THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING ABILITY ON TENTH GRADE OF SMAN 13 SAMARINDA

THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF TEACHING TRAINING AND EDUCATION

UNIVERISTAS MUHAMMADIYAH KALIMANTAN TIMUR

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THESIS

Presented to

Universitas Muhammadiyah Kalimantan Timur

In partial fulfillment of the requirements

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BY

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ENGLISH LANGUAGE EDUCATION PROGRAM
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UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR
2022

LEMBAR PERSETUJUAN

Skripsi yang berjudul

**THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING
ABILITY ON TENTH GRADE OF SMAN 13 SAMARINDA**

Diajukan oleh Farra Indah Wulansari, NIM. 1811102421010

Program Studi Pendidikan Bahasa Inggris S-1

Universitas Muhammadiyah Kalimantan Timur

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THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING ABILITY
ON TENTH GRADE OF SMAN 13 SAMARINDA

Skripsi ini diajukan oleh: Farra Indah Wulansari, NIM. 1811102421010,

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Dengan ini menyatakan bahwa karya ini adalah hasil kerja saya sendiri kecuali

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ABSTRACT

Wulansari, Farra Indah. 2018. *The Use of English Songs to Improve Students' Speaking Ability on Tenth Grade of SMAN 13 Samarinda*. Thesis. English Language Education Program, Universitas Muhammadiyah Kalimantan Timur. Advisor: Sunarti, M.Pd.

The purpose of this study was to determine whether the use of English songs could improve students' speaking skills at SMAN 13 Samarinda. The subject of this research was class X IPS 1 consisting of 15 students representing various abilities that was used as samples of this study. This research was carried out in 6 meetings which included pre-test, treatment, and post-test. Based on the data analysis, the students' speaking ability increased in each test. In the first test, the students' average score was 58.13. Then on the second test the average score of students was 78.40. From the results of the analysis, the significance value is 0.00 < 0.05, which means the songs significally improves students' speaking ability.

Keyword: *English Song, Speaking Ability, SMAN 13 Samarinda*

ABSTRAK

Wulansari, Farra Indah. 2018. *Penggunaan Lagu Bahasa Inggris untuk Meningkatkan Kemampuan Berbicara Siswa Kelas X SMA 13 Samarinda.* Tesis. Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Kalimantan Timur. Pembimbing: Sunarti, M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan lagu bahasa inggris dapat meningkatkan kemampuan berbicara siswa di SMAN 13 Samarinda. Subjek penelitian ini adalah siswa kelas X IPS 1 yang terdiri dari 15 siswa yang mewakili kemampuan yang bervariasi yang dijadikan sampel penelitian ini. Penelitain ini dilaksanakan dalam 6 kali pertemuan yang meliputi, pre test, perlakuan, dan post test. Berdasarkan analisis data kemampuan berbicara siswa meningkat pada setiap test. Pada test pertama, nilai rata-rata siswa adalah 58,13. Kemudian pada test kedua nilai rata-rata siswa 78,40. Dari hasil analisis, nilai signifikasnsi adalah $0.00 < 0.05$ yang artinya media lagu meningkatkan kemampuan berbicara siswa.

Keyword: *Lagu Bahasa Inggris, Kemampuan Berbicara, SMAN 13 Samarinda*

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The deepest gratitude is expressed to the people who always helps the writer in accomplishing her thesis by spending their precious time in giving the guidance, encouragement, suggestions and comments until this thesis has been completed, they are:

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2. Khusnul Khatimah, M.Pd as the Head of English Language Education Study Program.

3. Sunarti, M.Pd as advisor.

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Farra Indah Wulansari

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CHAPTER I

INTRODUCTION

This chapter is deals with the background of the study, the problems of the study, the objectives of the study, the scope and limitation of the study, and the significance of the study.

1.1. Background of the Study

Language is necessary for social interaction because it appears to have played a significant role in our life as communication. Without language, humans will not be able to convey the goals and intentions to be conveyed clearly. Language as a tool of communication has an important role to reveal an intention of someone else. People will be able to express their thoughts and feelings through communication. According to (Siahaan, 2008), language is one of the human legacy that assumes a significant part in human existence itself, like reasoning, conveying thoughts, and speaking with others. *"Language is a remarkable human legacy that assumes the vital part in human's existence, like in thinking, imparting thoughts, and haggling with the others"*.

In order to master four language skills, one important aspect of language to focus on is speaking. In the English subject, there are four skills that must be learned: Reading, Listening, Writing and Speaking. Speaking itself must also be mastered by students so that they can become good speakers.

To be able to learn English easily, songs might be a good medium for helping students improve their speaking abilities and improve their speaking skills.

Songs can be utilized in an assortment of learning exercises, such as creating a warmer atmosphere, providing filler between activities, concluding activities, introducing new languages, practicing languages, improving languages, changing the mood, attracting attention, and channeling extra student energy, etc (Brewster, 2002). Songs are a great "tool" for helping students learn English, and it is believed that songs can motivate students while they are learning English. Songs are also important for learning English because they help students become more sensitive to sounds. The class can also be made more interesting and lively by songs.

Furthermore, media such as songs have a very significant role to motivate the student to learn speaking and to make the atmosphere of interest in learning more interesting as stated by Lo & Li in Al-efeshat & Baniabdelrahman (2020), songs play a significant role in developing learners' skills: reading, writing, speaking and listening, pronunciation, rhythm, synchronic linguistics, and vocabulary. They will feel something new and different from what they usually get in their class. The writer hopes that by using English songs the students will become more active as participants and more confident in expressing their feelings. By transforming instructional materials into song lyrics that students can then

sing, songs can be used to teach. It is thought that the song media is effective enough to make learning less stressful and more enjoyable. Learning exercises completed by singing (learning while at the same time singing) will make understudies not effortlessly exhausted and sluggish. Students are thought to be more interested in learning, eager to pay attention, and willing to participate actively in the process.

The above reasons motivated the writer to carry out a research concerning English song in speaking ability under the title of research: "THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING ABILITY ON TENTH GRADE OF SMAN 13 SAMARINDA".

1.2. The Problems of the Study

The formulations of the problems of the study were shown below:

1. Does the use of songs significantly improve students' speaking ability on tenth grade at SMAN 13 Samarinda?

2. To what extend does the use of English songs improve students' speaking ability?

1.3. The Objective of the Study

In connect on the problem above, the writer formulated the objectives of the study as follows:

1. To investigate whether the use of songs significantly improve students' speaking ability on tenth grade at SMAN 13 Samarinda.

2. To investigate to what extend the use of English songs improves students' speaking ability.

1.4. The Scope of the Study

In this study, the writer limited problems on students' speaking skills. In order to overcome the problems, the writer would like to concentrate on improving the Speaking Ability by utilizing English songs as one alternative learning medium to enhance students' tenth grade speaking skills at SMAN 13 Samarinda.

1.5. The Significance of the Study

The significance of the study are follows:

1. For the students, the method is expected to help students learn speaking in easy and fun way.

2. For teachers might have more involvement with managing issue connected with the instructing and growing experiences and furthermore tracking downl the answer for futher develop educating capacity. This can likewise be one of the references and contributions for the instructing and educational experiences.

3. For writer, findings provide the researcher with valuable experience in conducting action research related to problem-solving capacity.

4. For other writers in the same topic, this research hopefully can be an input to their research.

5. For school, it can be used as a reference for the future research and also as a picture of the successful teaching and learning method in improving the students' speaking ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

Concerning the idea of this research, this chapter discusses some theories and definitions that support this study. It is necessary to give some theories that support the topics, as follows:

2.1. Theoretical Framework

The theoretical framework is presented to provide some clearer concepts in this study, which uses songs and to increase students' interest in learning English speaking. To support this idea, the authors present related previous studies, literature review, conceptual framework, and hypotheses, to help the authors design this research.

There are ton justifications for why melodies are perfect for talking practice. It has a lot to offer in terms of teaching speaking. Students can enjoy the process of learning and teaching through listening to songs because songs can add feelings and rhythm to language practice that may be flat. Using English songs as teaching media is a good way to help teachers teach speaking skills more easily because students listen to native speakers directly. According to Paul (2006) states that "They (songs) also help children remember things more easily and draw children deeper into a lesson. Students will enjoy the teaching and learning process because they can learn using the media they like, and songs can encourage students to pay attention to the material".

2.1.1 Definition of Speaking

Speaking is a person's ability to speak words to express, state, and convey ideas and feelings orally to others. Human beings communicate with each other using a language orally, although they use a very limited knowledge of language and before human beings master written skill, primarily they communicate or interact with each other in oral. In the field of English, speaking is one of the fundamental skills that must be mastered. apart from listening, reading and writing skills. According to Brown (1983) state that speaking was to express the need-request, information, service, etc. The speakers say words to listener not only to express what in their mind but also to express what they needs. Most people might spend of their everyday life in communicating to others. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings. According to Mead (1985) speaking is a collaborative activity in which a person alternates between being the speaker and the listener. It involves both verbal and nonverbal communication. According to Lawtie (2007) expressed that talking is key to human correspondence. According to Chaney (1998) gives the definition of speaking as the process of creating and communicating meaning in a variety of settings through the use of verbal and nonverbal symbols.

It is clear from the above description that speaking ability is related to communication. Speaking is the capacity to utilize language appropriately to convey one's thoughts, ideas, or feelings to others in order to obtain or impart knowledge from those who communicate.

2.1.2 The Purposes of Speaking

The primary function of speaking is communication. Speaking is an essential means of communicating with others. This is why speaking is a very important tool for communicating in our daily lives, whether it is as a social tool or professional tool. Basically, speaking has three important aims, there are:

a. To notify

To notify means that the speaker wants to share ideas, information, feelings, or a decision with the listeners and impart knowledge for a specific purpose. (Tarigan, 2008). So through speaking we can provide information or an idea to the listeners so that the listeners get clear information.

b. To comfort

To entertain, the speaker wants to make the listener happy with the materials they choose based on their value as entertainment. (Tarigan, 2008). In this case, when speaker wants to be noticed by the listener, they make jokes so that their conversation becomes more interesting and not boring.

c. To persuade

To persuade means the speaker wants tries to confirm the listener to do something in certain activity (Tarigan, 2008).

2.1.3 Speaking Types

Brown (2004) classifies some types of speaking performance:

a. Imitative

The ability to simply parrot back (imitate) a word, phrase, or possibly a sentence is at the end of the range of types of speaking performance. Even though oral production at this level is strictly phonetic, the criterion performance can be used to make inferences about various prosodic, lexical, and syntactic properties of language.

b. Extensive

A second sort of talking much of the time utilized in evaluation settings is the creation of short stretches of oral language intended to show capability in a restricted band of linguistic, phrasal, lexical of phonological relationship (like prosodic component sound, stress, beat, point). Coordinated reaction errands, perusing out loud, sentence and discourse consummation restricted 25 picture-prompted undertakings, and basic successions and connections up to the straightforward sentence level are instances of broad appraisal assignments.

c. Responsive

Responsive term included cooperation and test understanding yet at the to some degree restricted degree of exceptionally short discussions, standard good tidings and a casual chitchat, basic solicitation and remarks and so forth.

2.1.4   The Aspects of Speaking

In speaking skill there are four aspects that must be mastered by speakers, without completing these aspects it will reduce the quality of speakers to become good speakers. These four aspects include the following:

1. Grammar

   The first aspects in speaking skill are the grammar of the sentence that will be uttered. In English, grammar is a rule about how to structure sentences so that they are appropriate and polite. The correct usage of tenses and parts of speech is crucial to note in the aspects of speaking skills section of the grammar section. Speakers should be able to use a variety of tenses when discussing the past, the present, or the future.

2. Fluency

   The next thing that needs to be evaluated is your fluency because it will help you speak. This includes how the speakers get their words out without any problem such as stuttering, taking too long to think about the words to say, etc.

3. Pronunciation

Pronunciation is one of the next aspects that are important in speaking. Without a clear pronunciation, the meaning of the resulting sentence will not be understood by anyone.

4. Vocabulary

Vocabulary is a collection of words in English that can be mastered. The more vocabulary mastered, the more better. By knowing a lot of vocabulary, it will be more straightforward for somebody to get thoughts or data from others.

2.2. Previous Related Study

Before the writer conducted this research, the writer first looked for similar research. To find out if there are similar studies, the writer finally took some reviews from the following similar studies:

The first is in (Sagita, 2020) research journal. This study's objective was to collect empirical data regarding the impact of song on students' speaking ability at SMP Negeri 1 Mila, Pidie's second-year students. The research in this journal targets class VIII SMP Negeri 1 Mila with a total of 22 students which are divided into 2 classes, VIII. The writer asked students to sing during the pre- and post-tests. In the control class, the consequence of pretest score was 1,285. The score on the posttest was 1,462. 182 was the gain between the pre- and posttests. The pretest score in the experimental class was 1,190. The score on the posttest was 1,608. Pretest and posttest gains totaled 418. Students whose speaking skills were taught through the use of English songs had significantly different outcomes,

according to the findings of this study. As a result, the author believes that using English songs to teach speaking was effective.

The next study taken from Wahyuni (2018) journal research. The study's objective was to make use of English songs to teach speaking to students in the English Department at STKIP Bina Bangsa Getsempena Banda Aceh. This study was kind of like an experiment. The point of the review was to figure out understudies' improvement in ability to talk by utilizing English melodies. The entire class of 2015/2016 students in the English Department at STKIP Bina Bangsa Getsempena Banda Aceh served as the study's population. The sample consisted of 35 students from the English Department in their second semester. Students take a speaking test to capture the necessary data. The t-test was used to analyze the data. The study revealed that the t-score was 7,25, with a critical value of 34 at the level of significance of 0,05 for the degree of freedom. The calculation resulted in a score of 7,25, which was higher than t-table 2,14. As a result, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted, indicating that students' speaking skills could be enhanced by listening to English songs.

2.2.1. English Song

2.2.2 Definition of Song

Song is the art of making tone or sound. Usually, musicians play instruments to make rhythmic music. A variety of rhythmic tones or sounds are also known as songs. Songs can usually be sung alone (solo), in

twos (duo), threes (trio) or in groups (choir). According to Homby (1995) A song is a piece of music performed with words. Song also combines culture, vocabulary, listening, grammar, and a slew of other language skills into a few rhymes, making it a great way to learn a language. On a hot, dull day, songs can also serve as a calming lesson.. They can likewise shape reason for some illustrations. Almost everyone likes songs, there is no age limit. Our daily life is almost never separated from the song. Songs seem to have become a part of our lives. The meanings and melodies that are sometimes contained in the song usually often present what we are feeling and make the listener relax. That is why songs can be used as a good tool that can be used in lesson, songs are considered effective enough to make learning easier and more fun because learning activities are carried out by singing (learning while singing) so that students will not feel bored and sleepy. However, students are expected to be more interested, enthusiastic about paying attention to learning, and dare to be active during the process of learning.

2.2.3 The Advantage Teaching English by Using Song

Song is an important tool for teaching English to students. More specifically, it is thought that songs can inspire students to learn English. According to Brewster (2002), the advantages of song are as follows:

1. Song could be used as a means of teaching a new language.

2. Song can work on understudies' arculation.

3. Song may be able to help students become more motivated to speak.

4. Students' memories can be strengthened by song.

Songs are a great way to teach English, they make students more sensitive to sounds. Learning a language is simply learning the various sounds that have particular meanings. The class can also be made more interesting and lively by songs.

2.2.4   Teaching Procedure Using Songs

According to Fitrya (2020) that the procedure to using song in classroom is:

1. Set the stage.

2. Once to familiarize students with the song.

3. Sing the song once time to acquaint understudies with it.

4. Practice your pronunciation, including stress, rhythm, and innation.

5. Encourage students to participate by miming or performing actions.

6. Several times, play the song.

7. Welcome understudies to determine what's going on with the song in student's language.

8. Sing the song to the class as a whole.

In this study, song use as a form of media to aid in learning is adjusted to the teacher's lesson plan, this is useful so that the learning process continues to run according to the lesson plan without changing it. So when using songs as a media aid in the learning process, songs must be in

accordance with the topic of learning in class. So that the use of songs can help teachers in teaching in a fun way, there have been several studies that discuss the use of songs in teaching speaking. Therefore, writer use songs to increase students' interest in learning speaking skill.

2.3. Conceptual Framework

The conceptual framework of the research will be explained in this research, as shown in Figure 2.1

Figure 2.1 Conceptual Framework
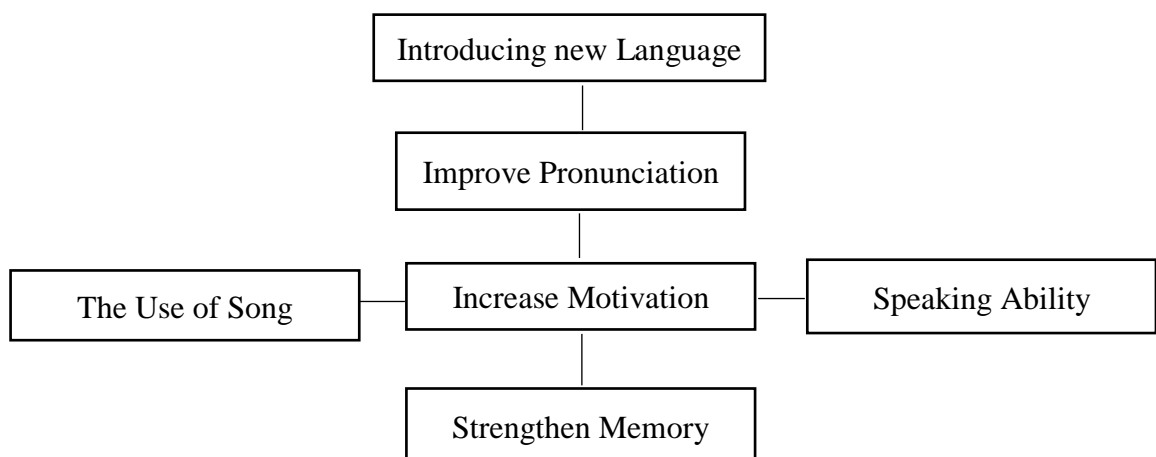
2.4. Hypothesis

The hypothesis in this study can be stated as follows:

Null Hypotheses (H_o) : The use of songs does not significantly improve students' speaking ability on tenth grade of SMAN 13 Samarinda.

Alternative Hypotheses (H_a) : The use of songs significantly improves students' speaking ability on tenth grade of SMAN 13 Samarinda.

CHAPTER III

RESEARCH METHODOLOGY

The research design, population and sample, research instruments, reliability and validity instruments, data collection technique, and data analysis technique are all components of the study's research methodology.

3.1. Research Design

In this study, the experimental research method was concluded to examine the effect of the use of English songs on the speaking ability of the tenth grade of SMAN 13 Samarinda. The researcher used a one-group pretest-posttest type (initial test-single group final test) pre-experimental design for this quantitative study. One group pretest-posttest design, according to Arikunto (2010), is a type of research that gives participants a first test (pretest) before they receive treatment. following the administration of treatment and a final test (posttest).

Consequently, the aftereffects of the treatment could be known all the more precisely in light of the fact that it could contrast and the circumstance prior to being given treatment. This design is used according to the goals, which are to determine the students' speaking ability before and after treatment.

There was only one determined group in this pretest-posttest design with one group. The test was done twice in this design: one was called the pre-test before treatment, and the other was called the post-test after

treatment. The research pattern of the one group pretest-posttest design method according to Sugiyono (2013) is as follows:

$$O_1 \text{ X } O_2$$

Explanation   : O_1 = Pretest score (Before treatment)

                : X   = Use English songs

                : O_2 = Posttest score (After treatment)

The test was conducted twice in this design—before and after the experimental treatment. Pretests are tests that are done before getting treatment. The experimental class (O_1) took the pretest. In the final stage, the writer administers the post-test (O_2) after the pre-test in the form of a song to the students (X).

3.2. Population and Sample

1. Population

The populations of the research are whole of class X SMAN 13 Samarinda. In total, the number of populations in this study is 214 students, in which 35 students are from IPS 1, 36 students from IPS 2, 35 students from IPS 3, 36 students from IPA 1, 37 students from IPA 2, 35 students from IPA 3.

2. Sample

Because the number of students in each class is nearly identical, a random sampling method was used to select the sample for this study. The

researcher wrote the names of six classes from class ten on a piece of paper, put the paper in a bottle, and then picked it at random. As a result, the researcher made the decision to choose participants for this study based on the selected papers. As a result, the participants of this study were class X IPS 1. The number of samples has taken as many as 15 students representing various abilities that were sampled in this study.

3.3. Research Instruments

A speaking test was the instrument used in this study. The writer used an oral test for both the pre- and post-data collection. Before being used in this study, the writer validated and verified the test's reliability and validity. While applying the test, the understudy was tried to do their talking by responding to certain inquiries from the essayist. The writer instructed each student individually to stand in front of the class and sit in front of the writer's desk. Then, the writer was gave 2 questions that the student must answer orally.

3.4. Reliability and Validity of Instruments

3.4.1 Validity

The writer used the test as an instrument during this research. The test was utilized to gauge understudies' capacities in the wake of being given treatment. Writer conducted a validity test to find out whether the test was correct or fault. In this study, the writer analyzed the test of content validity to measure whether the test had good validity or not. This kind of validity can be done by comparing the contents of the instrument with the

material that has been taught. The content or structure of the test must be relevant to the purpose of the test.

Table 3.1 Result of Validity Calculation

No. Item	r count	r table	Criteria
1	0.953	0.361	VALID
2	0.317	0.361	INVALID
3	0.948	0.361	VALID
4	0.187	0.361	INVALID

After the question validation test was conducted, of the 4 questions made by the researcher, questions number 1 & 3 are declared valid, while questions 2 & 4 are declared invalid.

3.4.2 Reliability

Reliability is the consistency in which a test yields the same result in measuring what is measured. In this connection, Anderson in Arikunto (2009) confirms that reliable measure is one that provides consistent and stable indication of the characteristics being investigated.

Table 3.2 Reliability Statistics

Reability Test	
Score Cronbach's Alpha	**Conclusion**
0,61	**Reliable**

Cronbach's alpha, as shown in the table above, is 0.61 for reliability. Cronbach's alpha value can be interpreted as follows, according to triton in Faizah (2014):

Table 3.3 Interpretation of Cronbach's Alpha Based on Triton

Cronbach's alpha	Interpretation
0,00-0,20	Less reliable
0,21-0,40	Rather reliable
0,41-0,60	Quite reliable
0,61-0,80	Reliable
0,81-1,00	Very reliable

Based on the table above, it can be concluded that the instrument is reliable. This study was included in the reliable category because the value fell between 0.61-0.80.

3.5. Technique of Data Collection

Data collection methods are related to how writer gets data. This research data is obtained by:

1. The writer determined the research sample.

2. The writer gave a speaking test at first meeting which aimed to find out how well the students' speaking skills are before being taught using song.

3. The writer gave a pretest to determine the baseline score.

4. The writer gave a treatment/experiment.

5. Then the test is recorded and scored following the criteria adapted.

By comparing the results of the pre-test and the post-test, the data were analyzed using statistical tests. If the post-test result is higher, the treatment is effective; however, if the pre-test value is higher than the post-test value, the treatment is ineffective.

3.6. Technique of Data Analysis

The writer employed quantitative data analysis in this study. It utilizes the measurable technique. This method is used to determine the significant difference in score between instruction using English song before and after. The T-test formula according to Sudijono in Ismatul Faizah (2014).

$$t = \frac{P_1 - P_2}{SE_{P1-P2}}$$

t_o = t-score/ t statistic

P_1 = Score of posttest

P_2 = Score of Pretest

SE_{P1-P2} = Standard error of score of difference

Then the test is recorded and scored following the criteria adapted from Brown H.D., 2004

Table 3.4 Scoring Rubric of Speaking

Aspects	Score	Description
Pronunciation	7	The student has good pronunciation
	6	A few words are mispronounced by the student.
	5	Some words are mispronounced by the student.
	4	The understudy elocution is difficult to comprehend
	3	It is possible to comprehend the pronunciation of the student.
Vocabulary	6	The understudy utilizes different vocabulary
	5	The student misuses a word.
	4	The student incorporates both English and Bahasa vocabulary.
	3	The student uses Bahasa

	2	The student either speaks Bahasa or does not.
Fluency	7	The student speaks fluently and confidently.
	6	The student speaks fluently with brief pauses.
	5	The student speaks sufficiently fluently with a few out of character hesitations.
	4	The understudy talk fluidly not sufficient, numerous unnatural wavering
	3	The understudy can't talk fluidly and utilize total expressions
Grammar	5	The understudy make not many or on the other hand (if any) syntactic mistake or word request
	4	The understudy makes not many linguistic mistakes however it doesn't change the significance
	3	The understudy makes incessant linguistic blunders
	2	The understudies' sentence structure and word request mistakes make cognizance troublesome
	1	The understudies' syntax and word request mistakes deliver the discourse garbled

Pronunciation, grammar, vocabulary, and fluency are the aspects of the speaking skill test that should be achieved, according to the scoring rubric mentioned earlier. There are four items in the analytical score. It will multiply with 4 to find the final score.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research in the field of study

4.1 Research Finding

4.1.1 Does the use of songs significantly improve students' speaking ability on tenth grade at SMAN 13 Samarinda?

To answer research question 1, the researcher conducted a t-test to see the difference in mean scores between pre-test and post-test. IBM SPSS 23 statistics were used to calculate the paired sample test. The results show that the respective scores between the pre-test and post-test are calculated into the t-test to test the null hypothesis. The results of the paired sample test are presented as follows:

Paired Samples Test

| | | | Paired Differences | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2- |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	tailed)
Pair 1	Posttest - Pretest	20.26667	9.25409	2.38939	25.39141	15.14193	8.516	14	.000

$$t_{Count} = \frac{P_1 - P_2}{SE_{P_1 - P_2}} = \frac{78.40 - 58.13}{2,38} = 8.516$$

It can be read that t_{Count} is 8.312. So, it can be concluded that $t_{Count} = 8.516$ is ($>$) than t_{Tabel} (2.144 at 5%) and Sig $= 0,00 < 0,05$ so H_0 rejected.

Therefore, the alternative hypothesis (H_a) states that there is a significant improve students' speaking ability on tenth grade of SMAN 13 Samarinda.

4.1.2 To what extend does the use of English songs improve students' speaking ability?

The researcher compared the descriptive statistics from the pre-test and the post-test in order to respond to question 2 of the research. The pre- and post-test mean scores and standard deviation results were compared to see how improvements were made after and before treatment.

The writer led a pre-test to quantify the understudies' ability to talk prior to being given treatment as a melody. The scores from the pre-test and the post-test were used to compile the information in this section. The data is displayed as follows:

Table 4.1 Students Pretest and Posttest Score

No	Test	Mean score
1	Pre – Test	58.13
2	Post – Test	78.40

From the results above, it can be seen that the average scores obtained by students are very different. The results of the post-test were higher than the pre-test. This is evidenced by the post-test mean score of 78.40 while the pre-test mean score is 58.13. It means that after being given treatment using skimming and scanning techniques, the students' scores increased.

4.2 Discussions

Based on data analysis, the t-count value is 8.516 and the t-table is 2.144. Because the t-count (8.516) is higher than the t-table (2.144), the null hypothesis is rejected, which means that there is a significant effect of using songs on students' speaking skills at SMA 13 Samarinda. This increment should be visible in the distinction in the mean scores of the pre-test and post-test. The pre-test's mean value was 58.13, and the post-test's mean score was 78.40. This means that there is an average difference of 20 points between the pretest and post-test scores.

The improvement was also proven during the speaking test by answering 2 questions that had been given. Before the treatment, students' answers did not follow the speaking aspect, resulting in low scores. Meanwhile, after being given treatment, researchers found an increase in students' speaking ability using songs.

While the results of the pre-test and post-test showed a fairly high average difference, where the average pre-test was 58.13 while the post-test average was 78.40. The students in the pre-test did not match the speaking aspect, resulting in a low score. In the meantime, the results of the post-test regarding the speaking portion were in line with where students' pronunciation, vocabulary, fluency and grammar got high scores.

On the other hand, the results of this study are also similar to the results of Sagita's research (2020) which conducted research on second grade students of SMP Negeri 1 Mila, Pidie. The outcomes showed that the methodology utilized

was to utilize tunes to work on talking abilities of grade 2 understudies of SMP Negeri 1 Mila. Pidie.

In addition, the findings of this study are also in line with Wahyuni (2018). The purpose of this study was to determine how songs affected speaking abilities. and this study used a quasi-experimental. This study's population consisted of all students enrolled in the English Department at STKIP Bina Bangsa Getsempena Banda Aceh during the 2015/2016 academic year. The sample consisted of 35 second-semester English Department students.

The two previous studies previously mentioned showed the same results but there were several different factors, namely other studies that used 2 groups, namely control and experiment, and other studies also used a quasi-experimental methodology. While this study only uses 1 group and the methodology used is pre-experimental design. In conclusion, the media song given to students during the treatment significantly improved the students' speaking ability.

CHAPTER V

CONCLUSION AND SUGESSTION

In this chapter, writer presents conclusion and suggestion of the study. The conclusion was made referring to result of research that has been done, while suggestions were given to improve the quality of teaching English, especially for speaking ability to students and also for further research.

4.1. Conclusion

The goal of this study was to see if English songs could help SMAN 13 Samarinda's tenth-grade students improve their speaking skills. This study used one sample which was given extensive treatment for six meetings. Before and after treatment, the students who were sampled sat down to be given a pre-test and post-test and the test results were used for statitiscal data analysis.

Based on the results in Chapter IV, it shows that the application of song media significantly improve students' speaking ability. This can be seen from the statistical data of pre-test and post-test of students who underwent treatment using the song method. Additionally, the fact that the t-count value (8.156) was higher than the t-table value (2.144) statistically demonstrates that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected In conclusion, this study found that SMAN 13 Samarinda students' speaking ability had significantly improved as a result of the use of songs. The improvement could be seen on the pronounciation, vocabulary, fluency and grammar.

4.2.   Suggestion

The following recommendations were made in accordance with the purpose, limitations, significance, and findings of the research:

1. For teacher

The English teachers are supposed to create speaking learning that the students' are interested in speaking class to improve their speaking ability. Additionally, they should employ a variety of teaching methods to enhance students' speaking abilities. English songs can be used by teachers to teach and learn because they have been shown to be effective at teaching students how to speak.

2. For students

When students learn to speak, they create a new atmosphere in the classroom by singing English songs. The students can practice singing and memorizing a variety of English songs by listening to them. Students' ability to speak can be affected by this method.

3. For the next writers

The researcher comes to the conclusion in this study that numerous flaws remain. Hence, for additional scholars, it is trusted that they can work on this exploration with a superior plan and various items to help the consequences of the review. In addition, future writers can use this study as a reference to conduct their research which is also related to the use of English songs to improve students' speaking ability.

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APPENDIX

Appendix 1. Instument of Pretest and Posttest

Construct

From the concept of speaking ability and theory, it can be concluded that speaking ability is related to communication. Speaking is a skill to use a language appropriately to express someone's opinions, ideas, or feelings in order to get or give information and knowledge from other people who do communication. From this summary, it can be stated that the indicators of learning Speaking are: (1) Students can pronounce well; (2) Student can uses various vocabulary; (3) Students speak fluently with no hesitation. (4) Students can use grammar correctly.

Construct	Aspect	Indicator
Speaking ability is related to communication. Speaking is a skill to use a language appropriately to express someone's opinions, ideas, or feelings in order to get or give information and knowledge from other people who do communication	**1. Pronounce**	✔ Students can pronounce the sentence well
	2. Vocabulary	✔ Students can determine the right vocabulary in a sentence
	3. Fluency	✔ Students speak fluently with no hesitation.
	4. Grammar	✔ Students can use grammar correctly

Aspects	Score	Description
Pronunciation	7	The student can pronounce well
	6	The student make mispronunciation in a few words
	5	The student make mispronunciation in some words
	4	The student pronunciation is hard to understand
	3	The student pronunciation is possible to understand
Vocabulary	6	The student uses various vocabulary
	5	The student uses the wrong word
	4	The student mix vocabulary with English and Bahasa
	3	The student rarely uses Bahasa
	2	The student use Bahasa or no vocabulary use
Fluency	7	The student speak fluently with no hesitation
	6	The student speak fluently with occasional hesitation
	5	The student speak fluently enough with several unnatural hesitation
	4	The student speak fluently not good enough, many unnatural hesitation
	3	The student cannot speak fluently and use complete utterances
Grammar	5	The student make few or (if any) grammatical error or word order
	4	The student makes few grammatical errors but it does not change the meaning
	3	The student makes frequent grammatical errors
	2	The students' grammar and word order errors make comprehension difficult
	1	The students' grammar and word order errors make the speech unintelligible

Appendix 2. Research Instrument of Speaking Test

1. Could you tell me about your best friend or your close friend?

2. Some people think is very important to have best friend or close friend while the others feel it is not important to have close friend. Which do you agree with and why?

Appendix 3. Transcription of Classroom Pretest and Posttest in the Research

No	Name	Script
1	Student ANE	**Pretest**: My best friend I've two best friends Adly and Ahmad. We always together since we meet in SMA. They're good, their personality is nice. It's important to have friends cause we don't know when we got a trouble and there's no one can help us. **Posttest**: I've a lot of friends, some of them are kind to me. And we always help each other and exchange stories. I agree with two of them (refer to the two choices before) because there are two kind of people, extrovert and introvert. Someone extrovert maybe need friend and someone introvert maybe don't need friend to social to each other.

ANE		
Aspect	Pretest Score	Posttest Score
Pronunciation	6	6
Vocabulary	4	5
Fluency	5	6
Grammar	3	4

No	Name	Script
2	Student ASO	**Pretest**: My best friend is a good friend and always help me. Their name is Naufal and Ahmad Fadilla. I know them from in this school, saya berteman sama mereka dar disekolah ini pas baru selesai perkenalan sama kelas-kelas yang lain juga. That's important, because mereka juga yang bisa nolongin kita pas lagi susah atau gimanapun. **Posttest**: Okay I've a very good friend in terms of school. I think having friends is important because we are social creators and we need each other, if we don't have close friends it's very difficult depends on each other.

ASO		
Aspect	Pretest Score	Posttest Score
Pronunciation	5	6
Vocabulary	4	5
Fluency	5	5
Grammar	3	3

No	Name	Script
3	Student DIAS	**Pretest**: My best friend is Daifi Anwar and I meet him in 2019. He is my online friend, I meet him in online game. His age is 16. Important, because humans are social creatures **Posttest**: I have a best friend, online best friend. His name is Daifi Anwar. I meet him in online games. Online game mobile legends in a match. Yes of course it's important, human need social contribution and we can also a friend can make a solution if we get a trouble or something.

DIAS		
Aspect	Pretest Score	Posttest Score
Pronunciation	5	6
Vocabulary	5	5
Fluency	4	6
Grammar	2	3

No	Name	Script
4	Student EI	**Pretest**: My best friend name, best friend, nama teman saya, namanya Rina Putri Astia.She lives in Sambutan perumahan

		Ariasko. We became best friend waktu SMP sampai sekarang masih bertahan, walaupun jarang ada komunikasi and her birthday tanggal 13 February 2006. In my opinion sepertinya penting **Posttest**: My best friend name is Rina Putri Astia, I always call her Nina. She's currently study at SMA Farmasi and her house is in Sambutan, her height is a 164 cm and she has 2 twin brothers and sisters. I really agree (refers to important to have a best friend) because in my opinion best friend are people who always there in joy and sorrowful willing to listen and keep our secret, lead us to the right path and support us to do something good

EI		
Aspects	Pretest Score	Posttest Score
Pronunciation	5	6
Vocabulary	4	5
Fluency	4	7
Grammar	2	4

No	Name	Script
5	Student FK	**Pretest**: I meet my friend di sekolah, ketemu di sekolah then I meet Farel in school. Mulai berteman sejak one years ago. Penting, karena memiliki sahabat itu penting karena bisa menambah teman dan pengalaman. **Posttest**: My close friend his name is Raihan, he is a class X IPS 2. Since I meet him when I was in Junior high school. The first time I meet was when I was in grade 1 Junior high school and we were in the same class until grade 3 Junior high school. Because when we have friend we can complain problem to your friend

FK		
Aspects	Pretest Score	Posttest Score
Pronunciation	5	6
Vocabulary	4	5
Fluency	4	6
Grammar	2	3

No	Name	Script
6	Student FDS	**Pretest**: My friend name is

		Fahruriza Kurniawan, I meet with Fahruriza on school. My hobby, hobi saya sama teman saya sama, playing game. Kalo menurut saya punya sahabat itu penting, soalnya kita harus bergaul sama orang lain
		Posttest: My friend is Fahruriza from x ips 1 i met fahruriza in high school i also know her from my friend from elementary school, and also my hobby is the same as fahruriza and she is also a good person. Because when we have friends we can tell about our past and we can also play together and laugh together, because if we don't have friends we will be lonely.

FDS		
Aspects	Pretest Score	Posttest Score
Pronunciation	5	6
Vocabulary	4	6
Fluency	5	6
Grammar	3	4

No	Name	Script
7	Student FDF	**Pretest**: I have 2 best friend

		Dewi Risma and Epi Pania, saya awal kenal waktu MPLS kalo Dewi Risma itu udah dari SMP cuma kurang akrab baru akrab sekarang. Orangnya baik, kadang mereka mendengarkan ketika saya mengeluh, kadang ketika saya ingin meminta saran. Kalo menurut saya sendiri sahabat itu penting, kadang bisa mendengarkan bisa memahami kita ketika sedang memiliki masalah, mendengarkan keluh kesah.
		Posttest: I have a close friend she is Alya Isnaini in class X SMA. Saya ketemu dia pada waktu zaman-zaman SMP kelas VII, shes's kind and beautiful, she's best listener. Dia adalah orang pertama yang menurut saya paling mengerti. Dia selalu mendengarkan ketika saya curhat meminta solusi dia juga selalu ngasih solusi ketika ada masalah, dia orang yang suka tidur. In my opinion, punya sahabat atau teman dekat itu penting karena

		ketika kita ada masalah atau ketika kita ingin curhat maka mereka adalah pendengar yang baik tapi terkadang saya kurang setuju karena 1 sahabat takutnya yang lain tersinggung.
FDF		
Aspects	Pretest Score	Posttest Score
Pronunciation	4	4
Vocabulary	2	3
Fluency	3	4
Grammar	1	1

No	Name	Script
8	Student LYR	**Pretest**: Teman saya ada banyak, ada Sri, ada Nabila ada Ratu. Mereka semuanya asik, baik, tapi Pemi tidak bisa diam sama sekali, dia sering banyak ngomong terus dia juga toxic seperti berbicara yang brutal. Penting karena sahabat itu kita butuhkan saat kita lagi butuh. **Posttest**: I have a lot friends in my class, there is Nia, Nabila, Tina , Sri, Agnes, Ratu, Pemi and Caca. As of them has

		different, like to be angry and they can be quiet but they are fun and sharing each other. Setuju, having friend really important because friendship can help restore various problems and have beautiful moment and when we need.
LYR		
Aspects	Pretest Score	Posttest Score
Pronunciation	4	6
Vocabulary	2	5
Fluency	3	6
Grammar	1	3

No	Name	Script
9	Student MS	**Pretest**: I have a best friend, her name is Nabila Aprina. She's nice friend and she's pretty. Berteman almost one month, on years. Best friend is important because they can make us feel safe and then feel comfortable. **Posttest**: My best friend is polite and hardworking person, we both are together at the time when we were discussing about personal life they share

		everything with me, they always help me anytime and anywhere and they are always having me. Yes, I agree that we have to get close friend or best friend because they bring more happiness into our life. Friendship have a huge impact on your mental health and happiness, developing close friendship can also have a powerful impact on your physical health.

MS		
Aspects	Pretest Score	Posttest Score
Pronunciation	5	6
Vocabulary	4	5
Fluency	4	6
Grammar	2	4

No	Name	Script
10	Student NAR	**Pretest**: So, before I story about my friend let me introduce myself my name is Nabila Aprina, I'm an ambivert, jadi punya banyak teman. So semuanya berteman tapi dalam istilah yang benar-benar bestfriend atau teman dekat itu ada Erin and Caca.

| | | Erin have a good habits, Caca we have same good habit juga. So Erin hobbies is playing game and listening to music, Caca hobbies is playing game and cooking. So we have same habits learning all about materi-materi sekolah. Jadi istilahnya mempelajari materi-materi sekolah sama-sama. Jadi dalam istilah kita punya hobi yang sama. So I think have a best friend or friend is good thing because everyday story about your problems and exchange about school to my friend, Jadi singkatnya have a good friend is a best thing.

Posttest: So I can answer the first question as I have a best friend she's good friend and intelligence person has a sweet smile. I can be friend with her because we have same taste in music, quotes, education and thoughts. I agree with this question. Yes I think having friend is a good thing because friend are people can consider as good people who can |
| --- | --- | --- |

		always listen to good and difficult things and help us become better.	
NAR			
Aspects		Pretest Score	Posttest Score
Pronunciation		6	7
Vocabulary		4	5
Fluency		6	7
Grammar		3	4

No	Name	Script
11	Student NM	**Pretest**: Her best friend is pretty, smart, independent and pintar public speaking. Her name Nabila Aprina. Ketemunya juli saat pertama kali masuk sekolah. Menurut saya sahabat itu penting, karena tiap kali kita ingin bercerita belum tentu keluarga bisa mengerti lalu gunanya sahabat itu untuk menampung cerita kesedihan kita, tempat kita berkeluh kesah, bisa saja mereka bertukar pikiran satu sama lain karena kita seumuran jadi kita bisa mengerti. **Posttest**: I have a lot good best

| | | friend, semuanya baik namun mungkin ada beberapa orang saja yang dekat dengan saya, mereka hamper semua di setengah kelas ini adalah teman-teman dekat saya. Mereka yang bisa menjadi tempat saya curhat dan berbagi cerita namun disini saya akan memberikan sedikit tentang teman saya. Yang pertama ada Nabila Mutiara. Itu tergantung masing-masing. |

NM		
Aspects	Pretest Score	Posttest Score
Pronunciation	2	5
Vocabulary	2	1
Fluency	1	5
Grammar	2	2

No	Name	Script
12	Student NAL	**Pretest**: I have close friend, her name Agnesia. She so kind, dia suka bantu, baik terus saya selalu bareng sama dia. Penting, because friend itu seperti yang selalu ada buat kita. **Posttest**: I have friend name

		Agnesia and Elma, they are very kind and always accompany me when I'm in trouble. I think is important to have friend because friends are when we face difficult case and help see problem more clearly. With positive friendships life becomes more meaningful. Having a good friend can improve the quality of life.
	NAL	
Aspects	Pretest Score	Posttest Score
Pronunciation	4	5
Vocabulary	4	5
Fluency	5	6
Grammar	3	3

No	Name	Script
13	Student SR	**Pretest**: Yes, I'm punya friends. Her name Indah Ramadhani. Indah itu baik, bisa menjadi teman curhat, beautiful. Punya sahabat itu penting, karena bisa menjadi tempat curhat, teman dan sahabat itu berbeda, kalo teman lebih banyak, tapi kalau sahabat itu benar-benar real.

		Posttest: I have a friend name Lisa Yusparina, Lisa is a good friend, Lisa always listen to my story, always to help and is always kind. Having friend is important
SR		
Aspects	Pretest Score	Posttest Score
Pronunciation	5	6
Vocabulary	4	5
Fluency	4	5
Grammar	1	3

No	Name	Script
14	Student SOR	Pretest: I have 2 best friend, kenal di sekolah, Ridho and Rico. They have a good personality, bisa bekerja sama, mereka salah satu orang yang paling dekat dengan saya. Important to have a bestfriend, karena sewaktu-waktu ketika kita sulit kemudian mereka ada

Posttest: My close friend name Ryan he is in class X IPS 2. I meet him when I was in Junior high school. Because when we have a friend we can |

		complain about a problem to our friend.

SOR		
Aspects	Pretest Score	Posttest Score
Pronunciation	4	5
Vocabulary	3	5
Fluency	4	5
Grammar	2	3

No	Name	Script
15	Student SNK	**Pretest**: My bestfriend is Abdurrahim, dia orangnya ramah, baik, sedikit angry and then orangnya selalu happy. Sahabatan dari awal pertama school. Penting karena disaat kita ada masalah disaat kita membutuhkan mungkin ada masalah bisa membantu. **Posttest**: I have a friend name Abbdurrahim. I started to know him since the beginning of school at SMA 13, he is kind and friendly he also taught me many things. I'm glad to know him. I think friends are very important

SNK		
Aspects	Pretest Score	Posttest Score

Pronunciation	4	6
Vocabulary	2	5
Fluency	3	5
Grammar	2	4

Appendix 4. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMAN 13 Samarinda

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X / 2

Materi   : Talking About Friend

Aspek / Skill   : Berbicara

Alokasi Waktu   : 25 menit (1x pertemuan)

Kompetensi Dasar

3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.

4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.

A. Tujuan Pembelajaran

1. Melalui lagu yang diputarkan siswa dapat menjelaskan arti dari persahabatan secara lisan dengan baik dan benar.

2. Melalui lagu siswa dapat menggunakan kosa kata yang tepat untuk menjelaskan arti persahabatan secara lisan.

3. Melalui lagu siswa dapat menggunakan pengucapan yang benar dan tepat dalam menjelaskan.

B. Materi Pembelajaran

"You've Got A Friend"
Song by James Taylor (1971)

When you're down and troubled
And you need a helping hand

And nothing, nothing is going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest night
You just call out my name
And you know wherever I am
I'll come running to see you again
Winter, spring, summer or fall
All you have to do is call
And I'll be there, yeah, yeah, yeah.
You've got a friend
If the skyabove you
Should turn dark and full of clouds
And that old north wind should begin to blow
Keep your head together
And call my name out loud yeah
Soon I'll be knocking upon your door

You just call out my name
And you know wherever I am
I'll come running oh yes I will
To see you again
Winter, spring, summer or fall
All you have to do is call
And I'll be there, yeah, yeah, yeah.

Ain'tit good to know that you've got a friend
When people can be so cold
They'll hurt you, and desert you
And take your soul if you let them
Oh yeah, but don't you let them

You just call out my name
And you know wherever I am
I'll come running to see you again
Winter, spring, summer or fall
All you have to do is call
And I'll be there, yes I will.

You've got a friend
You just call out my name
And you know wherever I am
I'll come running to see you again (oh baby don't you know)
Winter, spring, summer or fall
All you have to do is call
Lord, I'll be there yes I will.
You've got a friend

<div align="center">
Oh, you've got a friend
Ain'tit good to know you've got a friend
Ain'tit good to know you've got a friend
You've got a friend.
</div>

C. Metode Pembelajaran

Metode ceramah dan Tanya jawab

D. Media

1. Laptop

2. Speaker

3. Lagu

E. Langkah-langkah Pembelajaran

- Pre-activity (5 menit)

1. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.

2. Guru memeriksa kehadiran peserta didik.

3. Guru membahas materi.

- Main Activity (15 menit)

1. Siswa mendengarkan lagu terkait dengan penggunaan ungkapan dalam memperkenalkan diri dan sapaan kepada orang lain yang ditampilkan oleh guru.

2. Guru menerangkan kalimat-kalimat yang dapat digunakan dalam menceritakan teman kepada orang lain.

3. Siswa menuliskan hal yang belum diketahui berkaitan dengan menceritakan teman dalam bahasa Inggris yang didengarnya.

4. Siswa mengucapkan ungkapan-ungkapan yang digunakan untuk menceritakan teman dan responnya dengan pengucapan dan intonasi yang tepat didepan kelas.

5. Guru memberikan umpan balik kepada peserta didik tentang percakapan yang telah dilakukan/dipraktikkan.

- Post-activity (5 menit)
  1. Guru dan peserta didik membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
  2. Guru menanyakan kesulitan siswa.
  3. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.
  4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.
  5. Guru mengakhiri pelajaran dengan berdoa.

F. Sumber Belajar

1. Kementrian Pendidikan dan Kebudayaan Republik Indonesia. 2017. Buku Siswa mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.

2. Link Youtube: https://www.youtube.com/watch?v=nKaWQxlTsRM

G. Evaluation

1. Could you tell me about your best friend or your close friend?

2. Some people think is very important to have best friend or close friend while the others feel it is not important to have close friend. Which do you agree with and why?

Appendix 5. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMAN 13 Samarinda

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X / 2

Materi   : Greeting dan Introduction

Aspek / Skill   : Berbicara

Alokasi Waktu   : 25 menit (1x pertemuan)

Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
1. Menghargai dan menghayati ajaran agama yang dianutnya	
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya	2.1 Menunjukkan perilaku jujur dan percaya diri dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah 2.2 Menghargai dan menunjukkan perilaku motivasi internal untuk pengembangan kemampuan berbahasa
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan	3.1 Mengenal berbagai cara berbeda dalam membuka percakapan (menyapa, memperkenalkan diri, menginisiasi topik percakapan)

kejadian tampak mata	
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori	4.1 Membuka dan menutup percakapan interpersonal dengan ungkapan bervariasi melalui kegiatan menyimak dan berbicara

A. Tujuan Pembelajaran

1. Siswa mendengarkan lagu terkait dengan penggunaan ungkapan dalam memperkenalkan diri dan sapaan kepada orang lain yang ditampilkan oleh guru.

2. Melalui lagu yang diputarkan siswa dapat menyusun teks sapaan dan perkenalan diri secara lisan dengan tepat.

3. Siswa menuliskan hal yang belum diketahui berkaitan dengan menceritakan teman dalam bahasa Inggris yang didengarnya.

4. Dengan mendengarkan lagu siswa dapat menggunakan pengucapan yang benar dan tepat dalam menyusun teks lisan sapaan dan perkenalan diri dengan benar.

5. Guru memberikan umpan balik kepada peserta didik tentang percakapan yang telah dilakukan/dipraktikkan.

B. Materi Pembelajaran

Teks lisan sederhana untuk menyatakan, menanyakan, dan merespon sapaan dan perkenalan diri.

1. Ungkapan sapaan

   Hello/hi

   How are you?

   How's life

   Good morning/afternoon/evening/night/nice to meet you

2. Ungkapan perkenalan diri

   My name is…

   You can call me…

   I am…years old

   I am From…

   I live on…

   I like…

3. Respon sapaan dan perkenalan diri

   Thank you

   I am fine

   Thanks

   Nice to meet you too

4. Unsur kebahasaan

   Kosa kata,

   Tata bahasa (be, have, kata ganti I, he, she, they; kata ganti kepunyaan my, your, his, their),

   Ucapan,

   Tekanan kata,

   Dan intonasi.

Show Yourself

Song by Idina Menzel & Evan Rachel Wood (2019)

Every inch of me is trembling

But not from the cold

Something is familiar

Like a dream I can reach but not quite hold

I can sense you there

Like a friend I've always known

I'm arriving

And it feels like I am home

I have always been a fortress

Cold secrets deep inside

You have secrets, too

But you don't have to hide

Show yourself

I'm dying to meet you

Show yourself

It's your turn

Are you the one I've been looking for

All of my life?

Show yourself

I'm ready to learn

Ah ah ah ah Ah ah ah ah ah

I've never felt so certain

All my life I've been torn

But I'm here for a reason

Could it be the reason I was born?

I have always been so different

Normal rules did not apply

Is this the day?

Are you the way?

I finally find out why!

Show yourself

I'm no longer trembling

Here I am

I've come so far

You are the answer I've waited for

All of my life

Oh, show yourself

Let me see who you are

Come to me now

Open your door

Don't make me wait

One moment more

Oh, come to me now

Open your door

Don't make me wait

One moment more

Makna Lagu: Lagu 'Show Yourself' adalah tentang pencarian jati diri positif dari diri seseorang yang selama ini terpendam karena berbagai hal. Tunjukkan dirimu, mungkin saja hal yang selama ini terasa hilang adalah jati diri positif yang terus terhalang dengan berbagai berbagai hal, entah itu ketakutan,

keraguan, lingkungan yang negatif dan masih banyak lagi.
Yakinlah kalau semakin hari, kamu bisa menjadi pribadi yang
lebih baik dan positif.

C. Metode Pembelajaran
   Metode langsung

D. Media
   1. Laptop
   2. Speaker
   3. Lagu

E. Langkah-langkah Pembelajaran
   - Pre-activity (5 menit)
     1. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
     2. Guru memeriksa kehadiran peserta didik.
     3. Guru membahas materi pada pertemuan sebelumnya.
     4. Guru menjelaskan pentingnya materi yang akan dipelari.
     5. Guru mempersiapkan lagu terkait materi yang akan dipelajari.

   - Main Activity (15 menit)
     1. Siswa mendengarkan lagu berkaitan sapaan dan perkenalan diri.
     2. Siswa mendengarkan lagu terkait dengan penggunaan ungkapan dalam memperkenalkan diri dan sapaan kepada orang lain yang diputarkan oleh guru.
     3. Guru menerangkan kalimat-kalimat yang dapat digunakan dalam memperkenalkan diri dan sapaan kepada orang lain.
     4. Siswa menuliskan hal yang belum diketahui berkaitan dengan berkomunikasi dalam bahasa Inggris yang ditontonnya.

5. Siswa mengucapkan ungkapan-ungkapan yang digunakan untuk memperkenalkan diri dan responnya dengan pengucapan dan intonasi yang tepat didepan kelas.

6. Guru memberikan umpan balik kepada peserta didik tentang percakapan yang telah dilakukan/dipraktikkan.

- Post-activity (5 menit)

1. Guru dan peserta didik membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2. Guru menanyakan kesulitan siswa.

3. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.

4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

5. Guru mengakhiri pelajaran dengan berdoa.

F. Sumber Belajar

1. Kementrian Pendidikan dan Kebudayaan Republik Indonesia. 2017.

Buku Siswa mata Pelajaran Bahasa Inggris. Jakarta: Kementerian

Pendidikan dan Kebudayaan.

G. Evaluation

1. How do you introduce yourself to other people?

2. Is there any difference in greeting someone? Why and explain.

Appendix 6. Lesson Plan

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

</div>

Nama Sekolah   : SMAN 13 Samarinda

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X / 2

Materi   : Tempat Wisata dan Bangunan Bersejarah Nasional

Aspek / Skill   : Berbicara

Alokasi Waktu   : 25 menit (1x pertemuan)

Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

 4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

4.1.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. Tujuan Pembelajaran

1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaan.

2. Menjelaskan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan.

3. Mendeskripsikan secara lisan dan tulis tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan.

B. Materi Pembelajaran

VISITING NIAGARA FALLS

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is **Cave of the Winds**. This attraction helps people get closer to the falls and go face-to-face with the pounding

waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is **Maid of the Mist Boat Tour**. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is **Niagara Adventure Theater**. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the priviledge to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is **Niagara's Wax Museum of History**. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy **Rainbow Air Helicopter Tours** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between

recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

"Don't Go Near the Water"
The Beach Boys (1971)

Don't go near the water
Don't you think it's sad
What's happened to the water
Our water's going bad

Oceans, rivers, lakes and streams
Have all been touched by man
The poison floating out to sea
Now threatens life on land

Don't go near the water
Ain't it sad
What's happened to the water
It's going bad

Don't go near the water
Don't go near the water

Toothpaste and soap will make our oceans a bubble bath
So let's avoid an ecological aftermath
Beginning with me
Beginning with you

Don't go near the water

To do it any wrong

To be cool with the water

Is the message of this song

Let's all help the water

Right away

Do what we can and ought to

Let's start today

C. Metode Pembelajaran

Metode ceramah, Tanya jawab

D. Media

1. Laptop

2. Speaker

3. Lagu

E. Langkah-langkah Pembelajaran

- Pre-activity (5 menit)

    1. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.

    2. Guru memeriksa kehadiran peserta didik.

    3. Guru membahas materi pada pertemuan sebelumnya.

    4. Guru menjelaskan pentingnya materi yang akan dipelari.

    5. Guru mempersiapkan lagu terkait materi yang akan dipelajari.

- Main Activity (15 menit)

    1. Siswa mendengarkan lagu tempat wisata dan bangunan bersejarah nasional.

2. Siswa mendengarkan lagu terkait dengan penggunaan ungkapan dalam memperkenalkan tempat wisata dan bangunan bersejarah nasional yang diputarkan oleh guru.

3. Siswa mengucapkan ungkapan-ungkapan yang digunakan untuk memperkenalkan tempat wisata dan bangunan bersejarah nasional dan responnya dengan pengucapan dan intonasi yang tepat didepan kelas.

4. Guru memberikan umpan balik kepada peserta didik tentang percakapan yang telah dilakukan/dipraktikkan.

- Post-activity (5 menit)
  1. Guru dan peserta didik membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
  2. Guru menanyakan kesulitan siswa.
  3. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.
  4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.
  5. Guru mengakhiri pelajaran dengan berdoa.

F. Sumber Belajar

1. Kementrian Pendidikan dan Kebudayaan Republik Indonesia. 2017. Buku Siswa mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.

G. Evaluation

1. Tell me about a country you really want to visit.
2. Tell me about a historical building that has caught your attention recently.

Appendix 7. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMAN 13 Samarinda

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X / 2

Materi   : Congratulating and Complimenting Others

Aspek / Skill   : Berbicara

Alokasi Waktu   : 25 menit (1x pertemuan)

Kompetensi Dasar

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya.

4.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya.

 A. Tujuan Pembelajaran

   1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan ucapan selamat dan pujian bersayap serta responnya.

   2. Merespon ucapan selamat dan pujian bersayap dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.

   3. Memberikan ucapan selamat dan pujian bersayap dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.

B. Materi Pembelajaran

Congratulating (Congratulation) adalah memberi ucapan selamat kepada orang lain atas prestasi dan kebahagiaan yang diraih. Contohnya: Juara lomba di sekolah, di luar sekolah, kelulusan, pindah rumah, kenaikan jabatan (promotion), mendapatkan momongan/bayi, pernikahan, dan lain-lain.

1. Congratulating

- Congratulations!
- Congratulations, Shidqi!
- Congratulations for winning the bike race!
- Congratulations Zahra to become the champion of the English speech contest.
- Congratulation on your graduation!
- That's great
- Well done!
- Wow, you made such wonderful handycraft.

2. Responses
- Thank you
- Thank you very much
- Thanks a lot
- Thak you so much
- Thanks for saying so
- It's very kind of you to say so
- This is because you're always with me.
- I'm glad you think so

Complimenting

Compliment is an expression to appreciate or praise other people. Compliment is useful to give encouragement so that people will keep on doing their best and even improve their performance.

(Compliment adalah sebuat ungkapan untuk mengapresiasi atau memuji orang lain. Pujian atau apresiasi sangat penting untuk memberikan semangat kepada orang lain sehingga mereka akan tetap konsisten mempertahankan prestasi dan meningkatkan kemampuannya.)

1. Complimenting

What a …
- What a nice dress!
- What a wonderful performance!
- What a clever boy you are!
- What a kind boy he is!

What …
- What big houses you have!
- What expensive cars!

How …
- How beautiful she is!
- How handsome!
- How comfortable motorcycle it is!
- How cheap the computers are!

You look …
- You look gorgeous!
- You look nice with that t-shirt.

2. Responses

Thanks

Thank you

Thanks for your appreciation

Thank you very much

It's very kind of you to say that

I'm glad you like it

"The Perfect Fan"
Backstreet Boys (1999)

It takes a lot to know what is love

It's not the big things, but the little things

That can mean enough

A lot of prayer to get me through

And there is never a day that passes by

I don't think of you

You were always there for me

Pushing me and guiding me

Always to succeed

You showed me

When I was young just how to grow

You showed me

Everything that I should to know

You showed me

Just how to walk without your hands

'Cause mom you always were

The perfect fan

God has been so good

Blessing me with a family

Who did all they could

And I've had many years or grace

And it flatters me when I see

A smile on your face

I wanna thank you for what you've done

In hopes I can give back to you

And be the perfect son

You showed me

When I was young just how to grow

You showed me

Everything that I should to know

You showed me

Just how to walk without your hands

'Cause mom you always were

The perfect fan

You showed me how to love

(You showed me how to love)

You showed me how to care

(You showed me how to care)

And you showed me that

You will always (always) be there (be there)

I wanna thank you for that time

And I'm proud to say you're mine

You showed me (you showed me!)

When I was young just how to grow (to grow)

You showed me

Everything that I should to know

You showed me

Just how to walk without your hands

'Cause mom you always were

The perfect fan

'Cause mom you always were

Mom you always were

(Mom you always were)

You know you always were

'Cause mom you always were

The perfect fan

I love you, mom

C. Metode Pembelajaran

    Metode langsung, Tanya Jawab

D. Media

    1. Laptop

    2. Speaker

    3. Lagu

E. Langkah-langkah Pembelajaran

- Pre-activity (5 menit)
    1. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
    2. Guru memeriksa kehadiran peserta didik.
    3. Guru membahas materi pada pertemuan sebelumnya.
    4. Guru menjelaskan pentingnya materi yang akan dipelari.
    5. Guru mempersiapkan lagu terkait materi yang akan dipelajari.

- Main Activity (15 menit)
    1. Siswa mendengarkan lagu tentang memberikan ucapan selamat dan memuji.

2. Siswa mendengarkan lagu terkait dengan penggunaan ungkapan dalam memberikan ucapan selamat dan memuji yang diputarkan oleh guru.

3. Guru menerangkan kalimat-kalimat yang dapat digunakan dalam memberikan ucapan selamat dan memuji kepada orang lain.

4. Siswa menuliskan hal yang belum diketahui berkaitan dengan memberikan ucapan selamat dan memuji yang didengarnya.

5. Siswa mengucapkan ungkapan-ungkapan yang digunakan untuk memberikan ucapan selamat dan memuji dan responnya dengan pengucapan dan intonasi yang tepat didepan kelas.

6. Guru memberikan umpan balik kepada peserta didik tentang percakapan yang telah dilakukan/dipraktikkan.

- Post-activity (5 menit)
  1. Guru dan peserta didik membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
  2. Guru menanyakan kesulitan siswa.
  3. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.
  4. Guru mengakhiri pelajaran dengan berdoa.

F. Sumber Belajar

1. Kementrian Pendidikan dan Kebudayaan Republik Indonesia. 2017. Buku Siswa mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.

G. Evaluation

Appendix 8. Documentation

UMKT
Program Studi
Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan

Telp. 0541-748511 Fax.0541-766832
Website http://pbi.umkt.ac.id
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Nomor   : 298-3/FKIP.1/TGS/B/2022
Lampiran   : -
Perihal   : Surat Permohonan Ijin Penelitian Mahasiswa

Kepada
Kepala Sekolah
SMA Negeri 13 Samarinda
Di –
   T e m p a t

Assalamu'alaikum Warahmatullahi Wabaraakatuh

Puji syukur kepada Allah SWT yang senantiasa melimpahkan Rahmat-Nya dan semoga kita selalu sehat dan mendapat bimbingan serta ridho Allah Subhanahu Wata 'Ala dalam melakukan aktivitas sehari-hari. Aamiin.

Dalam rangka mendukung Tri Dharma Perguruan Tinggi dilingkungan Prodi Bahasa Inggris Universitas Muhammadiyah Kalimantan Timur, kami memohon ijin atas nama :

1. Farra Indah Wulansari 1811102421010

Untuk melakukan penelitian yang berhubungan dengan bahan penulisan Tugas Akhir Mahasiswa tersebut .

Demikian surat permohonan ini dibuat agar dapat dipergunakan sebagaimana mestinya, atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabaraakatuh

Samarinda, <u>30 Maret 2022 M</u>
27 Rajab 1443 H
Ketua Prodi Pendidikan Bahasa Inggris

<u>Khusnul Khatimah S.Pd., M.Pd.</u>
NIDN. 1128068901

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Kepala SMA Negeri 13 Samarinda menerangkan bahwa :

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NIM	: 1811102421010
Universitas	: Universitas Muhammadiyah Kalimantan Timur
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: Strata Satu (S 1)

yang bersangkutan telah melaksanakan penelitian di SMA Negeri 13 Samarinda pada tanggal 9 s.d 15 Juni 2022 dalam rangka penulisan skripsi dengan judul *The Use of English Songs to Improve Students' Speaking Ability on Tenth Grade Of SMAN 13 Samarinda*
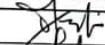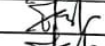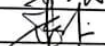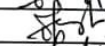
Demikian Surat Keterangan ini disampaikan untuk dapat dipergunakan sebagaimana mestinya.

Samarinda, 30 Juni 2022
Kepala Sekolah,

Arnuji Umar, M. Pd
NIP. 196810081995011001

JADWAL BIMBINGAN SKRIPSI

Nama Mahasiswa	:	Farra Indah Wulansari
NIM	:	1811102421010
Program Studi	:	Pendidikan Bahasa Inggris
Judul	:	The use of English Songs to Improve Students' Speaking Ability on Tenth Grade of SMAN 13 Samarinda

NO	TANGGAL	MATERI BIMBINGAN	T. TANGAN PEMBIMBING
1	3 Februari 2022	Penentuan judul skripsi	
2	9 Februari 2022	Bimbingan pembuatan bab I & II	
3	18 Februari 2022	Bimbingan pembuatan bab III	
4	20 Maret 2022	Revisi Proposal	
5	24 Maret 2022	Uji Pembimbing persiapan Seminar	
6	25 Maret 2022	Evaluasi Proposal	
7	4 April 2022	Konsultasi sampel penelitian	
8	11 April 2022	Revisi Skripsi	
9	9 Juni 2022	Persiapan seminar hasil	
10	12 Juli 2022	Uji Pembimbing Persiapan Seminar hasil	
11	13 Juli 2022	Evaluasi Seminar hasil	
12			
13			
14			
15			

Ketua Program Studi

Khusnul Khatimah, S.Pd., M.Pd

Dosen Pembimbing Skripsi

Sunarti, S.Pd., M.Pd

LEMBAR REVISI

Nama Mahasiswa : Farra Indah Wulansari
NIM : 1811102421010
Judul Skripsi : The Use Of English Songs to Improve Students Speaking Ability on tenth Grade of SMAN 13 Samarinda

Tanggal Ujian : 13-07-2022
Pembahas : Sudarman

NO	BAB/HALAMAN	URAIAN	REKOMENDASI
1.	1 - 5	Revisi susunan laporan / Skripsi	Revisi mayor
2.	Daftar isi	Tulisan di judul bab	
3.	Daftar tabel	penomoran tabel, dicek lagi	

Penguji I

(Sudarman)

LEMBAR REVISI

Nama Mahasiswa : Fitra Indah Wulansari
NIM : 1011102421010
Judul Skripsi : The Use of English songs to Improve Students
Speaking Agility at Ten grade of SMAN 13 Samarinda
Tanggal Ujian : 13 - 07 - 22.
Pembahas : Ibrahim

NO	BAB/HALAMAN	URAIAN	REKOMENDASI
1.		Perhatikan gramatical chapter 1. III, IV. Perhatikan past tense berkaitan dengan kejadian yang sudah dilaksanakan	REVISI
2.		Penulisan finding terbalik dengan discussion.	
3.	Chapter III	Jarak antar paragraf	
4.	Cover	University Muhammadiyah Kalimantan Timur	

Penguji I

(Ibrahim)