <p>S3 : Dapat bisa gitu karena fokus belajar terus, bisa bikin fokus juga</p> <p>S4 : Bisa karena terus latihan terus kan</p> <p>S5 : Bisa meningkat dan dapat membantu aku</p>
3.	Apakah anda senang belajar kosakata dan listening dengan menggunakan <i>bilingual poster</i> ?	<p>S1 : Menyenangkan kok</p> <p>S2 : Senang, karena seru aja bisa bermain sambil belajar</p> <p>S3 : Senang bangetlah</p>

		<p>S4 : Senang, yang kaya buat poster-poster itu kan iya itu menyenangkan</p> <p>S5 : Senang sekali, seru mudah dipahami dan ada yang mendampingi</p>
4.	Apakah dalam proses pembelajaran menggunakan <i>bilingual poster</i> terdapat hambatan ataupun kesulitan yang pernah dialami ? Coba berikan alasannya?	<p>S1 : Kalau kesulitan itu pasti ada ya</p> <p>S2 : Sedikit sih</p> <p>S3 : Engga, karena gampang</p> <p>S4 : Kalau aku ada, kadang artinya belum tau</p> <p>S5 : Tidak ada, karena ada yang membantu membimbing</p>

Based on the table above, it can be seen that the average student answer states that the use of bilingual poster media is a medium that can help students learn English, especially in vocabulary mastery and listening skills. The average student states that the bilingual poster learning media is a fun and exciting media to use during the teaching and learning process. Thus, the intensive use of bilingual posters can help the student learning process and can help improve student vocabulary mastery and student listening skills.

B. Discussion

The researcher has examined the translation technique of the songs "Count on me" and "History". The lyrics are available in two languages, English and Indonesian. The total data to be analyzed is 42 data. There are 19 data from "Count on me" song lyrics and 23 data from "History" song lyrics. There are several

translation techniques used in the two songs. The translation technique that is often used is established equivalent because it can translate more accurately and the translation looks more natural and appropriate in the target language. It is proven that 95,15% of the words in the songs "Count on me and history" use the established equivalent translation technique. The translation techniques that are rarely used in that song are the pure borrowing technique with a total of only 2 words or 0,88% and also the naturalized borrowing technique with the same total.

The songs used to evaluate students are the songs "Count on me" and "History" the reason for choosing these songs is that both songs tell about friendship where this song is suitable for use in learning. However, the song "Count on me" is more able to help improve students' vocabulary mastery and listening skills. The reason that the song is easier to listen to and also the vocabulary used is more familiar.

Based on the student's evaluation test results. It can be concluded that the use of bilingual poster media can improve students' vocabulary mastery and students' listening skills. This is evidenced by a significant increase in student test results ranging from pre-test, post-test I to post-test II. For details can be seen below.

Table 1.10
Recapitulation of students' scores

	Pre-test	Post-test I	Post-test II
Mean score	47,5	70,37	82,87
Class percentage	18,75 %	40,62 %	84,37 %

Based on the table above, the class percentage in the pre-test only reached **18,75%**. Meanwhile, the class percentage in post-test I in cycle I only reached **40,62%** where these results had not yet reached the indicator of success where the indicator of success for student tests was to exceed $\geq 75\%$. Therefore, the research must be continued to cycle II with the class percentage in post-test II reached **84,37%** where these results have reached the indicator of success that the next cycle is stopped.

Table 1.11
The improvement of students' mean score

$P = \frac{y1 - y}{y} \times 100\%$ $P = \frac{70,37 - 47,5}{47,5} \times 100$ <p>P = 48,14%</p>	<p>Notes :</p> <p>P : Percentage of students' improvement</p> <p>y : pre-test</p> <p>y1 : post-test I</p>
$P = \frac{y2 - y1}{y1} \times 100\%$ $P = \frac{82,87 - 47,5}{47,5} \times 100\%$ <p>P = 74,46%</p>	<p>Notes :</p> <p>P : Percentage of students' improvement</p> <p>y1 : pre-test</p> <p>y2 : post-test II</p>

Based on the results of student tests from pre-test, cycle I to cycle II experienced a significant increase. There was an increase in the mean score of **48,14%** from pre-test to post-test I and an increase of **74,46%** from pre-test to post-test II. Student observations were carried out by the researcher directly while teaching in class. It can be concluded that there are better changes from Cycle I to Cycle II. The learning process during cycle I was still not optimal but after reflecting, the researcher got a solution that could be applied in cycle II.

In addition to student observation, in this study, the researcher who acted as a teacher was also observed by the collaborator. Here the English teacher has the role of observing the researcher while teaching in class. To facilitate observation, the collaborator observed the researcher with an observation sheet. Details of the results of observation of the researcher's activities as a teacher can be seen as follows.

Table 1.12

The results of observation of the researcher's activities as a teacher

Cycle	Score Result	Criteria
Cycle I	89,1%	Very good
Cycle 2	93,3%	Very good

It can be seen based on the table above, from Cycle I to Cycle II the observation results have increased from **89.1%** in Cycle I to **93.3%** in Cycle II. For the criteria of both cycles, both **Cycle I and Cycle II** have reached the "**very good**" category. The results of researcher activity observations in cycle I and cycle II have reached the predetermined success indicators.

In addition to evaluating students, the researcher also conducted interviews with students to find out student responses. Interviews were conducted after the classroom action research had been completed. Based on the results of interviews conducted with 16 students of SMP N 2 Sewon. It can be concluded that the use of bilingual poster media is one of the fun and interesting media. This is evidenced by the answers of students who said that the use of bilingual poster media is very exciting. The use of bilingual posters can improve students' vocabulary and listening mastery.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusion of this research is that in this study the researcher examined the translation techniques used in the songs "Count on me" and "History". Furthermore, the researcher examined the use of bilingual posters to improve students' vocabulary mastery and listening skills. The conclusion can be presented as follows :

1. In this study, the researcher examines the translation techniques used in the songs listed on bilingual posters. The translation techniques that are mostly used in the song are established equivalent translation technique with a total number of 216 or equal to 95,15%, then there are 4 words or 1,76% that use paraphrase translation technique, then there are 3 words or 1,32% that use explicitation technique. Then the translation techniques that are rarely used in the song are pure borrowing technique with a total of only 2 words or 0,88% and also naturalized borrowing technique with the same total of only 2 words or 0,88%.
2. Based on the results of classroom action research on class VII D students at SMP N 2 Sewon, it can be seen that students' vocabulary mastery and listening skills can be improved by using bilingual poster learning media. This can be proven by the results of the calculation on the mean score which increased. It started with the mean score of the pre-test which was only 47.5, then increased in post-test I to 70,37. However, the class percentage in cycle I has not reached the success criteria which only reached 40,62%. Therefore, the researcher

continued in cycle II with the mean score of post-test II of 82,87 with a class percentage of 84,37% where these results had reached the success criteria, so this research stopped in cycle II. There was also a significant increase from the pre-test results to the post-test II with an increase in the mean score of 74,46%. It can be concluded that the use of bilingual posters can increase students' vocabulary mastery and listening skills. This is also supported by the results of post interviews with students of class VII D SMP N 2 Sewon that most of the students admitted that learning using bilingual posters could help improve students' vocabulary mastery and listening skills. In addition, most students also stated that bilingual poster media is a fun learning media.

B. Suggestions

Based on this research, researcher provide several suggestions that are expected to be beneficial and useful for students, teachers, and further researchers. The following are some suggestions

1. For students, the researcher suggests to learn a lot of vocabulary and practice listening intensively because it is important to learn to improve English language skills.
2. For teachers, the researcher suggests that teachers can utilize various learning media during the learning and teaching process. The researcher expects that the use of bilingual posters can help become one of the alternative learning media that can be used.
3. For further researcher, this research is expected to be useful for other researchers who may examine things similar to this research.

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APPENDIX

Appendix 1 : Observation Permission Sheet



UNIVERSITAS PGRI YOGYAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl.PGRI I Sosrowaja No.17 Kotak Pos 1123 Yogyakarta Telp. (0274) 376898,373198, Fax (0274)376888

No. : A.1880/FKIP-UPY/R/X/2023
Hal. : Ijin Observasi

Yogyakarta, 23 Oktober 2023

Kepada Yth. Kepala
SMP Negeri 2 Sewon
Di Bantul

Dengan hormat,

Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta, memohonkan ijin observasi, wawancara, serta pencarian data-data di instansi yang Bapak/Ibu Pimpin untuk melengkapi tugas matakuliah *Undergraduate Thesis* bagi Mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP berikut :

NO	NAMA MAHASISWA	NPM
1.	Ana Bela Safitri Nur Rohman	20144700022

Dosen Pembimbing : Dr. Sujatmiko, M.Hum

Demikian surat ini kami buat, atas bantuan dan kerja sama yang baik diucapkan terima kasih.

Mengetahui,
Dekan FKIP

Dr. Esti-Setiawati, M.Pd.
NIP. 19650909 199512 2 001

Tembusan:
Dosen Pengampu
Mahasiswa yang bersangkutan

Appendix 2 : Research Permission Letter



UNIVERSITAS PGRI YOGYAKARTA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. PGRI 1 Sosowatu No 117 Kotak Pos 1423 Yogyakarta 55182 Telp (0274) 376408, 373198, 373018
Fax (0274)176408

Nomor: A. 1882/FKIP-UPY/R/X/2023

Hal : **Ijin Penelitian**

Kepada Yth :
Kepala SMP Negeri 2 Sewon
Di Bantul

Dengan hormat,
Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta, memohonkan ijin penelitian kepada :

Nama Mahasiswa	: Ana Bela Safitri Nur Rohman
Nomor Mahasiswa	: 20144700022
Semester/Prodi	: Gasal/Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Alamat	: Bajang Tempel , Kelurahan Gilangharjo, Kecamatan Pandak, Kabupaten Bantul 55761
Judul penelitian	: "ENHANCING STUDENTS' VOCABULARY MASTERY AND LISTENING SKILLS THROUGH BILINGUAL POSTERS OF TRANSLATED SONG LYRICS OF "COUNT ON ME" AND "HISTORY""
Waktu Penelitian	: Oktober - Desember 2023
Tempat Penelitian	: SMP Negeri 2 Sewon

Atas perhatian dan terkabulnya permohonan ini kami ucapkan terima kasih.

Yogyakarta, 23 Oktober 2023

Dekan FKIP

Dr. Esti Setiawati, M.Pd.

NIP. 19650909 199512200 1

Tembusan:

1. Mahasiswa yang bersangkutan
2. Arsip

Appendix 3 : Proof of Research Letter



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN, KEPEMUDAAN, DAN OLAAHRAGA
SMP NEGERI 2 SEWON

ꦱꦩꦥꦤꦺꦒꦼꦫꦶꦠꦺꦱꦺꦮꦺꦤ꧀

Jl. Parangtritis Km.6 Panggungharjo, Sewon, Bantul, Yogyakarta 55188 ☎(0274) 445624
E-mail : smpn2sewon@gmail.com

SURAT KETERANGAN

No. 421.3 /076/ 2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Sewon, Kabupaten Bantul, Provinsi Daerah Istimewa Yogyakarta, menerangkan bahwa :

Nama	: Ana Bela Safitri Nur Rohman
NIM	: 20144700022
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Perguruan Tinggi	: Universitas PGRI Yogyakarta

adalah benar-benar telah melaksanakan penelitian di SMP Negeri 2 Sewon, Bantul pada Bulan Oktober - November 2023 dengan judul **"ENHANCING STUDENTS' VOCABULARY MASTERY AND LISTENING SKILLS THROUGH BILINGUAL POSTERS OF TRANSLATED SONG LYRICS OF "COUNT ON ME" AND "HISTORY"**.

Demikianlah, surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Sewon, 25 Maret 2024

Kepala Sekolah,



SUSI DARCY ANTI, S.Pd M.Pd
NIP. 197402141998022001

Appendix 4 : Guidance Blank Form



UNIVERSITAS PGRI YOGYAKARTA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PRODI PENDIDIKAN BAHASA INGGRIS

Jl. PGRI II Sonopakis Lor No. 240 Yogyakarta-55182 Telp. (0274) 376808, 373158, 373038

FORM BIMBINGAN SKRIPSI

Nama Mahasiswa : Aza Bela Safitri Nur Rohman
 NPM : 201.442.000.23
 Judul Skripsi : Enhancing Students' Vocabulary Mastery and Listening Skills through Group Project of Translated Song Lyrics of "Count on Me" and "History"
 Dosen Pembimbing : Dr. Sulaksana M. Hum

NO	Tanggal	Keterangan	Paraf Dosen
1	12 Mei 2023	Mengkonsultasikan judul skripsi	
2	15 Juni 2023	Mengkonsultasikan data penelitian terjemahan	
3	10 Juli 2023	Bimbingan proposal Bab 1-3	
4	28 Juli 2023	Konsultasi persiapan pengumpulan data penelitian	
5	20 Oktober 2023	Konsultasi instrumen penelitian	
6	3 Januari 2024	Revisi proposal bab 1-3	
7	20 Januari 2024	Konsultasi dan revisi bab 4	
8	21 Maret 2024	Revisi Bab IV dan penjumlahan Bab V, serta Evidensi lampiran.	
9	23 April 2024	Revisi skripsi lengkap	
10	25 April 2024	ACC ulian skripsi	



PENDIDIKAN
Bahasa Inggris

MODUL AJAR

DESCRIPTIVE TEXT

SMP/MTs Kelas VII



BACK
TO
SCHOOL



Disusun Oleh :

Ana Bela Safitri Nur Rohman

(20144700022)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Ana Bela Safitri Nur Rohman
Tingkat>Nama Sekolah	SMP / SMP N 2 Sewon
Tahun pelajaran	2023 - 2024
Kelas	VII
Fase	D
Materi	Descriptive text Describing people
Alokasi Waktu	4 X 40 menit (2 pertemuan)
B. Kompetensi Awal	
<ul style="list-style-type: none"> - Peserta didik mampu memahami klasifikasi kata (<i>Parts of speech</i>) terutama pada kata kerja (<i>verb</i>), kata benda (<i>noun</i>), kata sifat (<i>adjective</i>), dan kata ganti (<i>pronoun</i>). - Peserta didik mampu mempelajari <i>basic vocabularies</i> beserta maknanya. 	
C. Profil Pelajar Pancasila	
<ul style="list-style-type: none"> - Bermalar kritis - Bergotong royong - Kreatif 	
D. Sarana dan Prasarana	
Media	LKPD, Bilingual poster, Laptop, LCD proyektor, Speaker
Sumber Belajar	Buku Paket dan Website (modul belajar lain yang relevan)
E. Target Peserta Didik	
a. Peserta didik regular	
F. Model pembelajaran	
Genre based approach	
KOMPETENSI INTI	
G. Capaian Pembelajaran	
<p>Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam</p>	

bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

H. Tujuan Pembelajaran

- 7.1.a Peserta didik dapat membaca, mencermati dan memahami fungsi sosial, struktur teks, maupun unsur kebahasaan terkait *descriptive text* sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari dengan bahasanya sendiri secara mandiri.
- 7.2.a Peserta didik dapat mengidentifikasi klasifikasi kata (*verb, adverb, noun, adjective*) dalam sebuah bacaan *descriptive text*.
- 7.3.a Peserta didik dapat mengidentifikasi makna kosakata dalam sebuah kalimat.
- 7.4.a Peserta didik dapat mengidentifikasi kosakata yang terdapat pada sebuah teks yang disajikan dalam bentuk audio.

I. Pemahaman Bermakna

Dengan mempelajari *descriptive text*, Peserta didik mendapatkan pemahaman serta pengetahuan mengenai fungsi sosial, struktur teks, serta unsur kebahasaannya sehingga peserta didik dapat meningkatkan keterampilan berbahasanya.

J. Pertanyaan Pemantik

- Who is your favorite singer?
- Can you tell us about your favorite singer?
- Can you describe what the song is about?

K. Persiapan Pembelajaran

- a. Guru menyusun LKPD
- b. Guru menyusun instrumen assessmen yang digunakan.

L. Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Guru mengawali proses pembelajaran dengan mengucapkan salam. • Guru mengajak Peserta didik untuk berdoa sebelum memulai pembelajaran • Guru memperkenalkan diri • Guru mulai menanyakan keadaan/kabar Peserta didik. • Guru mendata kehadiran Peserta didik • Guru memberikan tes awal untuk mengetahui kemampuan peserta didik dalam penguasaan kosakata dan listening • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan di capai.
Kegiatan Inti	<p>BKoF (Building knowledge of field)</p> <ol style="list-style-type: none"> 1. Peserta didik menjawab dan membahas pertanyaan pemantik 2. Guru meberikan rangkuman materi tentang <i>descriptive text</i> menggunakan powerpoint

	<p>MoT (Modelling of the Text)</p> <ol style="list-style-type: none"> 1. Guru memberikan kuis tentang mengidentifikasi struktur <i>descriptive text</i> serta mengidentifikasi <i>language features</i>. 2. Guru memberikan <i>reward</i> kepada kelompok yang mendapatkan skor tertinggi. <p>Join Construction of the text (JCoT)</p> <ol style="list-style-type: none"> 1. Peserta didik diminta untuk membuat 4 kelompok dan mengerjakan LKPD activity 1 (Mendesripsikan penyanyi kesukaan) 2. Guru menjelaskan mengenai media yang telah dibuat guru yaitu <i>bilingual poster</i>. <p>Independent Construction of the Text (ICoT)</p> <ol style="list-style-type: none"> 1. Peserta didik secara mandiri membuat <i>bilingual poster</i> yang akan dipresentasikan minggu depan.
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> • Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai materi yang telah disampaikan • Peserta didik diminta membuat simpulan dari materi yang telah di pelajari • Guru memberikan umpan balik dari hal-hal yang disampaikan oleh peserta didik. • Guru menanyakan apakah peserta didik ada kesulitan atau ada yang perlu ditanyakan • Guru mengakhiri pembelajaran dengan doa, dan memberikan motivasi untuk belajar.
<p>M. Refleksi Peserta Didik dan Guru</p>	
<p>Guru mengajak Peserta didik menarik kesimpulan bersama-sama saat materi pelajaran telah selesai dijelaskan.</p>	

<p>Pertemuan Kedua</p>	
<p>Kegiatan Pendahuluan</p>	<ul style="list-style-type: none"> • Guru mengawali proses pembelajaran dengan mengucapkan salam. • Guru mengajak Peserta didik untuk berdoa sebelum memulai pembelajaran • Guru memperkenalkan diri • Guru mulai menanyakan keadaan/kabar Peserta didik. • Guru mendata kehadiran Peserta didik • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan di capai.

<p>Kegiatan Inti</p>	<p>BKoF (Building knowledge of field)</p> <ol style="list-style-type: none"> 1. Guru menjelaskan secara singkat mengenai materi yang telah disampaikan minggu lalu <p>MoT (Modelling of the Text)</p> <ol style="list-style-type: none"> 1. Peserta didik diminta untuk mempresentasikan hasil keterampilan <i>bilingual poster</i> yang dibuat. 2. Peserta didik menyampaikan <i>descriptive text</i> (Deskripsi penyanyi kesukaan) yang telah dibuat minggu lalu. <p>Join Construction of the text (JCoT)</p> <ol style="list-style-type: none"> 1. Guru meminta siswa mengerjakan LKPD 1 mencari arti <i>basic vocabularies</i> di <i>bilingual poster</i> yang telah dibuat 2. Guru memberikan LKPD 2 latihan <i>listening</i> menggunakan audio yang di scan dari <i>bilingual poster</i> yang telah dibuat, Peserta didik diminta untuk melengkapi kalimat rumpang. 3. Guru membahas soal-soal yang telah diberikan sebelumnya dengan menggunakan media <i>bilingual poster</i> dalam mengajar vocabulary dan listening. <p>Independent Construction of the Text (ICoT)</p> <ol style="list-style-type: none"> 1. Peserta didik mengerjakan evaluasi akhir secara mandiri
<p>Kegiatan Penutup</p>	<ol style="list-style-type: none"> 1. Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai materi yang telah disampaikan 2. Peserta didik diminta membuat simpulan dari materi yang telah di pelajari 3. Guru memberikan umpan balik dari hal-hal yang disampaikan oleh peserta didik. 4. Guru menanyakan apakah peserta didik ada kesulitan atau ada yang perlu ditanyakan 5. Guru mengakhiri pembelajaran dengan doa, dan memberikan motivasi untuk belajar.
<p>N. Refleksi Peserta Didik dan Guru</p>	
<p>Guru mengajak Peserta didik menarik kesimpulan bersama-sama saat materi pelajaran telah selesai dijelaskan.</p>	

<p>O. Asesmen Pembelajaran</p>	
<p>Asesmen sikap</p>	<ol style="list-style-type: none"> a. Perilaku peserta didik saat pembelajaran berlangsung b. Keaktifan peserta didik dalam proses pembelajaran c. Mampu berdiskusi dengan sesama anggota dengan baik d. Bertanggung jawab mengerjakan tugas yang telah diberikan e. Keantusiasan peserta didik dalam proses pembelajaran

Asesmen formatif (keterampilan)	Kuis , Unjuk kerja , LKPD
Asesmen Sumatif (pengetahuan)	a. Peserta didik mengerjakan soal test vocabulary berbentuk pilihan ganda b. Peserta didik mengerjakan soal test listening berbentuk <i>fill the blank</i>
P. Pengayaan dan Remedial	
-	

LAMPIRAN	
A. Lembar kerja peserta didik	
Terlampir	
B. Bahan Bacaan Guru dan Peserta didik	
Lembar kerja peserta didik	
C. Glosarium	
Deskripsi	Suatu penggambaran yang dijelaskan secara jelas dan terperinci
Teks	Rangkaian kata-kata ataupun kalimat yang mempunyai struktur kebahasaan dan dapat berupa teks tulis atau dapat berbentuk teks lisan
Diskusi	Sebuah pertemuan yang dilakukan untuk bertukar pikiran mengenai suatu hal atau masalah tertentu
D. Daftar Pustaka	
https://www.quipper.com/id/blog/bahasa-inggris-un-sma/contoh-descriptive-text-lengkap-dengan-struktur-dan-fungsi/ di unduh 31 Oktober 2023	
https://www.ruangguru.com/blog/contoh-descriptive-text-dalam-bahasa-inggris di unduh 31 Oktober 2023	

Mengetahui,

Guru Bahasa Inggris



(Woro Wahyu Utami, S.Pd)

NIP 198409272009032008

Bantul,November..... 2023

Peneliti



(Ana Bela Safitri Nur Rohman)

(NPM. 20144700022)

MEETING 1

LEMBAR KERJA PESERTA DIDIK

Quiz			
Date :			
Group name :			
Instructions: Try to identify the text structure of the following text!			
<p>Hi, my name is Kevin. I'm going to tell you about my best friend. Her name is Nayla. She has a good-looking face. She has blue eyes and long black hair. She is very smart and shy. She is very good at playing the guitar. She often learns guitar with her brother. Nayla and her brother practice guitar every weekend. Nayla also has a beautiful voice. she once won a singing competency. at that time, Nayla sang the song "History" from one direction.</p>			
Read the following word and decide which word belongs to the specified parts of speech (verb, adjective, noun, adverb).			
Nayla	Practice	Shy	Guitar
Good-looking	Smart	Very	Often

Activity 1			
Date :			
Group name :			
Class :			
<ul style="list-style-type: none">- Choose one singer that you will describe- Choose one of your favorite songs from that singer- Write a descriptive text about the singer.			
Example : Today we will describe our favorite singer. His name is Charlie Puth. He is 31 years old. He has a handsome face. He has blue eyes and dark brown hair. He is very talented in singing. He also has a great personality he is very kind and friendly. He usually sings while playing the piano. Our favorite song from Charlie Puth is a song titled "See You Again". The song tells the story of friendship.			

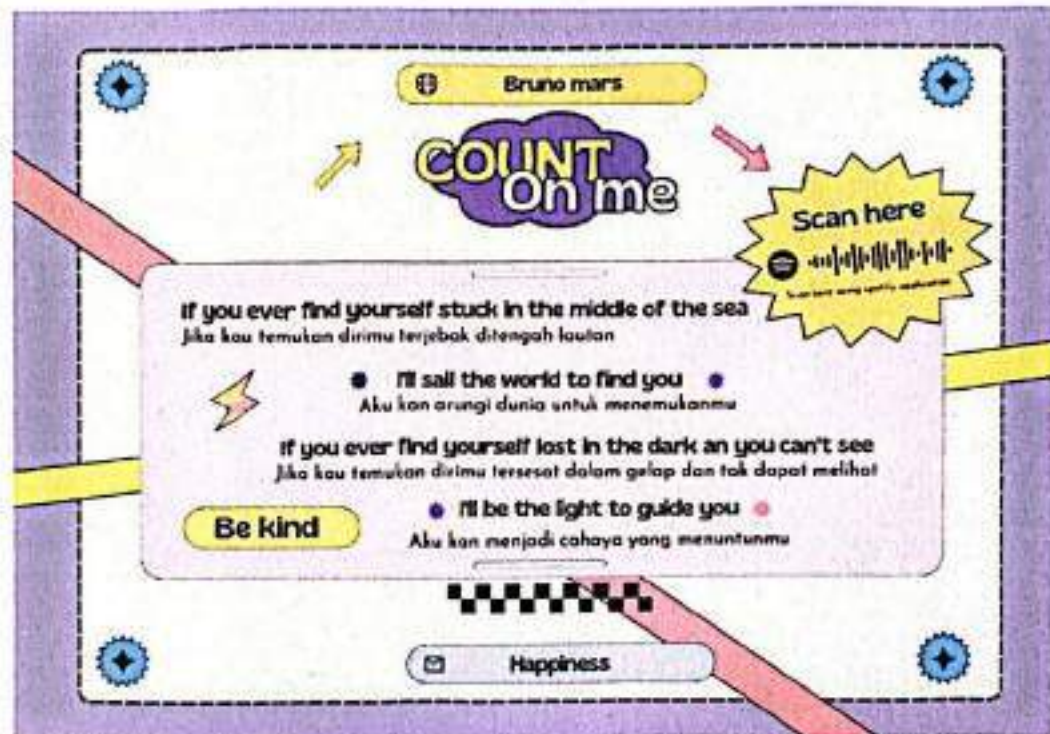
Activity 2

Date :

Group name :

Class :

Listen to your favorite song. Then write down 4 lyrics in the song along with the translation and make a Bilingual poster design as creative as possible! Present the result next week along with the description of the singer that has been made.



MEETING 2

LEMBAR KERJA PESERTA DIDIK

Presentation

- Present the bilingual poster that has been made
- Presenting descriptive text about favorite singer

activity 1

Translate the following basic vocabulary into Bahasa Indonesia by looking up the meaning on the bilingual poster.

Group	Group	Group	Group
Selena Gomez	Taylor Swift	Michael Jackson	Jaden smith
1. Art	1. Talk	1. Love	1. Run
2. Never	2. Laughing	2. Try	2. Strong
3. They	3. Feel	3. See	3. Sea
4. Forever	4. History	4. Shoulder	4. Will
5. Can	5. World	5. When	5. Forget

Activity 2

Date :

Name :

Class :

Listen to a song that describes a friendship. Then fill in the blank with the correct word !

So let the (1).....guide your way, yeah

Hold every memory as you go

And every (2) you take

Will always lead you (3)....., home

It's been a long day without you, my friend

And I'll tell you all about it when I (4)..... you again

We've come a long (5)..... from where we began

Oh, I'll tell you all about it when I see you again

(6)..... I see you again

When I see you again (yeah, uh)

See you again (yeah, yeah, yeah)

When I see you again

Pre -Test Instrument

PRE-TEST (Vocabulary Test)

Part I

Read the following sentences and decide underlined word belongs to the specified parts of speech (verb, adjective, noun, adverb).

I have a very good friend. Her name is Keisha. She's in 7th grade like me. She's very pretty like a fashion model. Her eyes are brown and she has long black curly hair. She is very patient and funny. Her hobby is listening to music and her favorite song is "History". The song comes from a famous group called One Direction. Keisha likes the song because the song tells about beautiful memories that cannot be forgotten.

1. "I have a very good friend"
A. Verb B. Adjective C. Noun D. Adverb
2. "She's very pretty like a fashion model"
A. Verb B. Adjective C. Noun D. Adverb
3. "Keisha likes the song because the song...."
A. Verb B. Adjective C. Noun D. Adverb
4. "She is very patient and funny"
A. Verb B. Adjective C. Noun D. Adverb
5. "Her name is Keisha"
A. Verb B. Adjective C. Noun D. Adverb
6. Her hobby is listening to music and her favorite song is "History"
A. Verb B. Adjective C. Noun D. Adverb

Part II

Read the following sentence and translate the underlined word into Indonesian!

7. "All of the rumors, all of the facts"
A. Pertengkaran B. Perdamaian C. Permainan D. Penyelesaian

8. "I'll sing a song beside you"
A. Di depan B. Di samping C. Di belakang D. Di atas

9. "that without you here life is just a lie"
A. Kebenaran B. Ketakutan C. Kebohongan D. Kekuatan

10. "Every day I will remind you"
A. Mengabaikan B. Menunggu C. Menghafalkan D. Mengingat

11. "You can count on me like one, two, three"
A. Mengandalkan B. Menolong C. Mempercayai D. Menghitung

12. "We'll find out what we're made of"
A. Menemukan B. Memaksa C. Mencari tahu D. Memberitahu

13. "And I know when I need it, I can count on you like four, three, two"
A. Saat B. Dimana C. Maksud D. Bagaimana

14. "Cause that's what friends are supposed to do"
A. Sebentar B. Sebenarnya C. Seadanya D. Seharusnya

15. "If you ever find yourself stuck in the middle of the sea"
A. Terjebak B. Terapung C. Tenggelam D. Terseret

PRE-TEST
(Listening Test)

Listen to the song. Then fill in the blank with the correct word

Like a small (1)..... on the ocean

Sending big (2)..... into motion

Like how a single word

Can make a heart open

I might only have one match

But I can make an (3).....

PRE CHORUS

And all those things I didn't say

Were wrecking balls inside my brain

I will (4)..... them loud tonight

Can you hear my (5)..... this time?

CHORUS

This is my fight song (Hey)

Take (6)..... my life song (Hey)

Prove I'm alright song (Hey, ha)

My power's turned on (Hey)

Starting right now, I'll be strong (Hey)

I'll play my fight song (Hey)

And I don't really care if (7)..... else believes (Ha)

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

Losing friends and I'm (8).....sleep

Everybody's worried about me

In too deep, say I'm in too deep (In too deep)

And it's been (9)..... years, I miss my home (I miss my home)

But there's a (10)..... burning in my bones (In my bones)

Still believe, yeah, I still believe

[BACK TO PRE CHORUS & CHORUS]

A lot of fight left in me

[BACK TO REFRAIN] [BACK TO CHORUS]

No, I've still got a lot of fight left in me

Post -Test I Instrument

POST-TEST I (Vocabulary Test)

Part I

Read the following sentences and decide underlined word belongs to the specified parts of speech (verb, adjective, noun, adverb).

My name is Tasya. I will tell you about my sister. Her name is Tania. She is 27 years old. She is an English teacher. She always looks beautiful and attractive. She has short brown hair. She is very kind and friendly. My sister always listens to music before she goes to work. her favorite song is "Count on Me" sung by Bruno Mars. My sister likes the song because it tells about a friendship.

1. "She is an English teacher"
A. Verb B. Adjective C. Noun D. Adverb
2. "She always looks beautiful and attractive"
A. Verb B. Adjective C. Noun D. Adverb
3. "My name is Tasya"
A. Verb B. Adjective C. Noun D. Adverb
4. "My sister always listens to music"
A. Verb B. Adjective C. Noun D. Adverb
5. "She is very kind and friendly"
A. Verb B. Adjective C. Noun D. Adverb
6. "because it tells about a friendship."
A. Verb B. Adjective C. Noun D. Adverb

Part II

Read the following sentence and translate the underlined word into Indonesian!

7. "Mini bars, expensive cars"

- A. Kotor B. Mahal C. Bersih D. Murah

8. "I'll be the light to guide you"

- A. Cahaya B. Gelap C. Matahari D. Redup

9. "You gotta help me , I'm losing my mind"

- A. Membiarkan B. Menemukan C. Membantu D. Mendapatkan

10. "If you tossin' and you're turmin' and you just can't fall asleep"

- A. Terlelap B. Terlambat C. Terbangun D. Terjatuh

11. "You'll always have my shoulder when you cry"

- A. Perut B. Pinggang C. Punggung D. Pundak

12. " You and me got a whole lot of history"

- A. Kenangan B. Kekosongan C. Kemakmuran D. Kejujuran

13. " but they don't mean anything"

- A. Kami B. Dia C. Kamu D. Mereka

14. "And if you ever forget how much you really mean to me"

- A. Lupa B. Kembali C. Ingat D. Benar

15. "When we are called to help our friends in need"

- A. Musuh B. Saudara C. Guru D. Teman

POST-TEST I
(Listening Test)

Listen to a song that describes a friendship. Then fill in the blank with the correct word.

You gotta help me, I'm losin' my (1).....

Keep gettin' the feeling you wanna leave this all behind

Thought we were goin' strong

I (2)..... we were holdin' on , Aren't we?

No, they don't teach you this in (3).....

Now my heart's breakin' and I don't know what to (4).....

Thought we were goin' strong, thought we were holdin' on

Aren't we?

CHORUS

You and me got a whole lot of history (oh)

We could be the greatest team that the (5)..... has ever seen

You and me got a whole lot of history (oh)

So don't let it go, we can make some more

We can live (6).....

All of the rumors, all of the fights

But we (7) find a way to make it out alive

Thought we were goin' strong, thought we were holdin' on

Aren't we?

[BACK TO CHORUS]

Minibars, expensive cars

Hotel rooms and new tattoos

The good champagne, and (8)..... planes

But they don't mean anything

'Cause the (9)..... is out, I realize

That without you here, life is just a (10).....

This is not the end, this is not the end

We can make it, you know it, you know

[BACK TO CHORUS] 2X

So don't let me go, so don't let me go, We can live forever

Baby, don't you know, baby, don't you know, We can live forever



PENDIDIKAN
Bahasa Inggris

MODUL AJAR

DESCRIPTIVE TEXT

SMP/MTs Kelas VII



BACK
TO
SCHOOL



Disusun Oleh :

Ana Bela Safitri Nur Rohman

(20144700022)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Ana Bela Safitri Nur Rohman
Tingkat>Nama Sekolah	SMP / SMP N 2 Sewon
Tahun pelajaran	2023 - 2024
Kelas	VII
Fase	D
Materi	Descriptive text Describing food
Alokasi Waktu	4 X 40 menit (2 pertemuan)
B. Kompetensi Awal	
<ul style="list-style-type: none"> - Peserta didik mampu memahami klasifikasi kata (<i>Parts of speech</i>) terutama pada kata kerja (<i>verb</i>), kata benda (<i>noun</i>), kata sifat (<i>adjective</i>), dan kata ganti (<i>pronoun</i>). - Peserta didik mampu mempelajari <i>basic vocabularies</i> beserta maknanya. 	
C. Profil Pelajar Pancasila	
<ul style="list-style-type: none"> - Bernalar kritis - Bergotong royong - Kreatif 	
D. Sarana dan Prasarana	
Media	LKPD, Bilingual poster, Laptop, LCD proyektor, Speaker
Sumber Belajar	Buku Paket dan Website (modul belajar lain yang relevan)
E. Target Peserta Didik	
a. Peserta didik regular	
F. Model pembelajaran	
Genre based approach	
KOMPETENSI INTI	
G. Capaian Pembelajaran	
<p>Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam</p>	

bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

H. Tujuan Pembelajaran

7.1.a Peserta didik dapat membaca, mencermati dan memahami fungsi sosial, struktur teks, maupun unsur kebahasaan terkait *descriptive text* sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari dengan bahasanya sendiri secara mandiri.

7.2.a Peserta didik dapat mengidentifikasi klasifikasi kata (*verb, adverb, noun, adjective*) dalam sebuah bacaan *descriptive text*.

7.3.a Peserta didik dapat mengidentifikasi makna kosakata dalam sebuah kalimat.

7.4.a Peserta didik dapat mengidentifikasi kosakata yang terdapat pada sebuah teks yang disajikan dalam bentuk audio.

I. Pemahaman Bermakna

Dengan mempelajari *descriptive text*, Peserta didik mendapatkan pemahaman serta pengetahuan mengenai fungsi sosial, struktur teks, serta unsur kebahasaannya sehingga peserta didik dapat meningkatkan keterampilan berbahasanya.

J. Pertanyaan Pemantik

- Can you tell us about your favorite singer?
- Can you describe what the song is about?
- Can you describe your favorite singer's favorite food?

K. Persiapan Pembelajaran

- a. Guru menyusun LKPD
- b. Guru menyusun instrumen assessmen yang digunakan.

L. Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan Pendahuluan	<ul style="list-style-type: none">• Guru mengawali proses pembelajaran dengan mengucapkan salam.• Guru mengajak Peserta didik untuk berdoa sebelum memulai pembelajaran• Guru memperkenalkan diri• Guru mulai menanyakan keadaan/kabar Peserta didik.• Guru mendata kehadiran Peserta didik• Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan di capai.
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Kegiatan Inti	BKoF (Building knowledge of field) <ol style="list-style-type: none">1. Peserta didik menjawab dan membahas pertanyaan pemantik2. Guru memberikan rangkuman materi tentang <i>descriptive text (describing food)</i> menggunakan powerpoint MoT (Modelling of the Text)
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	<ol style="list-style-type: none"> 1. Guru memberikan kuis tentang mengidentifikasi struktur <i>descriptive text</i> serta mengidentifikasi <i>language features (Food flavors)</i>. 2. Guru memberikan <i>reward</i> kepada kelompok yang mendapatkan skor tertinggi. <p>Join Construction of the text (JCoT)</p> <ol style="list-style-type: none"> 1. Peserta didik diminta untuk membuat 4 kelompok dan mengerjakan LKPD 1 (Mendeskrripsikan makanan kesukaan penyanyi yang sebelumnya telah dideskripsikan) 2. Peserta didik diminta untuk merevisi <i>Bilingual poster</i> yang telah dibuat dengan menempelkan design makanan-makanan kesukaan penyanyi yang telah dideskripsikan sebelumnya (LKPD 2). 3. Peserta didik diminta mengerjakan LKPD 3 (Tes listening dan mencari 5 basic vocabularies di bilingual poster) <p>Independent Construction of the Text (ICoT)</p> <ol style="list-style-type: none"> 1. Peserta didik secara mandiri maju kedepan untuk menjawab arti terjemahan dari soal basic vocabularies yang telah diberikan.
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai materi yang telah disampaikan • Peserta didik diminta membuat simpulan dari materi yang telah di pelajari • Guru memberikan umpan balik dari hal-hal yang disampaikan oleh peserta didik. • Guru menanyakan apakah peserta didik ada kesulitan atau ada yang perlu ditanyakan • Guru mengakhiri pembelajaran dengan doa, dan memberikan motivasi untuk belajar.
M. Refleksi Peserta Didik dan Guru	
Guru mengajak Peserta didik menarik kesimpulan bersama-sama saat materi pelajaran telah selesai dijelaskan.	

Pertemuan Kedua	
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Guru mengawali proses pembelajaran dengan mengucapkan salam. • Guru mengajak Peserta didik untuk berdoa sebelum memulai pembelajaran • Guru memperkenalkan diri • Guru mulai menanyakan keadaan/kabar Peserta didik. • Guru mendata kehadiran Peserta didik • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan di capai.

<p>Kegiatan Inti</p>	<p>BKoF (Building knowledge of field)</p> <ol style="list-style-type: none"> 1. Guru menjelaskan secara singkat mengenai materi yang telah disampaikan (Describing people + Describing Food) <p>MoT (Modelling of the Text)</p> <ol style="list-style-type: none"> 1. Guru mengulas kembali soal evaluasi minggu lalu dengan menampilkan bilingual poster di powerpoint <p>Join Construction of the text (JCoT)</p> <ol style="list-style-type: none"> 2. Peserta didik mempresentasikan hasil mendeskripsikan makanan kesukaan penyanyi yang telah di deskripsikan sebelumnya serta mempresentasikan bilingual poster yang telah dibuat. <p>Independent Construction of the Text (ICoT)</p> <ol style="list-style-type: none"> 1. Peserta didik mengerjakan evaluasi akhir secara mandiri
<p>Kegiatan Penutup</p>	<ol style="list-style-type: none"> 1. Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai materi yang telah disampaikan 2. Peserta didik diminta membuat simpulan dari materi yang telah di pelajari 3. Guru memberikan umpan balik dari hal-hal yang disampaikan oleh peserta didik. 4. Guru menanyakan apakah peserta didik ada kesulitan atau ada yang perlu ditanyakan 5. Guru mengakhiri pembelajaran dengan doa, dan memberikan motivasi untuk belajar.
<p>N. Refleksi Peserta Didik dan Guru</p>	
<p>Guru mengajak Peserta didik menarik kesimpulan bersama-sama saat materi pelajaran telah selesai dijelaskan.</p>	

<p>O. Asesmen Pembelajaran</p>	
<p>Asesmen sikap</p>	<ol style="list-style-type: none"> a. Perilaku peserta didik saat pembelajaran berlangsung b. Keaktifan peserta didik dalam proses pembelajaran c. Mampu berdiskusi dengan sesama anggota dengan baik d. Bertanggung jawab mengerjakan tugas yang telah diberikan e. Keantusiasan peserta didik dalam proses pembelajaran
<p>Asesmen formatif</p>	<p>Kuis , Unjuk kerja , LKPD</p>
<p>Asesmen Sumatif</p>	<ol style="list-style-type: none"> a. Peserta didik mengerjakan soal test vocabulary berbentuk pilihan ganda b. Peserta didik mengerjakan soal test listening berbentuk <i>fill the blank</i>

P. Pengayaan dan Remedial

-

LAMPIRAN**A. Lembar kerja peserta didik**

Terlampir

B. Bahan Bacaan Guru dan Peserta didik

Lembar kerja peserta didik

C. Glosarium

Deskripsi	Suatu penggambaran yang dijelaskan secara jelas dan terperinci
Teks	Rangkain kata- kata ataupun kalimat yang mempunyai struktur kebahasaan dan dapat berupa teks tulis ataupun berbentuk teks lisan
Diskusi	Sebuah pertemuan yang dilakukan untuk bertukar pikiran mengenai suatu hal atau masalah tertentu

D. Daftar Pustaka

<https://www.seceret.com/tutorial/mendeskripsikan-masakan-describe-a-food/> di unduh 14 November 2023

<https://adjar.grid.id/read/543442568/materi-my-favorite-food-pelajaran-bahasa-inggris-kelas-7-smp?page=all> di unduh 14 November 2023

Mengetahui,

Guru Bahasa Inggris



(Woro Wahyu Utami, S.Pd)

NIP 198409272009032008

Bantul,November..... 2023

Peneliti



(Ana Bela Safitri Nur Rohman)

(NPM. 20144700022)

MEETING 1

LEMBAR KERJA PESERTA DIDIK

Quiz	
<p>Hi, my name is Bella. I'm going to tell you about my best friend. Her name is Luna. She is 14 years old. She has a beautiful face. Luna has blue eyes and blonde hair. She is very smart and friendly. She is very good at playing guitar. She always participates in band competitions at her school. She practices band at the studio near her house. Her favorite boy band is One Direction. One direction has 5 members, one of whom is Niall Horan. Niall Horan loves to eat, his favorite food is pizza. Pizza is an Italian food that is very tasty and crusty. Niall really likes spicy pizza. In addition, Niall likes fizzy drinks and sour.</p>	
Decide which word belongs to the specified parts of speech (verb, adjective, noun, adverb).	Identify the flavor texture of pizza and soda drinks
Bela : Practice : Smart :	Pretty : Usually : Crusty : Fizzy : Spicy : Sour :

Activity 1
<p>Date :</p> <p>Group name :</p>
<ul style="list-style-type: none">- Pilih satu penyanyi yang akan kalian deskripsikan- Pilih satu lagu kesukaan kalian dari penyanyi tersebut- Caritahu makanan kesukaan penyanyi tersebut- Buatlah descriptive text tentang penyanyi tersebut
<p>Example :</p> <p>Today we will describe our favorite singer. His name is Charlie Puth. He is 31 years old. He has a handsome face. He has blue eyes and dark brown hair. He is very talented in singing. He also has a great personality he is very kind and friendly. He usually sings while playing the piano. Our favorite song from Charlie Puth is a song titled "See You Again". The song tells the story of friendship. Charlie Puth's favorite food is pizza. Pizza is a food from Italy. Pizza is very tasty and crusty. In addition, Charlie Puth's favorite drink is orange juice. He likes sour drinks.</p>

Activity 2

Coba dengarkan lagu kesukaanmu. Lalu tuliskan 4 lirik dalam lagu tersebut beserta terjemahannya buatlah **Bilingual poster design** bilingual poster dengan menempelkan **design makanan dan minuman kesukaan artis tersebut** ! Presentasikan hasilnya pada minggu depan beserta deskripsi penyanyi yang telah dibuat.



Activity 3

Name :

Listen to a song. Then fill in the blank with the correct word!

Potential Test	Wealthy Only	Pretty Perfect	Best Beautiful
<p>You've got every right To a beautiful life C'mon Who says Who says you're not (1)</p> <p>Who says you're not worth it Who says you're the (2)..... one that's hurting Trust me That's the price of beauty Who says you're not (3)..... Who says you're not (4)..... Who says Who says Who says you're not star (5)..... Who says you're not presidential Who says you can't be in movies Listen to me, listen to me</p>			

Who says you don't pass the test
 Who says you can't be the (6).....
 Who said, who said
 Would you tell me who said that
 Yeah, oh
 Who says

Activity 3

Translate the following basic vocabulary into Bahasa Indonesia by looking up the meaning on the bilingual poster.

Selena Gomez	Taylor Swift	Michael Jackson	Jaden smith
1. Mind	1. Yourself	1. Realise	1. Supposed
2. Losing	2. Middle	2. But	2. Three
3. We	3. See	3. Out	3. Can
4. Star	4. Best	4. Cares	4. Enough
5. Beneath	5. Day	5. Joyful	5. When

MEETING 2

Presentation

- Present the bilingual poster that has been made
- Presenting descriptive text about favorite food

Quiz

Tuliskan 10 basic vocabularis yang kalian dapat dari bilingual poster lalu maju kedepan menuliskan artinya.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
10. Etc.

Post -Test II Instrument

POST-TEST II (Vocabulary Test)

Part I

Read the following sentences and decide underlined word belongs to the specified parts of speech (verb, adjective, noun, adverb).

I have a best friend. His name is Jake. He's my classmate. He is 15 years old like me. He is very handsome and tall. He has blue eyes and short black hair. He is very smart and kind. He is very good at playing the piano. He always practices every Saturday and Sunday. Jake also really likes to sing. The song he often sings is a song called "Count on Me" by Bruno Mars. Jake often wins several music competitions. Jake loves sweet foods such as candy and cakes. He also likes sour drinks. His favorite drink is orange juice.

1. "He always practices every Saturday and Sunday alive"
A. Verb B. Adjective C. Noun D. Adverb
2. "He is very good at playing the piano"
A. Verb B. Adjective C. Noun D. Adverb
3. "Jake often wins several music competitions."
A. Verb B. Adjective C. Noun D. Adverb
4. "He is very handsome and tall"
A. Verb B. Adjective C. Noun D. Adverb
5. "I have a best friend. His name is Jake"
A. Verb B. Adjective C. Noun D. Adverb
6. "He is very smart and kind"
A. Verb B. Adjective C. Noun D. Adverb

Part II

Read the following sentence and translate the underlined word into Indonesian!

7. "No, they don't teach you this in school"
A. Kantor B. Rumah sakit C. Sekolah D. Toko

8. "I'll sail the world to find you"
A. Dunia B. Lautan C. Matahari D. Langit

9. "If you ever find yourself lost in the dark and you can't see"
A. Gelap B. Sinar C. Petir D. Api

10. "I'll never let go, never say goodbye"
A. Selamat datang B. Terima kasih C. Selamat tinggal D. Selamat pagi

11. "This is not the end"
A. Samping B. Awal C. Tengah D. Akhir

12. "Thought we were going strong"
A. Lemah B. Kuat C. Sedih D. Takut

13. "Cause the truth is out, I realise"
A. Kesalahan B. Kebohongan C. Kebenaran D. Kesetiaan

14. "We can live forever"
A. Secukupnya B. Sementara C. Sebentar D. Selamanya

15. "But we always find a way to make it out alive"
A. Biasanya B. Jarang C. Selalu D. Tidak pernah

POST-TEST II

(Listening Test)

Listen to a song that describes a friendship. Then fill in the blank with the correct word.

If you ever find yourself stuck in the middle of the (1).....

I'll sail the world to (2) you

If you ever find yourself lost in the dark and you can't see

I'll be the light to guide (3).....

We'll find out what we're made of

When we are called to help our friends in need

CHORUS

You can count on me like (4)....., two, three

I'll be there

And I know when I need it, I can count on you like (5)....., three, two

And you'll be there

'Cause that's what friends are supposed to do, oh, yeah

oh-oooh-oooh-oooh, oooh, yeah, yeah

If you tossin' and you're turnin' and you just can't fall asleep

I'll sing a (6)..... beside you

And if you ever forget how much you really mean to me

Every day I (7)..... remind you, oh

We'll find out what we're made of

When we are called to help our friends in need

[BACK TO THE CHORUS]

Ooh-oooh-oooh-oooh, oooh, yeah, yeah

You'll always have my shoulder when you (8).....

I'll never let (9).....

Never say (10).....

You know

[BACK TO CHORUS]

Ooh-oooh-oooh-oooh Ooh-oooh-oooh-oooh, oooh

You can count on me 'cause I can count on you

INSTRUMEN PENILAIAN

1. Rubrik Asesmen Sikap

Berilah skor 0 – 3 pada masing-masing kolom sikap tersebut berdasarkan hasil observasi guru terhadap sikap Peserta didik yang disesuaikan dengan rubrik penilaian yang tersedia

No	Nama Peserta didik	Sikap			Jumlah	Nilai
		Kritis	Tanggung Jawab	Gotong Royong		
1.						
2.						
3.						

Rubrik penilaian Sikap

Kritis:	Tanggung jawab:	Gotong royong :
<ul style="list-style-type: none"> Bertanya setiap ada perubahan atau hal baru Menganalisis pertanyaan yang diberikan oleh guru atau teman-teman Mampu memecahkan masalah ketika berdiskusi dengan baik 	<ul style="list-style-type: none"> Melakukan diskusi dengan kelompok secara serius Mengerjakan tugas dari guru sesuai dengan instruksi Mengumpulkan tugas tepat waktu 	<ul style="list-style-type: none"> Berdiskusi dengan sesama anggota dengan baik Menghormati sesama anggota kelompok Tidak mendominasi percakapan pada saat diskusi

Kriteria Penskoran:	Kriteria Penilaian:
3 : Jika semua deskriptor terpenuhi	85 – 100 = Sangat Baik
2 : Jika hanya 2 deskriptor yang terpenuhi	75 – 84 = Baik
1 : Jika hanya 1 deskriptor yang terpenuhi	65 – 74 = Cukup Baik
0: Jika tidak ada 1 pun deskriptor yang terpenuhi	< 64 = Kurang Baik

Pedoman Penilaian:

$$\text{Nilai} = \frac{\text{Jumlah skor}}{\text{skor maksimum}} \times 100$$

2. Rubrik Asesmen formatif

Kompetensi ketrampilan	Keterangan	Score
Menulis	Menggunakan tata bahasa yang tepat	15
	Tujuan komunikatif yang jelas	15
	Menggunakan kosakata yang baik dan benar	15
Berbicara	Komunikasi yang baik dan benar	15
	Sistematika penyampaian yang baik dan benar	15
	Kefasihan peserta didik dalam berdialog	25

Kriteria Nilai

- 85 – 100 = Sangat Baik
- 75 – 84 = Baik
- 65 – 74 = Cukup Baik
- < 64 = Kurang Baik

3. Rubrik Asesmen Sumatif

- Teknik Penilaian : Tes Tertulis
- Bentuk Instrumen : Pilihan ganda dan isian

Penilaian

Answer	Score
True	1
False	0
No answer	0

No	Nama Peserta didik	Skor Akhir
1.		
2.		
3.		
4.		

Appendix 6 : Students' Pre -Test Answer Sheet

Name: _____
Class: _____

PRE-TEST
(Listening Test)

Name: 12

Listen to the song. Then fill in the boxes with the correct word.

TRINARY
Like a trinary trinary in the music
Sounding trinary trinary trinary
Let him trinary trinary
You make trinary trinary
I might trinary trinary

TRINARY
And it trinary trinary
With trinary trinary
I can trinary trinary
Can't trinary trinary

TRINARY
This is my trinary trinary
Take trinary trinary
You trinary trinary
My trinary trinary
Shining trinary trinary
It trinary trinary
And trinary trinary
You trinary trinary

Listening and the trinary trinary
I can trinary trinary
And it trinary trinary
The trinary trinary

BACK TO THE CHECKS & CHECKS
A good light trinary
BACK TO THE CHECKS
BACK TO THE CHECKS
No, for trinary trinary

Name: _____
Class: _____

PRE-TEST
(Listening Test)

Name: 12

Listen to the song. Then fill in the boxes with the correct word.

TRINARY
Like a trinary trinary in the music
Sounding trinary trinary trinary
Let him trinary trinary
You make trinary trinary
I might trinary trinary

TRINARY
And it trinary trinary
With trinary trinary
I can trinary trinary
Can't trinary trinary

TRINARY
This is my trinary trinary
Take trinary trinary
You trinary trinary
My trinary trinary
Shining trinary trinary
It trinary trinary
And trinary trinary
You trinary trinary

Listening and the trinary trinary
I can trinary trinary
And it trinary trinary
The trinary trinary

BACK TO THE CHECKS & CHECKS
A good light trinary
BACK TO THE CHECKS
BACK TO THE CHECKS
No, for trinary trinary

WFL: 12/12/12
12/12/12
12/12/12

Name: _____
Class: _____

PRE-TEST
(Listening Test)

Name: 12

Listen to the song. Then fill in the boxes with the correct word.

TRINARY
Like a trinary trinary in the music
Sounding trinary trinary trinary
Let him trinary trinary
You make trinary trinary
I might trinary trinary

TRINARY
And it trinary trinary
With trinary trinary
I can trinary trinary
Can't trinary trinary

TRINARY
This is my trinary trinary
Take trinary trinary
You trinary trinary
My trinary trinary
Shining trinary trinary
It trinary trinary
And trinary trinary
You trinary trinary

Listening and the trinary trinary
I can trinary trinary
And it trinary trinary
The trinary trinary

BACK TO THE CHECKS & CHECKS
A good light trinary
BACK TO THE CHECKS
BACK TO THE CHECKS
No, for trinary trinary

Name: _____
Class: _____

PRE-TEST
(Listening Test)

Name: 12

Listen to the song. Then fill in the boxes with the correct word.

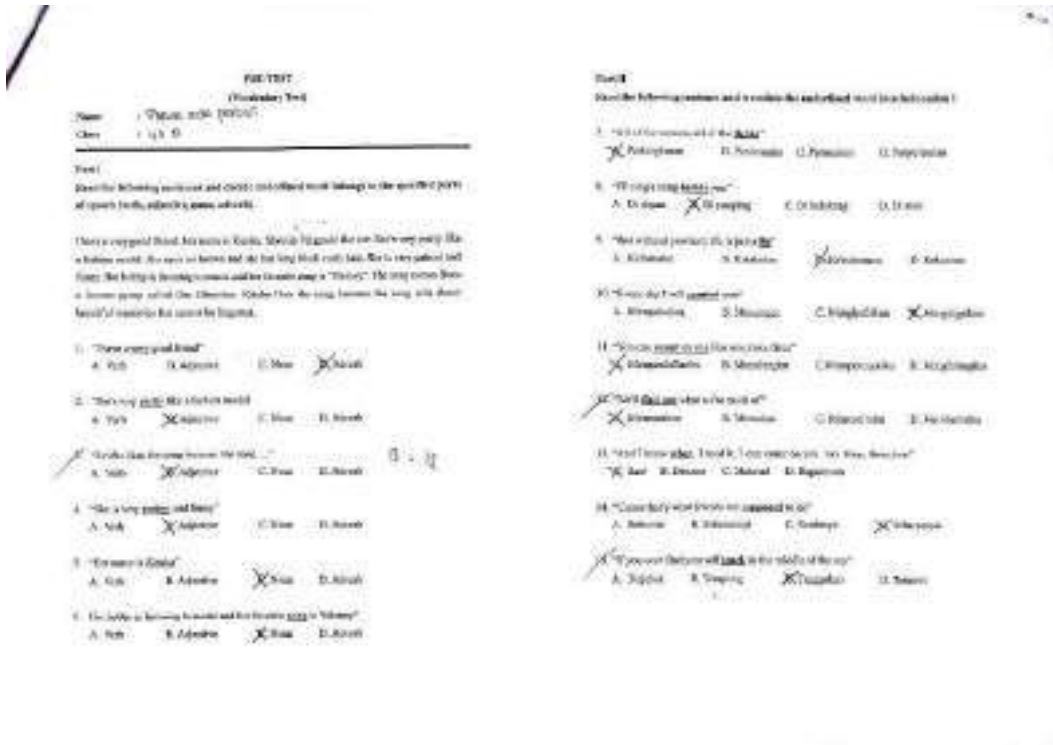
TRINARY
Like a trinary trinary in the music
Sounding trinary trinary trinary
Let him trinary trinary
You make trinary trinary
I might trinary trinary

TRINARY
And it trinary trinary
With trinary trinary
I can trinary trinary
Can't trinary trinary

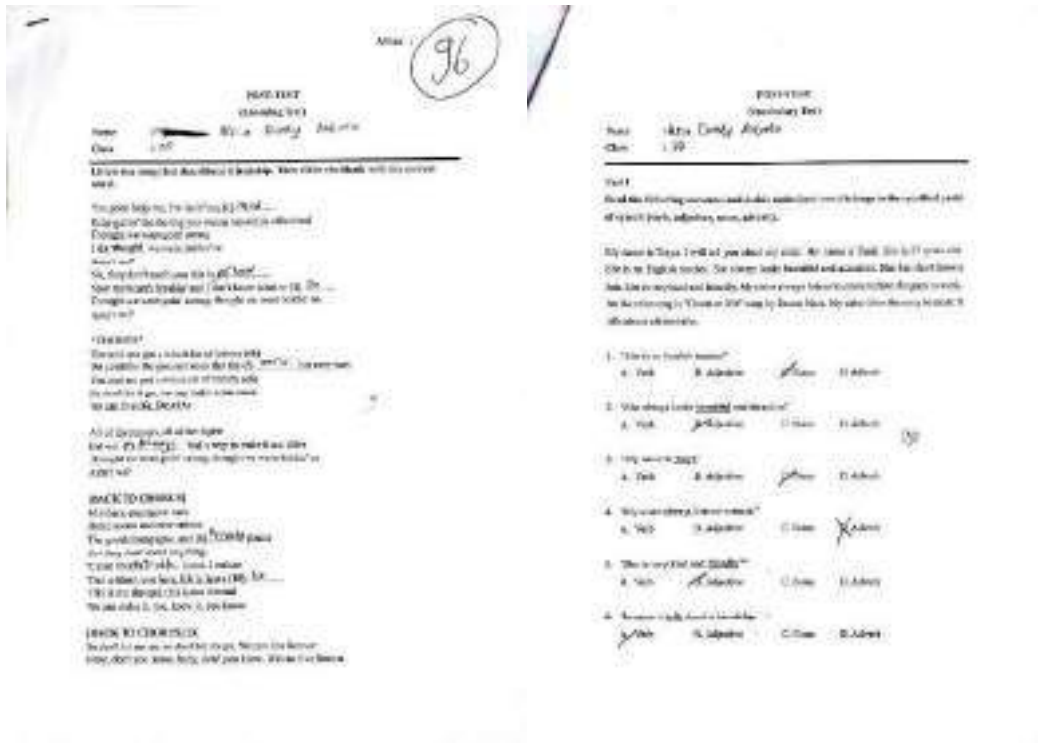
TRINARY
This is my trinary trinary
Take trinary trinary
You trinary trinary
My trinary trinary
Shining trinary trinary
It trinary trinary
And trinary trinary
You trinary trinary

Listening and the trinary trinary
I can trinary trinary
And it trinary trinary
The trinary trinary

BACK TO THE CHECKS & CHECKS
A good light trinary
BACK TO THE CHECKS
BACK TO THE CHECKS
No, for trinary trinary



Appendix 7 : Students' Post -Test I Answer Sheet



Part II

Read the following scenes and choose the understated word (underline)

1. "You're not amusing me!"
A. Fun B. Amused C. Bored D. Mean
2. "It's not likely to rain yet!"
A. Chance B. Clear C. Possible D. Sure
3. "I thought him for the biology exam!"
A. Mistaken B. Remember C. Misheard D. Misapprehend
4. "If you're not going to study, why are you not studying?"
A. Studying B. Studied C. Studying D. Studied
5. "What are you so stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid
6. "So what are you stupid for?"
A. Stupid B. Stupid C. Dumb D. Stupid
7. "The dog isn't even sniffing!"
A. Sniff B. Sniff C. Sniff D. Sniff
8. "Could you see that how much you're sniffing?"
A. Sniff B. Sniff C. Sniff D. Sniff
9. "What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

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PART II
Reading Test

Name: Reza Mirza
Class: 120

Read the following scenes and choose the understated word (underline)

"You probably are the best sniffing!"
Easy guess for being so sure in such a short time!
A. Sniff B. Sniff
C. Sniff D. Sniff

"If you're not going to study, why are you not studying?"
A. Studying B. Studied C. Studying D. Studied

"What are you so stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

"So what are you stupid for?"
A. Stupid B. Stupid C. Dumb D. Stupid

"The dog isn't even sniffing!"
A. Sniff B. Sniff C. Sniff D. Sniff

"Could you see that how much you're sniffing?"
A. Sniff B. Sniff C. Sniff D. Sniff

"What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

"What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

"What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

"What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

PART II
Reading Test

Name: Reza Mirza
Class: 120

Part II

Read the following scenes and choose the understated word (underline)

"You're not amusing me!"
A. Fun B. Amused C. Bored D. Mean

"It's not likely to rain yet!"
A. Chance B. Clear C. Possible D. Sure

"I thought him for the biology exam!"
A. Mistaken B. Remember C. Misheard D. Misapprehend

"If you're not going to study, why are you not studying?"
A. Studying B. Studied C. Studying D. Studied

"What are you so stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

"So what are you stupid for?"
A. Stupid B. Stupid C. Dumb D. Stupid

"The dog isn't even sniffing!"
A. Sniff B. Sniff C. Sniff D. Sniff

"Could you see that how much you're sniffing?"
A. Sniff B. Sniff C. Sniff D. Sniff

"What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

"What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

Part II

Read the following scenes and choose the understated word (underline)

1. "You're not amusing me!"
A. Fun B. Amused C. Bored D. Mean

2. "It's not likely to rain yet!"
A. Chance B. Clear C. Possible D. Sure

3. "I thought him for the biology exam!"
A. Mistaken B. Remember C. Misheard D. Misapprehend

4. "If you're not going to study, why are you not studying?"
A. Studying B. Studied C. Studying D. Studied

5. "What are you so stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

6. "So what are you stupid for?"
A. Stupid B. Stupid C. Dumb D. Stupid

7. "The dog isn't even sniffing!"
A. Sniff B. Sniff C. Sniff D. Sniff

8. "Could you see that how much you're sniffing?"
A. Sniff B. Sniff C. Sniff D. Sniff

9. "What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

10. "What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

11. "What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

12. "What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

13. "What are you stupid for, son?"
A. Fool B. Stupid C. Dumb D. Stupid

Appendix 9 : Students Score Results

Students Score Results

Class : VII D
School : SMP Negeri 2 Sewon

No	Name	Score		
		Pre Test	Post Test I	Post Test II
1	APB	56	68	84
2	ANV	64	84	88
3	AIK	28	64	84
4	ADA	44	96	96
5	AKOP	36	76	84
6	ABP	44	76	88
7	AAM	24	72	84
8	AFA	36	76	88
9	BNR	88	60	88
10	BNZ	84	64	92
11	BVA	60	92	92
12	DPS	88	76	84
13	FSP	20	88	80
14	MRG	24	60	60
15	MA	12	56	84
16	MAM	40	92	92
17	MMM	52	68	80
18	NAA	48	72	88
19	NOAS	36	48	64
20	NFD	52	68	92
21	NAF	88	92	96
22	POS	20	64	76
23	PCP	60	60	84
24	RAA	60	76	92
25	RAAZ	32	72	76
26	RDA	64	68	84
27	RNRS	32	56	64
28	RAP	16	24	64
29	RMA	28	68	76
30	SAP	88	96	96
31	VVJL	80	88	96
32	YSRP	16	32	56

Researcher,



(Ana Bela Safitri Nur Rohman)

NPM 20144700022

Bantul, 30 November 2023

Subject teacher,



(Woro Wahyu Utami, S.Pd)

NIP 198409272009032008

Appendix 10 : Interview Transcripts

Transcript of interview results of several students after CAR implementation

No	Question	Answer
1.	<p>Apa pendapat anda mengenai penggunaan media <i>bilingual poster</i> dalam proses pembelajaran kosakata dan pembelajaran listening di kelas ?</p>	<p>S1 : Mudah dipahami dan seru si</p> <p>S2 : Bisa cepat masuk dan bisa menginspirasi untuk belajar juga</p> <p>S3 : Enak aja, menyenangkan menurut saya</p> <p>S4 : Itu mudah dipahami jadi seru gitu</p> <p>S5 : Seru dan mudah dipahami</p> <p>S6 : Bagus, buat nambah pengetahuan kosakata dan mendengarkan</p> <p>S7 : Seru- seru good</p> <p>S8 : Seru ajaa sih</p> <p>S9 : Cukup bagus, tapi untuk aku sendiri nggak terlalu banget tapi seru kok.</p> <p>S10 : Menyengankan karena seru belajarnya</p> <p>S11 : Senang tapi agak pusing</p> <p>S12 : Lumayan susah, tapi kalau pas paham jadi senang gitu</p> <p>S13 : Menyenangkan dan melatih kreatifitas</p> <p>S14 : Seru banget sih</p> <p>S15 : Bagus sangat baik</p> <p>S16 : Sangat senang sekali seru banget</p>
2.	<p>Apakah dengan menggunakan media <i>bilingual poster</i> penguasaan kosakata dan kemampuan listening anda dapat</p>	<p>S1 : Heem bisa, alasannya seru jadi bisa cepat masuk</p> <p>S2 : Bisa, Sedikit-demi sedikit , karena kita sering belajar jadi bisa meningkat</p> <p>S3 : Dapat bisa gitu karena fokus belajar terus, bisa bikin fokus juga</p> <p>S4 : Bisa karena terus latihan terus kan</p>

	meningkat ? Coba berikan alasannya?	<p>S5 : Bisa meningkat dan dapat membantuku</p> <p>S6 : Bisa meningkat</p> <p>S7 : Lumayan, karena sudah memperhatikan</p> <p>S8 : Bisa, bisa buat lebih fokus</p> <p>S9 : Bisa, yang paling meningkat listeningnya</p> <p>S10 : Bisa ada, karena latihan dengerin terus</p> <p>S11 : Bisa meningkat, karena belajar terus</p> <p>S12 : Iya lumayan meningkat</p> <p>S13 : Dikit meningkat</p> <p>S14 : Bisa meningkat kok</p> <p>S15 : Bisa, alasannya yang sulit-sulit menjadi mudah dan bisa melatih indra pendengaran</p> <p>S16 : Sedikit bisa meningkat</p>
3.	Apakah anda senang belajar kosakata dan listening dengan menggunakan bilingual poster?	<p>S1 : Menyenangkan kok</p> <p>S2 : Senang, karena seru aja bisa bermain sambil belajar</p> <p>S3 : Senang bangetlah</p> <p>S4 : Senang, yang kaya buat poster-poster itu kan iya itu menyenangkan</p> <p>S5 : Senang sekali, seru mudah dipahami dan ada yang mendampingi</p> <p>S6 : Iya cukup senang</p> <p>S7 : Senang, karena seru</p> <p>S8 : Senang karena pakai media belajar</p> <p>S9 : Cukup senang, tapi bukan media yang paling aku suka</p> <p>S10 : Senang aja bisa sambil main - main gitu</p> <p>S11 : Senang, alasannya ya senang</p> <p>S12 : Senang, karena pembelajarannya seru</p>

		<p>S13 : Senang senang , bisa sambil dengerin lagu</p> <p>S14 : Senang sekali, belajar pakai poster gambar - gambar itu bagus</p> <p>S15 : Senang banget karena seru</p> <p>S16 : Sangat menyenangkan sih</p>
4.	<p>Apakah dalam proses pembelajaran menggunakan <i>bilingual poster</i> terdapat hambatan ataupun kesulitan yang pernah dialami ? Coba berikan alasannya?</p>	<p>S1 : Kalau kesulitan itu pasti ada ya</p> <p>S2 : Sedikit sih</p> <p>S3 : Engga, karena gampang</p> <p>S4 : Kalau aku ada, kadang artinya belum tau</p> <p>S5 : Tidak ada, karena ada yang membantu membimbing</p> <p>S6 : Engga sama sekali</p> <p>S7 : Tidak ada, lancar-lancar aja</p> <p>S8 : Suasana keias rame buat ga fokus itu sih hambatannya</p> <p>S9 : Kadang terdapat kesulitan</p> <p>S10 : Ngga, tapi ada juga yang bikin pusing</p> <p>S11 : Kendalanya itu kalau pada berisik itu lo, jadi ga konsentrasi</p> <p>S12 : Lumayan sulit, karena kata katanya belum tau artinya awal-awal itu</p> <p>S13 : Tidak sama sekali, mudah di awal-awal ada kesulitan lama-lama jadi paham</p> <p>S14 : Sedikit ganguannya karena kadang banyak yang ramai jadi terganggu belajarnya</p> <p>S15 : Tidak sama sekali</p> <p>S16 : Engga ada hambatan sih itu</p>

Appendix 11 : Observation Sheet

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru : Woro Wahyu Utami, S.Pd
Mata Pelajaran / Materi : Bahasa Inggris / Describing people
Kelas : VII D
Hari / Tanggal : Jumat, 3 November 2023

No	Aspek yang di observasi	Keterangan
1	Guru membuka pelajaran dengan memberikan salam dan mengajak siswa berdoa	Guru telah membuka pembelajaran dengan mengucapkan salam
2	Guru melakukan pengecekan kehadiran siswa	Guru hanya menanyakan siswa yang tidak hadir saat pembelajaran berlangsung
3	Guru memberikan motivasi belajar kepada siswa	Guru belum memberikan motivasi belajar kepada siswa
4	Guru melakukan kegiatan apersepsi	Guru telah melakukan kegiatan apersepsi
5	Guru menyampaikan tujuan pembelajaran	Guru menyampaikan tujuan pembelajaran yang akan dicapai untuk materi tersebut
6	Guru menguasai materi pembelajaran	Guru telah menguasai materi pembelajaran
7	Guru menggunakan metode yang melibatkan siswa untuk bekerja sama	Guru belum melibatkan siswa untuk bekerja sama, hanya ada tugas individu.
8	Guru menggunakan media pembelajaran	Guru hanya menggunakan video saat proses pembelajaran
9	Guru membimbing siswa untuk menyimpulkan materi yang telah dipelajari	Guru dan siswa bekerja sama menyimpulkan pengertian dan materi yang telah diajarkan
10	Guru menutup pembelajaran	Guru menutup pembelajaran dengan mengucapkan salam

Guru Mata Pelajaran



(Woro Wahyu Utami, S.Pd)
NIP 198409272009032008

Observer



(Ana Bela Safitri Nur Rohman)
NPM 20144700022

**LEMBAR OBSERVASI AKTIVITAS PENELITI SEBAGAI GURU
SIKLUS I**

Mata Pelajaran : Bahasa Inggris
 Kelas : VII D
 Hari/ Tanggal : Jumat, 10 November 2023
 Lokasi Observasi : SMP Negeri 2 Sewon

No	Aspek yang di observasi	Skor			
		1	2	3	4
1	Guru membuka pelajaran				✓
2	Guru melakukan pengecekan kehadiran siswa				✓
3	Guru menanyakan kepada siswa mengenai materi minggu lalu				✓
4	Guru melakukan kegiatan apersepsi				✓
5	Guru memberikan motivasi belajar			✓	
6	Guru menyampaikan tujuan pembelajaran				✓
7	Guru menyampaikan materi pembelajaran				✓
8	Guru menerapkan media <i>bilingual poster</i>			✓	
9	Guru mengajukan pertanyaan dan memberikan umpan balik				✓
10	Guru mengoptimalkan interaksi dengan siswa			✓	
11	Guru memberikan evaluasi kepada siswa				✓
12	Guru menanyakan kepada siswa mengenai materi yang belum dipahami			✓	
13	Guru membimbing siswa untuk menyimpulkan materi yang telah dipelajari			✓	
14	Guru memberikan reward kepada siswa yang aktif			✓	
15	Guru menutup pembelajaran			✓	
TOTAL SKOR		53			

Keterangan : Pengisian lembar observasi dengan memberi tanda *checklist* (✓)

Skor 1 : Kurang Skor 3 : Baik
 Skor 2 : Cukup Skor 4 : Sangat Baik

Observer

(Woro Wahyu Utami, S.Pd)

NIP 198409272009032008

**LEMBAR OBSERVASI AKTIVITAS PENELITI SEBAGAI GURU
SIKLUS I**

Mata Pelajaran : Bahasa Inggris
 Kelas : VII D
 Hari/ Tanggal : Jumat, 17 November 2023
 Lokasi Observasi : SMP Negeri 2 Sewon

No	Aspek yang di observasi	Skor			
		1	2	3	4
1	Guru membuka pelajaran				✓
2	Guru melakukan pengecekan kehadiran siswa				✓
3	Guru menanyakan kepada siswa mengenai materi minggu lalu				✓
4	Guru melakukan kegiatan apersepsi				✓
5	Guru memberikan motivasi belajar			✓	
6	Guru menyampaikan tujuan pembelajaran			✓	
7	Guru menyampaikan materi pembelajaran				✓
8	Guru menerapkan media <i>bilingual poster</i>				✓
9	Guru mengajukan pertanyaan dan memberikan umpan balik			✓	
10	Guru mengoptimalkan interaksi dengan siswa				✓
11	Guru memberikan evaluasi kepada siswa				✓
12	Guru menanyakan kepada siswa mengenai materi yang belum dipahami			✓	
13	Guru membimbing siswa untuk menyimpulkan materi yang telah dipelajari			✓	
14	Guru memberikan reward kepada siswa yang aktif			✓	
15	Guru menutup pembelajaran				✓
TOTAL SKOR		54			

Keterangan : Pengisian lembar observasi dengan memberi tanda *checklist* (✓)

Skor 1 : Kurang Skor 3 : Baik
 Skor 2 : Cukup Skor 4 : Sangat Baik

Observer

(Woro Wahyu Utami, S.Pd)

NIP 198409272009032008

**LEMBAR OBSERVASI AKTIVITAS PENELITI SEBAGAI GURU
SIKLUS II**

Mata Pelajaran : Bahasa Inggris
 Kelas : VII D
 Hari/ Tanggal : Senin, 20 November 2023
 Lokasi Observasi : SMP Negeri 2 Sewon

No	Aspek yang di observasi	Skor			
		1	2	3	4
1	Guru membuka pelajaran				✓
2	Guru melakukan pengecekan kehadiran siswa			✓	
3	Guru menanyakan kepada siswa mengenai materi minggu lalu				✓
4	Guru melakukan kegiatan apersepsi				✓
5	Guru memberikan motivasi belajar				✓
6	Guru menyampaikan tujuan pembelajaran				✓
7	Guru menyampaikan materi pembelajaran				✓
8	Guru menciptakan media <i>biligual poster</i>				✓
9	Guru mengajukan pertanyaan dan memberikan umpan balik			✓	
10	Guru mengoptimalkan interaksi dengan siswa				✓
11	Guru memberikan evaluasi kepada siswa				✓
12	Guru menanyakan kepada siswa mengenai materi yang belum dipahami			✓	
13	Guru membimbing siswa untuk menyimpulkan materi yang telah dipelajari			✓	
14	Guru memberikan reward kepada siswa yang aktif			✓	
15	Guru menutup pembelajaran				✓
TOTAL SKOR		55			

Keterangan : Pengisian lembar observasi dengan memberi tanda *checklist* (✓)

Skor 1 : Kurang Skor 3 : Baik

Skor 2 : Cukup Skor 4 : Sangat Baik

Observer



(Wono Wahyu Utami, S.Pd)

NIP 198409272009032008

LEMBAR OBSERVASI AKTIVITAS PENELITI SEBAGAI GURU
SIKLUS II

Mata Pelajaran : Bahasa Inggris
 Kelas : VII D
 Hari/ Tanggal : Senin, 27 November 2023
 Lokasi Observasi : SMP Negeri 2 Sewon

No	Aspek yang di observasi	Skor			
		1	2	3	4
1	Guru membuka pelajaran				✓
2	Guru melakukan pengecekan kehadiran siswa			✓	
3	Guru menanyakan kepada siswa mengenai materi minggu lalu				✓
4	Guru melakukan kegiatan apersepsi			✓	
5	Guru memberikan motivasi belajar				✓
6	Guru menyampaikan tujuan pembelajaran			✓	
7	Guru menyampaikan materi pembelajaran				✓
8	Guru menerapkan media <i>bilingual poster</i>				✓
9	Guru mengajukan pertanyaan dan memberikan umpan balik				✓
10	Guru mengoptimalkan interaksi dengan siswa				✓
11	Guru memberikan evaluasi kepada siswa				✓
12	Guru menanyakan kepada siswa mengenai materi yang belum dipahami				✓
13	Guru membimbing siswa untuk menyimpulkan materi yang telah dipelajari				✓
14	Guru memberikan reward kepada siswa yang aktif				✓
15	Guru menutup pembelajaran				✓
TOTAL SKOR		57			

Keterangan : Pengisian lembar observasi dengan memberi tanda *checklist* (✓)

Skor 1 : Kurang Skor 3 : Baik
 Skor 2 : Cukup Skor 4 : Sangat Baik

Observer



(Woro Wahyu Utami, S.Pd)

NIP 198409272009032008

Appendix 12 : Translation Technique Analysis Results

Translation Technique analysis results

Song 1 / History / Eng - Indo / 01

ST	:	You gotta help me, I'm losing my mind
TT	:	Kau / harus / membantu / ku / , aku / kehilangan / akal
		EE / EE / EE / EE / EE / EE / EE

Song 1 / History / Eng - Indo / 02

ST	:	Keep getting the feeling you wanna leave this all behind
TT	:	Terus / merasakan / seperti / kau / ingin / meninggalkan ini semua
		EE / EE / EXP / EE / EE / Paraphrase

Song 1 / History / Eng - Indo / 03

ST	:	Thought we were going strong
TT	:	Kiranya / kita / akan / kuat
		EE / EE / EE / EE

Song 1 / History / Eng - Indo / 04

ST	:	I thought we were holding on
TT	:	aku / kira / kita / akan bertahan
		EE / EE / EE / EE

Song 1 / History / Eng - Indo / 05

ST	:	Aren't we?
TT	:	Bukan?
		EE

Song 1 / History / Eng - Indo / 06

ST	:	No, they don't teach you this in school
TT	:	Tidak / mereka / tidak / mengajarkan / mu / tentang ini / di sekolah
		EE / EE / EE / EE / EE / EXP / EE

Song 1 / History / Eng – Indo / 07

ST	:	Now my heart's breaking and I don't know what to do
TT	:	sekarang / hati / ku / hancur / dan / aku / tidak tahu / harus berbuat apa
		EE / EE / EE / EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 08

ST	:	You and me got a whole lot of history (oh)
TT	:	Kau / dan / aku / punya / banyak / kenangan
		EE / EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 09

ST	:	We could be the greatest team
TT	:	Kita / bisa / menjadi / tim / terbaik
		EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 10

ST	:	that the world has ever seen
TT	:	yang pernah / dilihat / oleh dunia
		EE / EE / EE

Song 1 / History / Eng – Indo / 11

ST	:	So don't let it go, we can make some more,
TT	:	Jadi / jangan / biarkan/ itu / pergi / begitu saja / kita / bisa / EE / EE / EE / EE / EE / EXP / EE / EE / membuatnya / lagi. EE / Paraphrase

Song 1 / History / Eng – Indo / 12

ST	:	we can live forever
TT	:	kita / bisa / hidup / selamanya
		EE / EE / EE / EE

Song 1 / History / Eng – Indo / 13

ST	:	All of the rumors, all of the fights
TT	:	Semua / berita itu / semua / pertengkaran itu
		EE / EE / EE / EE

Song 1 / History / Eng – Indo / 14

ST	:	But we always find a way to make it out alive
TT	:	Tapi / kita / selalu / punya / cara / untuk bertahan
		EE / EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 15

ST	:	Mini bars, expensive cars,
TT	:	Mini / bar, / mobil / mahal
		PB / NB / EE / EE

Song 1 / History / Eng – Indo / 16

ST	:	hotel rooms and new tattoos
TT	:	kamar / hotel/, dan / tato / baru
		EE / PB / EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 17

ST	:	the good champagne, and private Eeanes,
TT	:	Kampanye / yang bagus, / dan / pesawat / pribadi
		EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 18

ST	:	but they don't mean anything
TT	:	tapi / mereka / tidak / berarti / apa-apa
		EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 19

ST	:	'Cause the truth is out,I realise
TT	:	Karena / kebenarannya / sudah keluar/ aku / sadar
		EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 20

ST	:	that without you here life is just a lie
TT	:	bahwa / tanpa / mu / di sini / hidup / hanyalah / sebuah kebohongan
		EE / EE / EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 21

ST	:	This is not the end
TT	:	Ini / bukanlah / akhir
		EE / EE / EE

Song 1 / History / Eng – Indo / 22

ST	:	We can make it, you know it, you know
TT	:	Kami / bisa / membuatnya / anda / tahu itu / kamu / tahu
		EE / EE / EE / EE / EE / EE / EE

Song 1 / History / Eng – Indo / 23

ST	:	Baby don't you know
TT	:	Sayang / tak / tahukkah / kau
		EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 24

ST	:	If you ever find yourself stuck in the middle of the sea
TT	:	Jika / kau / temukan / dirimu / terjebak / di tengah / lautan
		EE / EE / EE / EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 25

ST	:	I'll sail the world to find you
TT	:	Aku kan / arungi / dunia / untuk / menemukan / mu
		EE / EE / EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 26

ST	:	If you ever find yourself lost in the dark and you can't see
TT	:	Jika / kau / temukan / dirimu / tersesat / dalam gelap / dan / kau / EE / EE / EE / EE / EE / EE / EE / EE / tak dapat / melihat EE / EE

Song 2 / Count on Me / Eng – Indo / 27

ST	:	I'll be the light to guide you
TT	:	Aku kan / menjadi / cahaya / yang menuntun / mu EE / EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 28

ST	:	We'll find out what we're made of
TT	:	Kita akan / mencari tahu / dari mana kita EE / EE / Paraphrase

Song 2 / Count on Me / Eng – Indo / 29

ST	:	When we are called to help our friends in need
TT	:	Ketika / kita / dipanggil / untuk / membantu / teman / kita / yang kesulitan EE / EE / EE / EE / EE / EE / EE / Paraphrase

Song 2 / Count on Me / Eng – Indo / 30

ST	:	You can count on me like one,two,three
TT	:	Kau / bisa / mengandalkan / ku / seperti / satu, / dua, / tiga EE / EE / EE / EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 31

ST	:	I'll / be there
TT	:	Aku akan/ ada disana
		EE / EE

Song 2 / Count on Me / Eng – Indo / 32

ST	:	And I know when I need it, I can count on you like four, three,two
TT	:	Dan / ku /tahu /saat / aku / butuh,/ aku / bisa / mengandalkan / mu / seperti / EE / EE / EE / EE / EE / EE / EE / EE / EE / EE / EE / EE / empat,/ tiga,/ dua EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 33

ST	:	And you'll be there-
TT	:	Dan/ kau kan / datang
		EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 34

ST	:	'Cause that's what friends are supposed to do, oh, yeah
TT	:	Karena / begitulah/ yang seharusnya / dilakukan / teman / oh yeah
		EE / EE / EE / EE / EE / EE /

Song 2 / Count on Me / Eng – Indo / 35

ST	:	If you tossin' and you're turnin' and you just can't fall asleep
TT	:	Jika / kamu/ resah / dan / gelisah /dan / tak bisa / terlelap
		EE / EE / EE / EE / EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 36

ST	:	I'll sing a song beside you
TT	:	Aku akan / menyanyikan / lagu /di samping / mu
		EE / EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 37

ST	:	And if you ever forget how much you really mean to me
TT	:	Dan/ jika / kau / sampai lupa / betapa / artinya / dirimu / bagiku
		EE/ EE / EE/ EE / EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 38

ST	:	Every day I will remind you, oh
TT	:	Setiap hari / aku / akan/ mengingatkan / mu
		EE / EE / EE/ EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 39

ST	:	You'll always have my shoulder when you cry
TT	:	Kau kan/ selalu / punya / pundak / ku / saat / menangis
		EE / EE / EE / EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 40

ST	:	I'll never let go, never say goodbye
TT	:	Aku /ta'kan/ pergi, / ta'kan / mengatakan / selamat tinggal
		EE / EE / EE / EE / EE / EE

Song 2 / Count on Me / Eng – Indo / 41

ST	:	You know
TT	:	Kau /tahu
		EE / EE

Song 2 / Count on Me / Eng – Indo / 42

ST	:	You can count on me 'cause I can count on you
TT	:	Kau / bisa / mengandalkan / ku/ karena /aku /bisa/ mengandalkan / mu
		EE / EE/ EE / EE/ EE / EE/ EE / EE / EE

Appendix 13 : Documentations

1. Pre - Observation



2. Documentation during interview



3. Documentation during cycle I

Meeting 1



Meeting 2





4. Documentation during cycle II

Meeting 1



Meeting 2



5. Pre- Test



6. Post - Test I



7. Post - Test II



Appendix 14 : Bilingual Poster Learning Media

MEMORABLE! 2017 ALBUM

COUNT On me

BRUNO MARS

WE'LL FIND OUT WHAT WE'RE MADE OF
Kita akan mencari tahu apa yang kita

WHEN WE ARE CALLED TO HELP OUR FRIENDS IN NEED
Ketika kita dipanggil untuk membantu teman-teman yang membutuhkan

YOU CAN COUNT ON ME LIKE ONE, TWO, THREE
Kau bisa mengandalkanku seperti satu, dua, tiga

BRUNO I'LL BE THERE
aku akan ada disana

FRIENDSHIP AND I KNOW WHEN I NEED IT
Dan kutahu saat aku butuh

I CAN COUNT ON YOU LIKE FOUR, THREE, TWO
aku bisa mengandalkanmu seperti empat, tiga, dua

AND YOU'LL BE THERE
Dan kau akan disana

CAUSE THAT'S WHAT FRIENDS ARE SUPPOSED TO DO
Karena begitulah yang seharusnya dilakukan teman

BRUNO MARS

ONE DIRECTION

History

All of the rumors, all of the fights
Semua berita itu, semua pertengkaran itu

BUT We always find a way to make it out alive
Tapi kita selalu punya cara untuk bertahan

Scan here

QR code

THEir first song really surprised

HISTORY

QR code

BRUNO MARS

COUNT ON ME

BRUNO MARS

You'll always have my shoulder when you cry
Kau bisa selalu punya pundakku saat menangis

I'll never let go, never say goodbye
Aku takkan pergi, takkan mengatakan selamat tinggal

you know
Kau tahu

You can count on me 'cause I can count on you
Kau bisa mengandalkanku karena aku bisa mengandalkanmu

BRUNO MARS

FRIENDSHIP

HISTORY

ONE DIRECTION

You gotta help me, I'm losing my mind
Kau harus membantuku, aku kehilangan akal

Keep getting the feeling you want leave this all behind
Tulus merasokan semua perasaanmu meninggalkan semuanya

FRIENDSHIP

Thought we were going strong
Mungkin kita akan kuat

I thought we were holding on
Aku kira kita akan bertahan

Isn't it?
Bukan ya?

BRUNO MARS

QR code

HISTORY

BRUNO MARS

BRUNO MARS

BRUNO MARS

