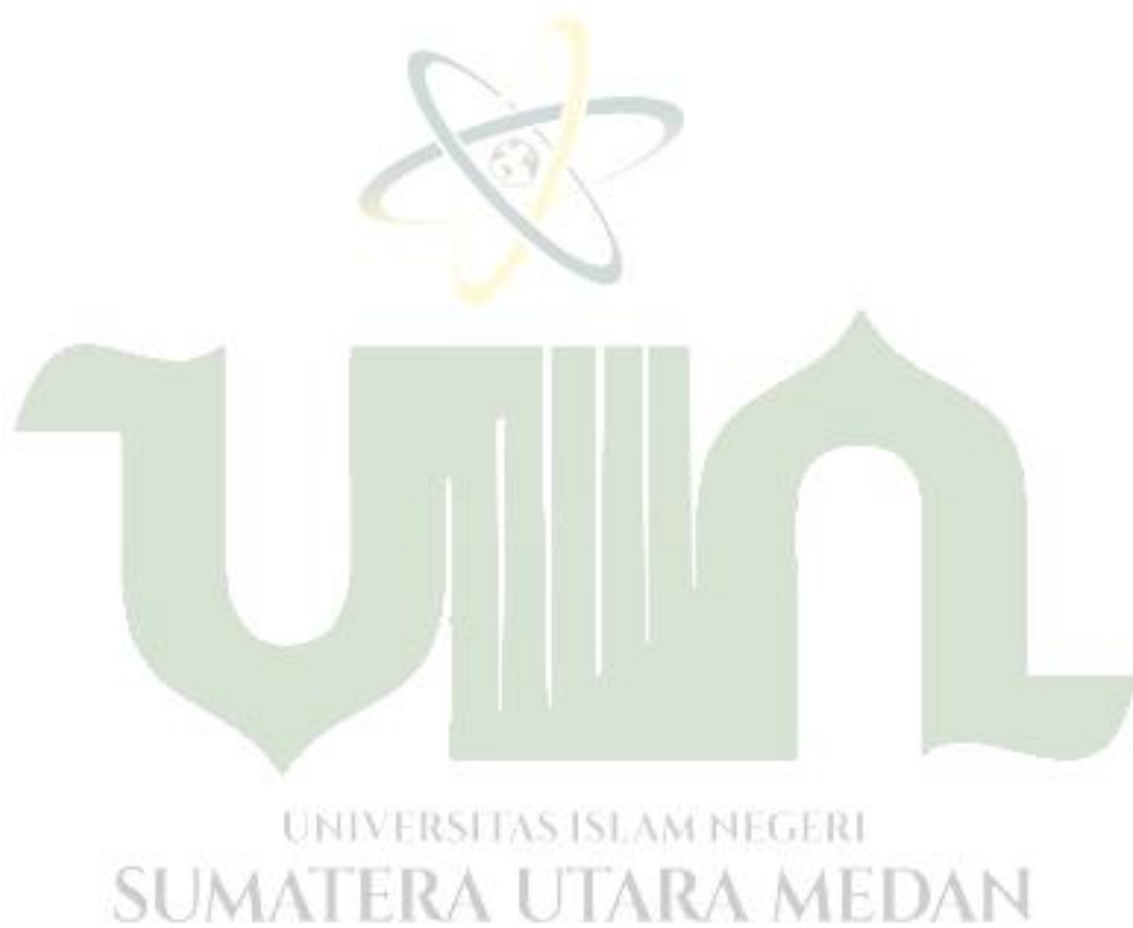


REFERENCES

- Abidin. (2011). The Effectiveness of Using Songs in YouTube to Improve Vocabulary Competence among Upper Secondary School Studies. *Journal of School of Educational Studies, 1*, 1488-1496.
- Ali, Y, A. (1997), *The Meaning Of The Holly Qur'an*, USA : Amana Publications, 24
- Agama, D. (1996). *Al Quran Al Karim dan Terjemahannya* Department Agama Republik Indonesia. Semarang: PT. Toha Puta.
- Alfaki, I. M. (2015). Vocabulary input in English language teaching: assessing the vocabulary load in spine five. *International Journal of English Language and Linguistics Research, 1*.
- Arikunto, S. (2005). *Dasar dasar evelausi pendiidkan*. Jakarta: PT Bumi Aksara.
- Arikunto, S. (2013). *prosedur penelitian pada suatu pendekata praktik*. rineka cipta.
- Arikunto, S. (2013). *Prosedur penelitian suatu pendekatan praktik*. Rineka cipta.
- Baleghizadeh and Ashoori, A. (2010). The Effect of Keyword and Word List Methods on Immediate Vocabulary Retention of EFL Learners. *Pakistan Journal of Social Science.s, 35 (2)*, 251-261.
- Berne, J. I. (2008). What reading teachers say about vocabulary instruction: voices from thea classroom. 314 - 323.
- Cameron, L. (2001). *Teaching Language to Young Learner*. Cambridge Language Teaching Library. Cambridge: Cambridge University Press.
- Catford, J. (1965). *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford: Oxford University Press.
- Catford, J. (1978). *A linguistic Theory Of Tarnslation: An Esaay in Aplied Linguistics*. London: Oxford University Press.
- Claerr, T. A. (1984). The Role of Songs in the Foreign Language Classroom. *OMLTA Journal, 28-32*.
- Cosgun, G. (2016). The impact of using wordlists in the language classroom on students' vocabulary acquisitions. *International Journal of English Language Teaching Vol.4, No.3*, 49-66.
- Delibegovic., D. N. (2016). The Effect of Using Songs on Young Learners. *Department of English Language and Literature. University of Tuzla*.
- Dictionary, O. I. (2008). New York: oxford university express.

- Ghozali, I. (2016) Aplikasi Analisis Multivariate Dengan Program IBM SPSS 23. Edisi 8. Semarang: Badan Penerbit Universitas Diponegoro.
- Gobert, M. (2021). *The proceedings of the 24th and 25th annual TESOL Arabia International conference 2019-2020*. Lean Publishing.
- Griffie, D. T. (1992). *Songs in action*. Trowbridge. Prentice Hall International.
- Harmer, J. (1991). *The Practice of English Language Teaching*. New York, Longman.
- Hatch, E. a. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge University Press.
- Hiebert, E. H. (2005). *Teaching and Learning Vocabulary Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associates., 3.
- Hill, J., & Leaver, J. D. (1999). Energy and protein supplementation of lactating dairy cows offered urea treated whole-crop wheat as the sole forage. *Anim. Feed Sci. Technol.*, 82 (3-4), 177-193.
- Handayani, D. I. (2017). Teaching English Pronunciation Using Film. *Journal of English and Education vol.5 No. 2 pp.*, 194-201. .
- Ilinawati, Y. P. (2018). Improving students' vocabulary through song. . *Journal of English Educational Study*.
- Kodaly. (2015). *A Cognitive Approach to Elementary Music Education*. New York: University of Oxford New York.
- L.R, G. (1981). Competencies for Aanlysis and Application. *Educational Research*, 298.
- Mardianto.(2021).Panduan Penulisan Skripsi.Medan Merdeka Kreasi.UINSU
- McKay. (2002, November 18). Music and the Brain. *PET and MRI brain-mapping*.
- Moleong. (1998). *Metodologi Penelitian Kualitatif*. Bandung: CV. Remaja Rosdakarya.
- Murcia, M. C. (2001). *Teaching English as a Second or Foreign Language*. New York: Heinle & Heinle.
- Nambiar, S. A. (1985). The Use of Pop songs in Language Learning. *Guide Lines.Vol.7 No.1*, 78-84.
- Nation, I. S. (2011). *Researching and Analyzing Vocabulary*. Cengage Learning.
- Niswa, K. (n.d.). *Pronunciaton*. Faculty of Tarbitah and Teaching Training State Islamic University of North Sumatera.
- Mardianto,(2021). Panduan Penulisan Skripsi. FITK UINSU.CV. Merdeka Kreasi Group

- Purnamasari. (2020, Agustus). The Effect of Using English Song as Teaching Media to improve Vocabulary Mastery on The Eleventh Grade Students of SMK Negeri 11 Samarinda. *Borneo Educational Journal*, 2, 91.
- Schmitt, N. a. (1997). *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.
- Sitompul, E. y. (2013). Teaching Vocabulary Using Flashcards and Word List. *Journal of English and Education* 1, (1), 51-57.
- Sogiyono. (2015). *metode penelitian pendidikan*. Bandung.
- Sudijono, A. (2014). *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada.
- Sugiyono. (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta.
- Suri, E. M. (2012). Improving Students ' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45. *journal Pendidikan vol.1 no.1* .
- Thornbury, S. (2004). *How to Teach Vocabulary*. London: Longman.
- Ulfah, A. &. (n.d.). Using word list on the word wall strategy on students' vocabulary learning result. *Universitas Islam As-syafiiyah Jakarta*.
- Wati, K. F. (n.d.). *Basic Theory of Translation*. Faculty of Trabiyah and Teacher Training State Islamic University of North Sumatera.

APPENDIX 1 LESSON PLAN (Cycle 1)

LESSON PLAN I

School : MTs. PP Tarbiyah Islamiyah Hajoran
Subject : English
Class/Semester : VII-C/2
Material : Vocabulary
Allocated of Time : 2x 40 minutes

A. Standard Competence

1. Appreciate and live the teachings of their religion.
2. Demonstrate honest and disciplined behavior, civilized, polite, caring, confident, and interact well with the social and social environment.
3. Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events.

B. Basic competence

1. Grateful for the opportunity to be able to learn English as the language of instruction for international communication which is realized with the spirit of learning.
2. Demonstrate responsible behavior, care, cooperation and carry out functional communication.
3. Applying text structure and linguistic text elements to carry out social functions.

C. The purpose of learning

1. Explain the importance of vocabulary
2. Provides information on how to add new vocabulary

D. Learning materials

Vocabulary in the classroom

E. Learning methods and strategies

Wordlist and Translation

F. Teaching learning procedures

- The first meeting

No.	Teacher Activities
1.	<p>The first meeting</p> <p>Opening Activity: (10 minutes)</p> <ol style="list-style-type: none"> a. The teacher opens the lesson by greeting and praying together. b. The teacher asks the news and checks the students' attendance. c. The teacher conveys the learning objectives.
2.	<p>Main activities: (25 minutes)</p> <ol style="list-style-type: none"> a. The teacher introduces today's learning material. And asked about their understanding of the material to be conveyed, namely about how to add new vocabulary with song lyrics. b. The teacher asks students about the number of vocabulary they know whether it is a lot or a little, c. the teacher recites some vocabularies in English. d. The teacher repeats the pronunciation as vocabulary emphasis and is imitated by the students. e. The teacher provides opportunities for students to read vocabulary aloud so that their friends can hear them. f. The teacher asks students to memorize the vocabulary that the teacher has written on the blackboard as much as they can and is given time for one day.
3.	<p>Final Activity: (5 minutes)</p> <ol style="list-style-type: none"> a. The teacher guides the students to conclude the learning material. b. The teacher gives a message to students to study hard and don't forget to study at home. c. The teacher closed the lesson with a prayer and said greetings.

	13-16	Always intelligent, though one is conscious of a definite accent
	9-12	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	5-8	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1-4	Pronunciation problems so severe to make speech virtually unintelligible.
Fluency	17-20	Speech as fluent and effortless as that of native speakers.
	13-16	Speed of speech seems to be slightly affected by language problem
	9-12	Speed and fluency are rather strongly affected by language problems.
	5-8	Usually hesitate, often forced into silence by language limitations
	1-4	Speech is so halting and fragmentary as to make conversation virtually impossible.
Translation	17-20	Easy to find meaning and able to find the right meaning
	13-16	The meaning of each vocabulary is good and easy to understand
	9-12	The translation is still a little inappropriate but still understandable
	5-8	A little difficulty in translating and determining the meaning of each vocabulary
	1-4	Many errors in translating each vocabulary and tend to mean the vocabulary does not fit the context
Interaction	17-20	Almost responds appropriately and always tries to develop to interaction.
	13-16	Communicates affectively, generally responds appropriately and keeps trying to develop the interaction.
	9-12	Tries to communicate, but sometimes does not respond appropriately or clearly.
	5-8	Purposes are not clear, need a lot of help communicating, usually does not respond appropriately or clearly.

	1-4	The situation is so awkward and silence because almost nothing interaction.
--	-----	---

Known By:

Principal of Mts. PP Tarbiyah

Islamiyah Hajoran



(Dra. Halwiyah Nasution)

Hajoran, 26 May 2022

English Teacher

(Robiah Hasibuan, S.Pd)

Researcher

(Nur Anisah Siregar)

ID: 0304181044

LESSON PLAN II

School : MTs PP.Tarbiyah Islamiyah Hajoran
Subjects : LanguageEnglish
Class/Semester : VII/Even
Subject matter : Westlife Song Lyrics "My Love"
Time Allocation : 2Meetings (2x40 Minutes)

A. Standard Competence

4. Appreciate and live the teachings of their religion.
5. Demonstrate honest and disciplined behavior, civilized, polite, caring, confident, and interact well with the social and social environment.
6. Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events.

B. Basic competence

1. Grateful for the opportunity to be able to learn English as the language of instruction for international communication which is realized with the spirit of learning.
2. Demonstrate responsible behavior, care, cooperation and carry out functional communication.
3. Applying text structure and linguistic text elements to carry out social functions.

C. The purpose of learning

- Introducing how to increase vocabulary with wordlist and translation in english song.
- Adding vocabulary that students did not know before.

D. Learning methods and strategies

- Wordlist and Translation

E. Learning Materials

- Westlife English song lyrics entitled "My Love"

F. Teaching learning procedures

- o First Meeting

1.	<p>Meeting I</p> <p>Opening Activity: (5 minutes)</p> <ol style="list-style-type: none"> a. The teacher opens the lesson by greeting and praying together. b. The teacher asks the news and checks the students' attendance. c. The teacher conditions the students by asking the students to issue textbook and asked "Still excited to learn children?" d. The teacher does apperception by asking, "Who still remembers?" about last week's lesson? What did we learn last week? e. The teacher conveys the learning objectives.
2.	<p>Main activities: (30 Minutes)</p> <ol style="list-style-type: none"> a. The teacher asked the students about last week's English lesson. b. The teacher asks each student to memorize the vocabulary they have acquired and memorized. c. The teacher records the results of each student in the form of data. d. The teacher slightly repeats the vocabulary and mentions it together with the students. e. The teacher gives a song lyric on a piece of paper to each student. f. The teacher explains that the lyrics of the song will be sung together and the teacher will play the song with audio visuals. g. The teacher invites all students to join with the lyrics again that are in each student by listening to the song that is playing. h. The teacher gives assignments to students to look for vocabulary that they don't know as much as 20 words and then list or write it down and then interpret it from the lyrics of the song or with the wordlist and translation method. i. The teacher asks the vocabulary to be memorized at home and is given one day. j. The teacher gives students the opportunity to ask questions.

3.	<p>Final activities: (5 Minutes)</p> <ul style="list-style-type: none"> g. The teacher guides the students to conclude the learning material. h. The teacher gives a message to students to study hard and don't forget to study at home. i. The teacher closed the lesson with a prayer and said greetings.
1.	<p>Meeting II</p> <p>Opening activity: (5 Minutes)</p> <ul style="list-style-type: none"> a. The teacher opens the lesson by greeting and praying together. b. The teacher asks the news and checks the students' attendance. c. The teacher conveys the learning objectives.
2.	<p>Main activities: (30 Minutes)</p> <ul style="list-style-type: none"> a. The teacher asked the students about last week's English lesson. b. The teacher asks each student to memorize the vocabulary they have acquired and memorize it using the wordlist and translation method. c. The teacher records the results of each student in the form of data. d. The teacher slightly repeats the vocabulary and mentions it together with the students.
3.	<p>End activities:</p> <ul style="list-style-type: none"> a. The teacher guides the students to conclude the learning material. b. The teacher gives a message to students to study hard and don't forget to study at home. c. The teacher closed the lesson with a prayer and said greetings.

G. Media

- Laptop
- Audio visual
- One slide lyric of song from Westlife "My love"

H. Evaluation & Assessment

Memorizing	17-20	Able to memorize the amount of vocabulary requested
	13-16	Able to memorize half the vocabulary
	9-12	Able to memorize a quarter of the vocabulary
	5-8	Able to memorize more than 5 vocabulary
	1-4	Able to memorize vocabulary less than 5 vocabulary
Pronunciation	17-20	There are traces of foreign accent
	13-16	Always intelligent, though one is conscious of a definite accent
	9-12	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	5-8	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1-4	Pronunciation problems so severe to make speech virtually unintelligible.
Fluency	17-20	Speech as fluent and effortless as that of native speakers.
	13-16	Speed of speech seems to be slightly affected by language problem
	9-12	Speed and fluency are rather strongly affected by language problems.
	5-8	Usually hesitate, often forced into silence by language limitations
	1-4	Speech is so halting and fragmentary as to make conversation virtually impossible.
Translation	17-20	Easy to find meaning and able to find the right meaning
	13-16	The meaning of each vocabulary is good and easy to understand
	9-12	The translation is still a little inappropriate but still understandable
	5-8	A little difficulty in translating and determining the meaning of each vocabulary

	1-4	Many errors in translating each vocabulary and tend to mean the vocabulary does not fit the context
Interaction	17-20	Almost responds appropriately and always tries to develop to interaction.
	13-16	Communicates affectively, generally responds appropriately and keeps trying to develop the interaction.
	9-12	Tries to communicate, but sometimes does not respond appropriately or clearly.
	5-8	Purposes are not clear, need a lot of help communicating, usually does not respond appropriately or clearly.
	1-4	The situation is so awkward and silence because almost nothing interaction.

Known By:

Principal of Mts. PP Tarbiyah

Islamiyah Hajoran



(Dra. Halwiyah Nasution)

NIP:

Hajoran, 26 May 2022

English Teacher

(Robiah Hasibuan, S.Pd)

Researcher

(Nur Anisah Siregar)

NIM: 0304181044

APPENDIX 2 PICTURE OF THE PROCESING OF LEARNING



picture 1

Vocabulary memorization deposit



picture 2

students listening to songs from laptops



picture 3

The researcher directs to listen and pay attention to the song



picture 4 students' attention in English song



picture 5

vocabulary memorization deposit

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX 4 RESEARCH PERMIT LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-5609/ITK/ITK.V.3/PP.00.9/04/2022

21 April 2022

Lampiran : -

Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala PP Tarbiyah Islamiyah Hajoran

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Nur Anisah Siregar
NIM : 0304181044
Tempat/Tanggal Lahir : Hajoran, 15 Oktober 1999
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Hajoran Julu Kelurahan Hajoran Kecamatan Sungai kanan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Desa Hajoran kec, sungai kanan kab, Labusel Sumatra Utara , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Use of Wordlist and translation in English song to improving vocabulary skill at Mts PP Tarbiyah Islamiyah Hajoran kec, sei kanan kab, labusel

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 21 April 2022
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX 5 SCHOOL REPLY LETTER



YAYASAN ISLAMIYAH HAJORAN
MADRASAH TSANAWIYAH PP. TARBIYAH ISLAMIYAH

Alamat : HAJORAN, KECAMATAN SUNGAI KANAN, KABUPATEN LABUHANBATU SELATAN
 No. Izin Operasional 1260 Tahun 2018. NPSN : 69725365. NSM : 121212220040. Akreditasi "A"

SURAT KETERANGAN

Nomor : MTs. b 28/ 041 /PPTIII/2022

Dengan Hormat, Sehubungan dengan Surat dari Universitas Islam Negeri Sumatera Utara (UIN-SU) Medan Nomor: B.5609/ITK/ITK.V.3/PP.00.9/04/2022 Tanggal 21 April 2022, Perihal Ijin Riset maka dengan ini kami Kepala Madrasah Tsanawiyah PP. Tarbiyah Islamiyah Hajoran menerangkan:

Nama : **NUR ANISAH SIREGAR**
 N I M : 0304181044
 Fakultas : Tarbiyah dan Keguruan
 Jurusan : Tadris Bahasa Inggris

Telah melaksanakan Riset di Madrasah Tsanawiyah PP. Tarbiyah Islamiyah Hajoran yang kami pimpin pada tanggal : 16 s/d 25 Mei 2022, dengan judul Skripsi (karya ilmiah) : *"The Use of Wordlist and Translation in English Song to Improving Vocabulary Skill at MTs PP Tarbiyah Islamiyah Hajoran Kec. Sei Kanan Kab. Labusel"* telah terlaksana dengan baik

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Hajoran, 25 Mei 2022

Kepala Madrasah Tsanawiyah

Tarbiyah Islamiyah Hajoran



DR. Hj. HALWIYAH NST