KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA
Nomor : 153/SK/FKIP-UPY/XII/2023

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

DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA

Menimbang	:	1.	Bahwa dalam rangka memperlancar pelaksanaan ujian skripsi mahasiswa pada Semester Gasal Tahun Akademik 2023/2024 perlu menunjuk dan mengangkat Dosen Pembimbing Skripsi di lingkungan Universitas PGRI Yogyakarta.
		2.	Bahwa sehubungan dengan hal tersebut di atas perlu diterbitkan Surat Keputusan Pengangkatan Dosen Pembimbing Skripsi Semester Gasal Tahun Akademik 2023/2024.
Mengingat	:	1.	Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi
		2.	Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
		3.	Buku Pedoman Akademik UPY Tahun Akademik 2023/2024
		4.	Statuta Universitas PGRI Yogyakarta
		5.	Usulan Ketua Prodi PBI

MEMUTUSKAN

Menetapkan	:	Pengangkatan Dosen Pembimbing Skripsi Semester Gasal Tahun Akademik 2023/2024 di lingkungan Universitas PGRI Yogyakarta
Pertama	:	Mengangkat dan menetapkan susunan Dosen Pembimbing Skripsi di lingkungan FKIP dengen perincian tercantum pada lampiran.
Kedua	:	Menugaskan kepada para Dosen Pembimbing Skripsi untuk mengevaluasi, memberikan masukan perbaikan dan memberi penilaian pada skripsi mahasiswa.
Ketiga	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa segala sesuatunya akan ditinjau kembali apabila terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Yogyakarta
Pada tanggal : 4 Desember 2023
Dekan

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Tembusan:
1. Wakil Dekan I FKIP
2. Ketua Program Studi PBI
3. Dosen yang bersangkutan

Lampiran:
KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA
Nomor : 153/SK/FKIP-UPY/XII/2023

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RESEARCH PROPOSAL

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

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS PGRI YOGYAKARTA

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CHAPTER I

INTRODUCTION

A. Background of the Research

Learning media is a tool or method which 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 with the intention of providing 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 using 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 students' 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 to 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 with the aim of knowing 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 characters because class VII D itself is a special sports class. The character of students in class VIID is very diverse, starting from those who are quiet and there are those who are slow in learning. Based on initial observations, 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 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, I 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 "Count on Me" and "History".

1. Translation techniques used in the song "Count on me".

Example :

ST : I'll be the light to guide you

TT : Aku kan / menjadi / cahaya / yang menuntun / mu

          EE   EE   EE   EE   EE

From the example data, the translation technique used is 5 Established equivalents.

2. The translation technique used in the song "History".

Example :

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 learning for the first time in junior high school.

3. The character of students is diverse because the class is a special sports class so that 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. Examine the use of bilingual posters in improving students' vocabulary mastery and listening skills.

2. Categorize the translation techniques used in translating the songs "count on me" and "history".

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 songs 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. Paradigma

The researcher have a hypothesis that the problems experienced by students in learning English vocabulary and listening are that students often have difficulty memorizing vocabulary and pronunciation it can affect students' listening skills. Low student concentration in the learning process. In addition, they also lack mastery of English and there is also no use of learning media in the teaching and learning process in the classroom. So the solution offered by researcher is to use bilingual poster media to be used in the classroom learning process that focuses on vocabulary mastery and students' listening skills.

G. 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 to 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 Housten (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 which 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 of course, 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 Griffee (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 of course song lyrics. Song lyrics provide a transcript of a song with song lyric can also provide more detailed information or description of a song. In addition, song lyrics can usually describe feelings such as happy, sad or angry. 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 as a media or 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 that 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 and can build student motivation in practicing listening and can increase student interest in practicing listening (Luh and Yuliarini 2022). Based on the explanatio, 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. Vocabulary

Vocabulary is one aspect of language that must be mastered by language learners. Vocabulary is the main aspect to understand a language. By mastering a lot of good and correct vocabulary, it 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 which 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 that 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.

4. Listening

Listening is essential to learning a language. Listening skill is 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 as 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 something that is important to learn in language learning because listening can support the communication process in the learning process which usually requires the listener to provide a response.

5. 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). This is in line with Newmark that translation is the transfer of meaning from a source language text to another language or target language through the intention of the author who owns the text.

According 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 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 in which grammar, vocabulary, and collocation must be following the requirements of the target language.

6. Translation technique

According to Molina and Albir (2022), 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. For direct borrowing without any changes, it can be called pure borrowing, while in naturalized borrowing the word or expression will be naturized according to the phonetic and morphological system in the target language.

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

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 so that the target language reader can capture the meaning of the cultural elements in accordance with the cultural elements in the target language.

4) Generalization

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.

5) Description

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

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.

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.

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. This technique is the opposite of the reduction translation technique.

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.

10) Compensation

A 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.

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.

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.

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.

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.

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

16) Substitution

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

17) Transposition

This transpostion technique is a translation technique used to change the grammar of the language.

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.

7. 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 and 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. There are several CAR models that are often used in education. In this study, researcher used Kemmis and Mc Taggart's model. This model is described as a spiral shape of each cycle. Based on Kemmis and Mc Taggart that this model consists of four stages, namely: planning, acting, observing, and reflecting (Kemmis, S., & McTaggart n.d.)

B. Literature Review

1. Previous study

There are several previous studies that 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 on 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 Lampung language in eighth grade students of Mts N 2 Bandar Lampung. The result of the study was that there was a significant effect in the use of poster media on students' speaking ability in Lampung language.

The difference in 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 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.
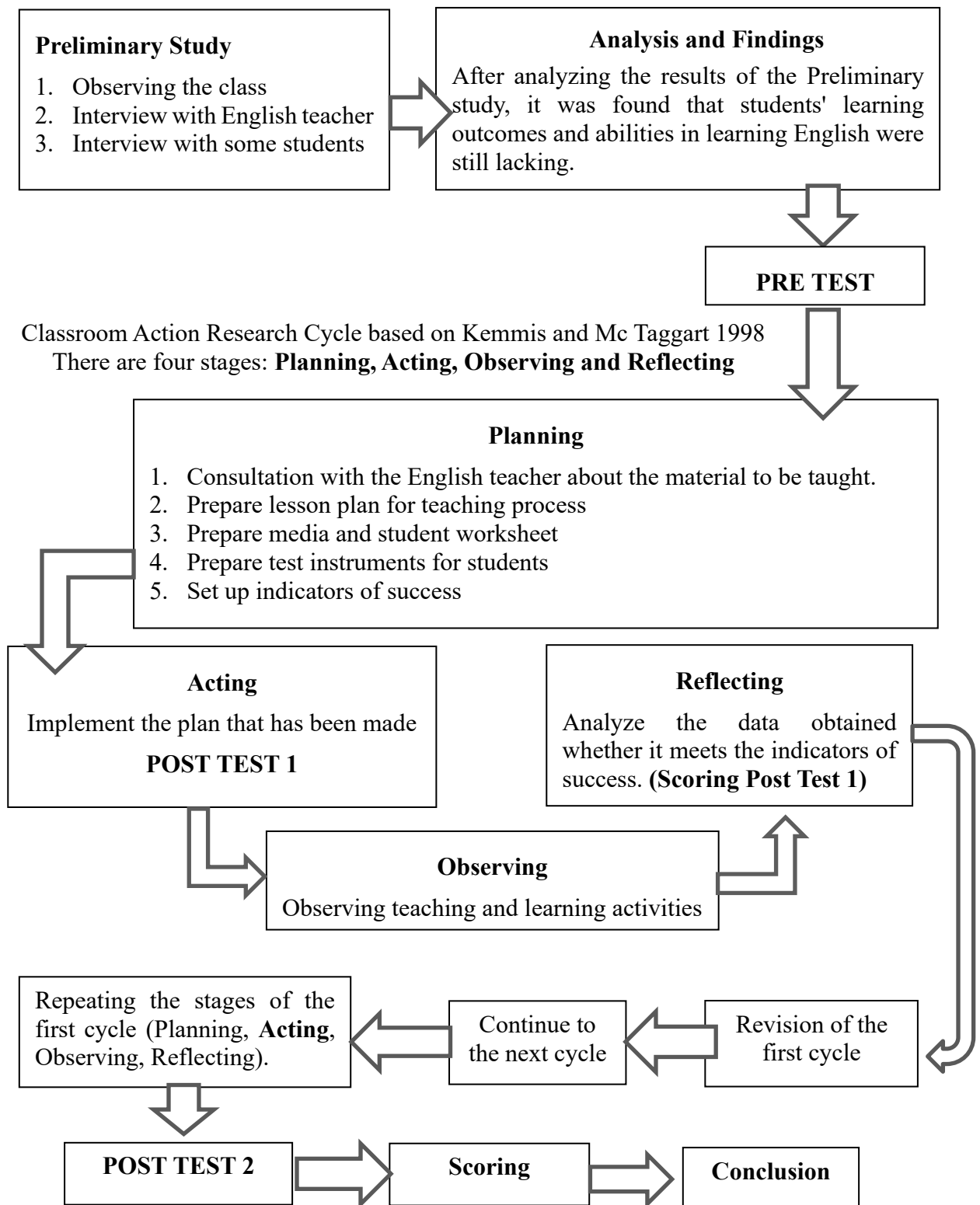
C. Thinking Framework

Preliminary Study

1. Observing the class
2. Interview with English teacher
3. Interview with some students

Analysis and Findings

After analyzing the results of the Preliminary study, it was found that students' learning outcomes and abilities in learning English were still lacking.

PRE TEST

Classroom Action Research Cycle based on Kemmis and Mc Taggart 1998
There are four stages: **Planning, Acting, Observing and Reflecting**

Planning

1. Consultation with the English teacher about the material to be taught.
2. Prepare lesson plan for teaching process
3. Prepare media and student worksheet
4. Prepare test instruments for students
5. Set up indicators of success

Acting

Implement the plan that has been made
POST TEST 1

Reflecting

Analyze the data obtained whether it meets the indicators of success. **(Scoring Post Test 1)**

Observing

Observing teaching and learning activities

Repeating the stages of the first cycle (Planning, **Acting**, Observing, Reflecting).

Continue to the next cycle

Revision of the first cycle

POST TEST 2

Scoring

Conclusion

.

Figure. Thinking Framework

Based on the framework above, before conducting classroom action research, researcher conducted a preliminary study in the form of class observations, student interviews and teacher interviews before conducting classroom action research. 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 students' 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 pretest to measure the extent of students' abilities in learning English, especially in vocabulary mastery and listening skills.

In this study, 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 plan that has been made and also conduct post test 1. During the acting stage, teaching and learning activities were observed. The results of post test 1 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 posttest 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 acquisition 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 Mc Taggart model. This model consists of four stages, namely: planning, acting, observing, and reflecting. The four stages can be described as a spiral classroom :
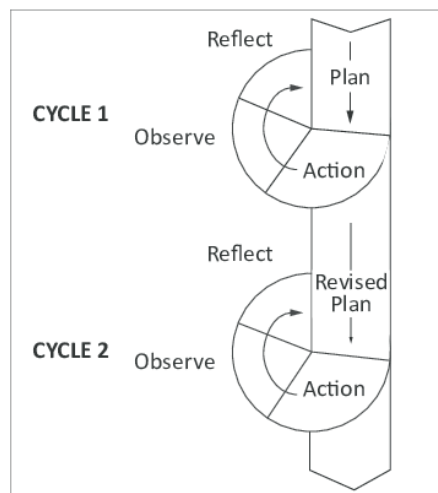
Figure 1.2: Classroom Action Research Cycle based on Kemmis and Mc Taggart 1998 (Oktafiani and Husnussalam 2021)

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, student activity 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, researcher need approximately 4 weeks to conduct classroom action research.

3. Observing

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

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.

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. Observation results are obtained based on the reality that occurs in the classroom.

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 as 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 are 16 students who will be interviewed about the bilingual poster media that has been applied in learning in class VIID. The interviewer asked several questions related to the researcherr's research. The interviewer carefully and carefully listened to what the respondents had said and also noted important

points relevant to this research. So that researcher get ideas, responses, perceptions, 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: In this research using 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 final 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 by displaying data in a concise form such as using graphs, charts, matrices, and networks arranged in an organized manner, it can make it easier for data analysis and easily see what is happening and can 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. 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.

	Description :
$$P = \frac{F}{N} \text{ X } 100\%$$	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. For the formula used as follows (Meltzer 2002) :

	Description :
$$P = \frac{y1 - y}{y} \text{ X } 100\%$$	P : Percentage of students' improvement y : pre-test y1 : post-test 1
$$P = \frac{y2 - y}{y} \text{ X } 100\%$$	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. Researcher used the formula from (Purwanto 2010 cited in Sriwanto 2015) following the formula used :

	Description :
$$S = \frac{R}{N} X\ 100\%$$	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 with 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.

H. Place and Time of the Research

1. Research Setting

This research was conducted at SMP Negeri 2 Sewon, this school is located at Jl. Parangtritis KM. 6.5 Pandes hamlet, Pangungharjo, Sewon District, Bantul Regency, Yogyakarta Special Region 55188.

2. Time of the Research

This classroom action research will be conducted in February - March 2024 at SMP N 2 Sewon. The research will be carried out in the second semester of the 2023/2024 school year. For more detailed explanation of the schedule of research activities can be seen below :

Table. 1.1 Schedule of Research Activities

Activities	Week/month															
	2023				**2024**											
	November				February				March				April			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Pre - Observation	■															
Pre - Interview		■														
CAR Preparation 1. Consultation with English teacher 2. Preparing research instruments					■	■	■	■								
Implementation of cycle I 1. Planning 2. Acting 3. Observing 4. Reflecting									■	■						
Implementation											■	■				

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of cycle II 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. And 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.

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