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IMPROVING STUDENTS' VOCABULARY MASTERY AND LISTENING SKILLS USING BILINGUAL POSTERS TRANSLATED LYRICS

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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. Data collection used observation, interviews, tests, and documentation. Data analysis uses Miles and Huberman's theory to analyze interview data. Test data can be analyzed using calculations. This research was conducted at SMPN 2 Sewon. The result of the song translation technique is that the translation technique that is often used is established equivalent with a total of 95,15%. Meanwhile, techniques that are rarely used in the song are pure borrowing and naturalized borrowing with a total of 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. In the pre-test, there were only 18,75% of students who passed KKM. In post-test I, there was only 40,62% who passed. Then in post-test II, there were 84,37% of students passed the KKM, 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 feel helped to learn English using bilingual posters which can be seen from the enthusiasm of students during the learning process. Therefore, bilingual posters can enhance the vocabulary mastery and listening skills of students at SMPN 2 Sewon.

Keywords:

Vocabulary;
Listening; Poster;
Song; Bilingual



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INTRODUCTION

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 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). 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. 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. A song can also help in the learning process which includes all four language skills (Artauli & Situmeang, 2021). 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. 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 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. Therefore, as a researcher, want to offer the use of learning media using bilingual posters in the learning process with the hope that it can potentially improve students' vocabulary mastery and listening skills as well as learn about translation and translation techniques.

This research is important even though some previous studies have discussed similar topics, but this research specifically discusses the use of learning media such as bilingual posters, which are different from ordinary posters because they are based on the theory of bilingual communication. Bilingual posters have both Indonesian and English language and there are several features that some ordinary posters do not have. This bilingual poster has a Spotify scan barcode feature where the song listed on the poster can be accessed and can help improve students' vocabulary mastery and listening skills. In addition, this learning media helps the effectiveness of learning English.

METHOD

The type of this research is classroom action research. The researcher uses 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. The researcher use classroom action research with the Kemmis and McTaggart model. This model consists of four stages, namely: planning, acting, observing, and reflecting.

At the planning stage, the 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

This research was conducted at SMP Negeri 2 Sewon, this school is located at Jl. Parangtritis KM. 6.5 Pandes hamlet, Pangunharjo, Sewon District, Bantul Regency, Yogyakarta Special Region 55188. This classroom action research was carried out in October - November 2023 at SMP N 2 Sewon. The research was conducted in the first semester of the 2023/2024 school year. The research subjects were taken based on purposive sampling. To choose the right subject, the researcher 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.

The data collection techniques used in this research are interviews, observations, tests, and documentation. Data collection in classroom action research can be in the form of data that can describe student activeness and 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 & Makassar, 2020).

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) state that the analysis consists of three flows of action that occur simultaneously, including data reduction, data presentation or data display, and conclusion drawing/verification. Data collection using tests can be described in the form of tables and measurements. 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 & Fadhli, 2018) :

(1) Mean Formula

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

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.

(2) Class Percentage Formula

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

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) :

(3) Percentage of Students' Improvement Formula

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{y_2 - y}{y} \times 100\%$$

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:

(4) Percentage Value Sought Formula

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

Table 1 Teacher activity criteria

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

RESULTS AND DISCUSSION

Results

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

The following are some results of the technique analysis on the song "Count on Me and History" :

Table 2 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%

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

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. 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.

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

In classroom action research, the researcher conducted tests on students to find out students' understanding of vocabulary mastery and listening skills. Furthermore, the following are the results of the test scores of students in class VII D SMP N 2 Sewon.

Table 3 Students score results

NO	NAME	KKM	SCORE		
			Pre Test	Post Test I	Post Test II
1.	APB	75	56	68	84
2.	ANV	75	64	84	88
3.	AIK	75	28	64	84
4.	ADA	75	44	96	96
5.	AKOP	75	36	76	84
6.	ABP	75	44	76	88
7.	AAM	75	24	72	84
8.	AFA	75	36	76	88
9.	BNR	75	88	60	88
10.	BNZ	75	84	64	92
11.	BVA	75	60	92	92
12.	DPS	75	88	76	84
13.	FSP	75	20	88	80
14.	MRG	75	24	60	60
15.	MA	75	12	56	84
16.	MAM	75	40	92	92
17.	MMM	75	52	68	80
18.	NAA	75	48	72	88
19.	NOAS	75	36	48	64
20.	NFD	75	52	68	92
21.	NAF	75	88	92	96
22.	POS	75	20	64	76
23.	PCP	75	60	60	84
24.	RAA	75	60	76	92
25.	RAAZ	75	32	72	76
26.	RDA	75	64	68	84
27.	RNRS	75	32	56	64
28.	RAP	75	16	24	64
29.	RMA	75	28	68	76
30.	SAP	75	88	96	96
31.	VVJL	75	80	88	96
32.	YSRP	75	16	32	56
Students that reached the KKM			6	13	27

After conducting the classroom action research, the researcher also interviewed to find out the response to the bilingual poster that had been applied in the classroom learning process. 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 :

Question 1 : What do you think about the use of bilingual poster media in the process of vocabulary learning and listening learning in class?

S1 : Mudah dipahami dan seru si

S2 : Bisa cepat masuk dan bisa menginspirasi untuk belajar juga

Question 2 : Does using bilingual posters improve your vocabulary and listening skills? Can you tell the reason for this ?

- S1 : Heem bisa, alasannya seru jadi bisa cepat masuk
 S2 : Bisa, Sedikit-demi sedikit , karena kita sering belajar jadi bisa meningkat

Question 3 : Do you enjoy learning vocabulary and listening using bilingual posters?

- S1 : Menyenangkan kok
 S2 : Senang, karena seru aja bisa bermain sambil belajar

Question 4 : Have you experienced any obstacles or difficulties in the learning process using bilingual posters? Can you tell the reason for this?

- S1 : Kalau kesulitan itu pasti ada ya
 S2 : Sedikit sih

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 the "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 4 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.

Based on the results of student tests from the 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 5 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.

In addition, this discussion can be expanded by relating some of the findings of studies using similar media. 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-Ikhlas 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. Considering the similar findings of previous research,

this study has strengthened the argument that the use of learning media in the form of posters can help build a stronger academic context. One of which can enhance students' English language skills.

CONCLUSION

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: 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 explication 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%.

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.

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