

**THE USE POP SONG TO IMPROVE STUDENTS UNDERSTANDING OF
THE SIMPLE PAST TENSE AT THE TENTH-GRADE OF SMK NEGERI
1 PALOPO**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

**THE USED POP SONG TO IMPROVE STUDENTS UNDERSTANDING
OF THE SIMPLE PAST TENSE AT THE TENTH-GRADE OF SMK
NEGERI 1 PALOPO**



IAIN PALOPO

A THESIS

*Submitted as a part of the Requirements for S. Pd. Degree
in English Language Education Study Program*

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 28th December 2022.

Regar

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THESIS APPROVAL

This thesis entitled "The Use Pop Song to Improve Students Understanding of the Simple Past Tense at the Tenth Grade of SMK Negeri 1 Palopo" Which is Written by Sabituddin Reg. Number. 15.0202.0025, , SI English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munqasabah session which is carried out Tuesday, 27th of April 2022, coincided with 26 Ramadhan 1443 H. It is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Wednesday, 28th of April 2022
27 Ramadhan 1443 H

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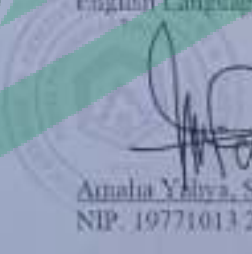
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The researcher hopes this thesis can give some value to the students of the English Department and English teachers and the readers especially Pop Song In Improving Students' Past Tense. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis, May ALLAH SWT. bless us.

Amin

Palopo, November
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ABSTRACT

Sahiruddin, 2021, "The Using Pop Song to Improve Students Understanding Of Simple Past Tense At The Tenth-Grade Of SMK Negeri 1 Palopo" English Language Education Study Program Tarbiyah And Teacher Training Faculty State Islamic Institute Of Palopo, Supervisor by: **(1) Dr. Hilal Mahmud, M.M. and (2) Dewi Furwana, S.Pd.I., M.Pd.**

This thesis attempted to find out the teaching simple past tense used Pop Song of SMK Negeri 1 palopo, The research questions: the use of pop song effective to improve students understanding of simple past tense at the tenth grade of SMK Negeri 1 Palopo? And the objective of the research is to find out whether or not using pop songs is effective to improve simple past tense at the tenth-grade students of SMK Negeri 1 Palopo. This research used the pre-experimental method with pre-test and post-test design. The population of the research includes students at the tenth-grade ADM of SMK Negeri 1 palopo, the number population is 119 students in academic and the researcher used purposive sampling which was taken from class X ADM 1 consist of 30 students as the sample researcher. The treatments by using pop songs, it was found that the mean score of post-test (67,00) was higher than the mean score of pre-test (43,67). it could be concluded that the use of pop song is effective in improving the students understand simple past tense to the tenth-grade students of SMK Negeri 1 palopo.

Keywords: Simple Past Tense, Pop Song



TABLE OF CONTENT

| | |
|--|-----|
| TITLE PAGE | i |
| ACKNOWLEDGEMENT | ii |
| ABSTRACT | iv |
| TABLE OF CONTEN | v |
| LIST OF TABLE | vii |
| CHAPTER I INTRODUCTION | 1 |
| A. Background | 1 |
| B. Problem statement | 4 |
| C. The objective of Research | 4 |
| D. Significance of the Research | 4 |
| E. Scope of the Research | 5 |
| F. Definition of Term | 6 |
| CHAPTER II REVIEW OF RELATED LITERATURE | 7 |
| A. The Previous of Related Literature | 7 |
| B. The Concept of Grammar Skill | 8 |
| 1. Definition of Grammar | 8 |
| 2. Principle For Teaching Grammar | 9 |
| C. Simple past tense | 11 |
| D. The concept of pop songs | 12 |
| E. Hypothesis | 15 |
| F. Conceptual framework | 15 |
| CHAPTER III METHOD OF RESEARCH | 17 |
| A. Research of Method | 17 |
| B. Design of the Research | 17 |
| C. Research variable | 17 |
| D. Population and sample | 18 |
| E. Instrument of Research | 18 |
| F. The Procedure For Collecting Data | 19 |
| 1. Giving Pre-test | 19 |
| 2. Giving Treatment | 19 |
| 3. Giving Post-test | 20 |
| G. The Technique of Data Analysis | 21 |
| CHAPTER IV FINDINGS AND DISCUSSIONS | 22 |
| A. Findings | 22 |
| B. Discussions | 32 |
| CHAPTER V CONCLUSIONS AND SUGGESTIONS | 38 |
| A. Conclusions | 38 |
| B. Suggestions | 39 |

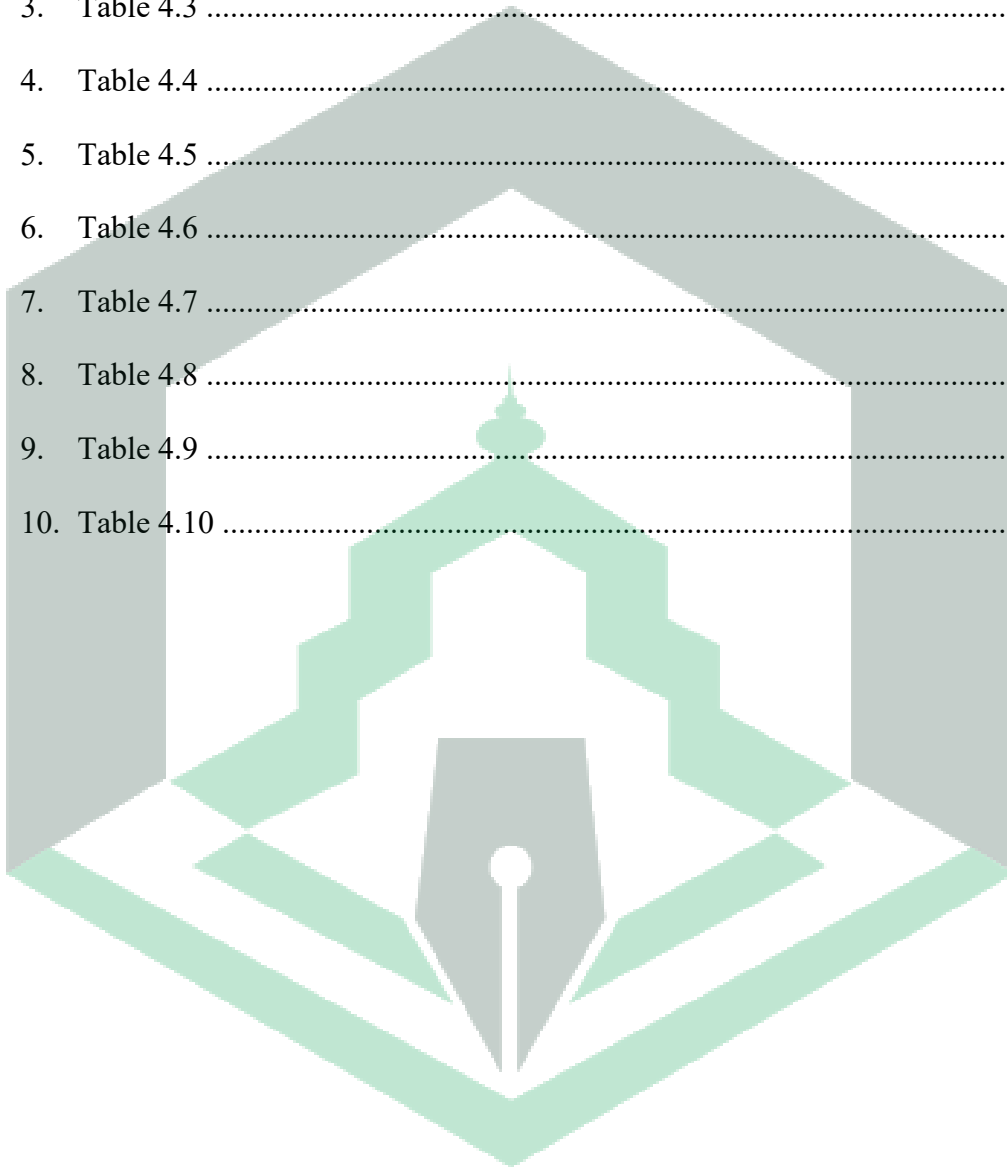
BIBLIOGRAPHY

APPINDICES



LIST OF TABLE

| | |
|----------------------|----|
| 1. Table 4.1 | 23 |
| 2. Table 4.2 | 24 |
| 3. Table 4.3 | 25 |
| 4. Table 4.4 | 26 |
| 5. Table 4.5 | 27 |
| 6. Table 4.6 | 28 |
| 7. Table 4.7 | 29 |
| 8. Table 4.8 | 30 |
| 9. Table 4.9 | 30 |
| 10. Table 4.10 | 31 |





CHAPTER I

INTRODUCTION

A. Background

National education must be able to ensure equal distribution of educational opportunities, improve quality and relevance and management efficiency. Equal distribution of educational opportunities to be realized in the 12-year compulsory education program. The quality of education is directed at improving the quality of the British society as a whole through heart, thought, taste and sport in order to be competitive in facing global challenges. the relevance of education intended to produce improvements that are in accordance with the competency-based needs of English natural resources. management of education efficiency is carried out through the implementation of school-based management and education management in a planned, directed and planned manner. Efforts to improve human resource development through education need special attention. Education Law No. 20 of 2003 concerning the National Education System which functions to develop the ability of dignified national character and civilization in the context of educating the nation's life. , independent and become citizens of a democratic and sensitive to the challenges of the times.

Language is also a communication tool in the form of a sound symbol system produced by human speech. Language consists of words or groups of words. Each has a meaning, namely, the abstract relationship between words as symbols and objects or concepts represented by the collection of words or

vocabulary by linguists arranged alphabetically, or in alphabetical order, accompanied by an explanation of their meaning and then recorded into a dictionary. Language is a structure and meaning from its users, as a sign that concludes a goal.

English is a communication tool in the form of a system of sound symbols produced by human speech tools that are used according to the situation of the conversation, namely, according to the interlocutor, the place of conversation, and the variety of speech and in accordance with the rules that apply in English the same as those used in the process. teaching and learning in the classroom on the subject of English. Moreover, one of the objectives of Indonesian language subjects is that students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing.

Learning is an attempt to obtain changes in behavior, this implies that the main characteristic of the learning process is a change in behavior within the individual. Teachers as educators must be able and strive to create learning that inspires students' learning motivation, which in the end gets maximum learning outcomes. As a motivator, a teacher always provides encouragement and enthusiasm for students, seeking an interesting learning process that stimulates student learning outcomes. Therefore, the learning process should be carried out in various ways of teaching, providing a stimulus in the form of questions to students by using media and tools that can attract the attention of students so that they feel enthusiastic in participating in the learning process.

Of course, to meet these expectations, the teacher as an educator should use the right steps in the teaching and learning process, especially in Indonesian subjects. In fact, learning English tends to be boring, this is due to the teacher's lack of creativity. Using methods and approaches that tend to be monotonous causes students to be unmotivated and not enthusiastic when faced with learning English which ultimately affects student learning outcomes. The researcher observed that SMK Negeri 1 Palopo, where teachers were more likely to use the lecture method and did not provide opportunities for students to ask questions, in the sense that learning was still teacher-centered. Teachers rarely apply innovations in learning such as applying various models, methods, approaches, process skills and learning techniques, so that students are less interested in learning. The reality in the classroom also shows that not a few students have low absorption abilities when receiving Indonesian language subject matter when taught only by the lecture method without implementing effective learning innovations. The results of an interview with one of the Indonesian language teachers showed that the Indonesian language learning outcomes of students were still relatively low and unsatisfactory, it was found that from 30 students there were only 31% or 11 students who scored satisfactory and 69% or 19 students. students get low or unsatisfactory grades. If this is not addressed as early as possible, it will have a negative impact on the quality of English learning in class X SMK Negeri 1 Palopo.

Based on this description of the learning process and the results of interviews with one of the teachers at the SMK Negeri 1 Palopo school, it can be

understood that what happened to the students in class X SMK Negeri 1 Palopo was that their interest in learning English was still low, especially the students' simple past tense. As a result, student learning outcomes for English lessons are still low. Teachers should be able to design learning that can activate students, teachers should do a lot of new things in presenting learning that can make changes to increase student motivation and learning outcomes. Learning innovation can be done by teachers by applying models, methods, approaches and techniques in the learning process.

The pop song method is a learning method that uses sung poems. Usually the poems are adapted to the materials that will be taught by educators. According to some experts, pop songs make the learning atmosphere cheerful and passionate so that children's development can be stimulated more optimally.¹

One method that is expected to improve students' English learning outcomes is by applying the pop song method. Motedo or pop song learning, strategies and presentation of class settings to provide a more conducive learning atmosphere so that it will be able to motivate and improve students' English learning outcomes, especially in the students' simple past tense. Researchers are interested in applying the pop song learning method in the English learning process on the simple past tense material for class X students of SMK Negeri 1 Palopo. because pop song learning has advantages, namely, helping to achieve abilities in developing thinking power, helping to channel emotions such as happy or sad through the content of song/singing poems, and helping to add new

¹ Fadillah, Muhammad. 2012. PAUD Learning Design. Yogyakarta: Ar-Ruzz Media

vocabulary through song/singing poems so that learning is not only centered on the teacher. The pop song method is an approach that helps teachers relate the content of the subject matter to the state of the song's content. This learning motivates students to relate the knowledge gained in class, and its application in students' lives as family members, as well as members of society.

Based on the description above, the researcher will make the research "Use of Pop Songs to Improve Students' Understanding of the Simple Past Tense in Class X SMK Negeri 1 Palopo" as the title. The use of pop songs was chosen as a medium because when compiling sentences students can understand the grammar and also the meaning or intent of the sentence. Based on the pre-survey conducted by the researchers at SMK Negeri 1 Palopo, most of the students were unable to use these sentences because they did not know good grammar and sentence patterns.

The result of the study shows that using song media can improve students' achievement in teaching simple past tense. This is proved by the student's test that improved in every cycle. In this research, the researcher took a test of their achievements in each cycle. In the first cycle, the average of the student's achievement was 63,7. In the second cycle, the students got 71,8 and in the third cycle, the students got 80,2.²

B. Research Question

²Istiroqah, "Improving Students' understanding of simple past tense through the song a classroom Action Research with The Second Tear Students of SLTP Nu 04 Sunan Abinowo"(Thesis IAIN Semarang,2011).

Based on the background above, the researcher formulates the research question as follows “ Is the use of pop song effective to improve students understanding of simple past tense at the tenth-grade of SMK Negeri 1 Palopo?”

C. The objective of the research

Based on the research question above, the objective of the research is to find out whether or not using pop songs is effective to improve students understanding of simple past tense at the tenth-grade of SMK Negeri 1 Palopo.

D. Significance of the Research

1. Theoretical Benefits

- a. Enriching studies on the effectiveness of the pop song learning model applied in learning English on student learning outcomes;
- b. Formulate a hypothesis about the effectiveness of the pop song learning model on student learning outcomes

2. Practical Benefits

a. For researchers

As an opportunity for researchers to add insight, knowledge, and understanding as well as a form of training in applying the knowledge that has been obtained during lectures so that they can be used as provisions in developing their potential to become good educators.

b. For Students

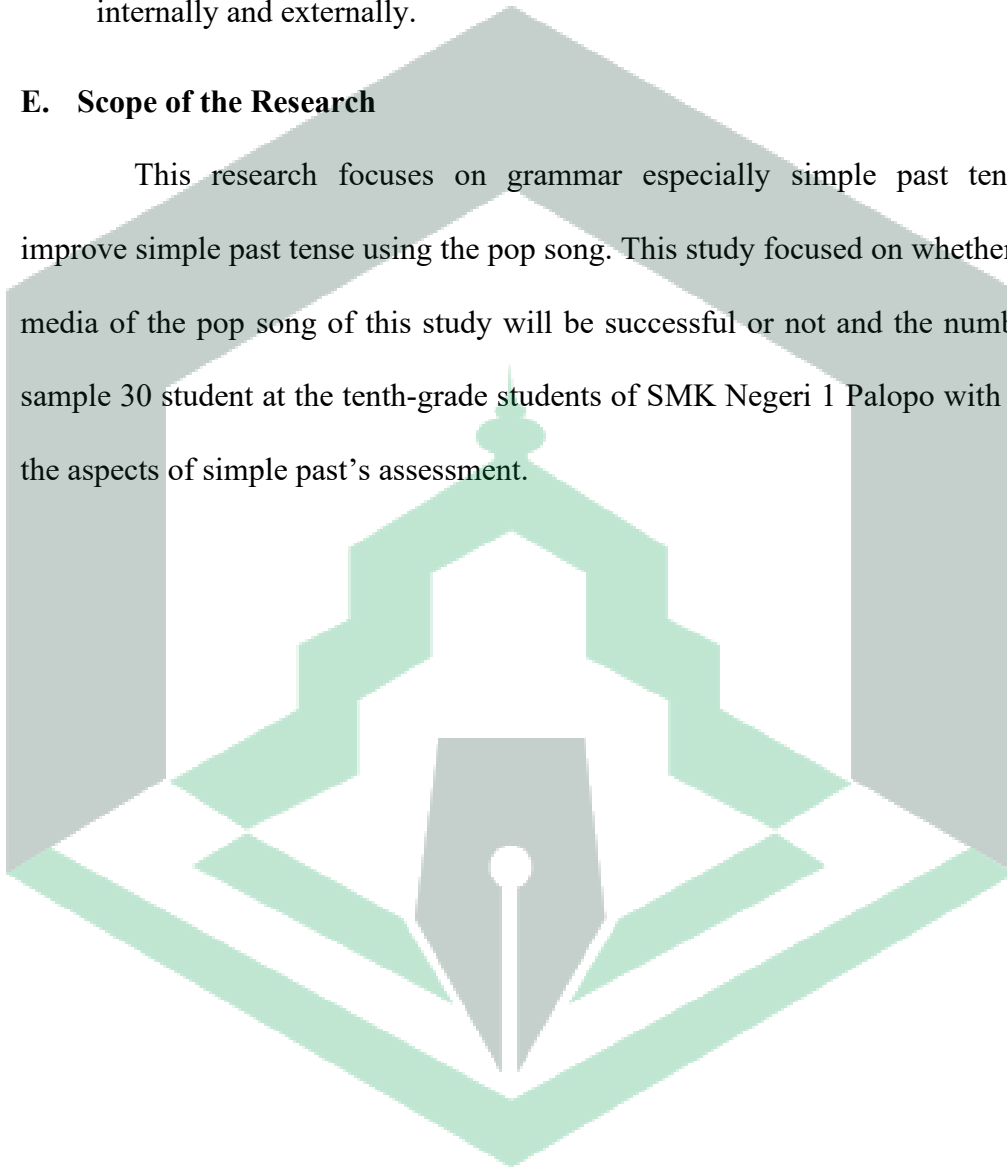
For information and consideration of researchers in improving student learning outcomes, especially in the field of English.

c. For Students

As an encouragement for students to improve their learning outcomes by paying attention to the factors that affect their learning outcomes both internally and externally.

E. Scope of the Research

This research focuses on grammar especially simple past tense to improve simple past tense using the pop song. This study focused on whether with media of the pop song of this study will be successful or not and the number of sample 30 student at the tenth-grade students of SMK Negeri 1 Palopo with using the aspects of simple past's assessment.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous of Related Literature

Many types of research report the identification of the student's aptitude and interest in learning English. Furthermore, there are also many researcher reports and expose researchers about how to create a more effective teaching and learning process, especially in teaching grammar: here are some of the themes.

FebriaAfiahRahma (2015) in her thesis which is written under the title "The Effectiveness of Using English Songs From YouTube Towards Students' Vocabulary Mastery at the Tenth-Grade of The Ruhama Islamic Junior High School at South Tangerang".³ The method of this study is quantitative by taking 60 students as the sample from 92 students of the population. The sample of students was divided into two classes; 30 students for the experimental class, 30 students for the control class. Before giving treatment, the researcher gave a pre-test. The finding of this study shows that teaching vocabulary by using English songs from YouTube was effective. It is proved by count (4.01) which is higher than the t-table in the degree significance 1% (2.39). it is considered that the null hypothesis (Ho) in this study is rejected and the alternative hypothesis (Ha) which states that there is a significant difference between students' vocabulary scores taught by using English songs from YouTube and without by using English songs from YouTube is accepted it means that the English songs *From YouTube are effective in improving students' vocabulary mastery.*

³Febria Afia Rahma, *the Effectiveness of Using English Songs From YouTube Towards Students' Vocabulary Mastery* (UIN : Jakarta, 2015)

RiaReskiAwal (2017) in here thesis which is written under the title “Improving The First Year Students’ Understanding On Simple past tense through Song at SMKN 3 Selayar Island Regency”.⁴ The research focused on simple past tense because most of the students cannot distinguish simple past tense in a sentence. The researcher used the song because everybody likes music. The song is also one of the teaching techniques to solve students’ boredom when teaching and learning process. The research problem was how does the improvement of students’ understanding of simple past tense through song. The research finding indicated that the song improved the students’ understanding of simple past tense at SMKN 3 Selayar Island Regency. it consists of three cycles. Each cycle consisted of three meetings and four steps. Those are Planning, Acting, Observation, and Reflection. The result of this research before doing a cycle, the research did pre-test was to know the students’ ability in the simple past tense and mean score in pre-test was 54.58. The first cycle showed the students’ achievement and performance were low. It could be seen from the students’ mean score in the first cycle was 65.42. The students’ mean score in the second cycle was 92.08. The students’ mean score in the third cycle was 94.58. Then, the result of the research in the second cycle showed that the students’ achievement and performance have improved.

⁴Ria Reski Awal, *Improving The First Year Students’ Understanding On Simple Past Tense Through Song At SMKN 3 SelayarIsland Regency* (UIN : Makassar 2017)

Datin Dibya Tri Utami (2018) in her thesis which is written under the title “The Influences of Using Song lyrics In Grammar Learning”.⁵ This research was aimed at identifying 1) the influence of song lyrics on their understanding of grammar, and 2) how they recognize the grammar on the song lyrics. The study employed quantitative research methods. The sample of this study was 70 students in the first year of the English language education department. This study used a grammaticality judgment test and questionnaire. The grammaticality judgment test was used to measure students’ understanding of grammar in song lyrics and a questionnaire was applied to find their ways of identifying grammar patterns in song lyrics. To differentiate students’ level of understanding of grammar, 5 criteria were used: very good, good, sufficient, insufficient, and poor. The result indicated that 55% of the students can recognize the grammar patterns in the song lyrics. On the other hand, identified verb and to be (47, 2%) as the most applied by the students to recognize the grammar on the song lyrics.

B. Some Partinent Ideas

1. Definition of grammar

The grammar of the rules of language in sentences. Michael explains that grammar is the rules that say how words are combined, arranged, and changed to show different meanings.⁶ And in oxford advanced learning dictionary defines that grammar as the rules in a language for changing the words and combining them into a sentence, grammarian is the grammar expert, and grammatical is about or

⁵Datiin Dibya Tri Utami, *The Influences Of SongLyrics In Grammar Learning* (UIN : Banda Aceh 2018)

⁶Michael Swan, *Practical English Usage*, (New Edition: Oxford University Press, 1996),p.76

conforming to the rules of grammar.⁷ Grammar is a model of those linguistic abilities of native speakers of a language that enable them to speak and understand their language fluently.⁸ Based on the definition of grammar, the researcher can summarize that grammar is a form sentence and combine words to be complete and clear sentences.

2. Principle for teaching grammar

Before conditional a grammar class, there must be some principles that have to be noticed by the teachers in the order they can commit is successful. According to Noonan, there are at least three principles in teaching grammar to the students, they are:

a. Integrate both inductive and deductive methods into your teaching

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work from principles to Inductive procedures reverse this process. In deductive teaching, you present the learners with samples of language and through a process of guided discovery, get them to work out the principle or rule for themselves.

b. Use tasks that make clear the relationship between grammatical form and communicative function.

⁷Hornby, Oxford Advanced Learner's Dictionary Acquisition Research, (Oxford: Oxford University Press, 1995),p.27

⁸Andrew Redford, *Transformational Grammar*, Cambridge, 1998),p.3.

Grammar-based courses are relatively ineffective because they teach grammar as an abstract system. Present the language as isolated sentences and fail to give learners the proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduced typically students were given a list of the sentence in the active voice (“the boy broke the window”, “the dog bit the men.” Etc.) Along, the model of how to form the passive.

- c. Focuses on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge knows language rules. Procedural knowledge is being able to use knowledge for communication.

While declarative knowledge can facilitate the development of procedural knowledge, it is not a necessary and sufficient condition for the development of such knowledge. Students need to develop mastery of target language items, not by memorizing rules, but by using the target items in a communicative context. This learning through use or learning by doing principle has come to us through the approach to education known as experientialism.⁹

C. Simple past tense

⁹David Nunan, *Practical English Language Teaching*, (New York: Cambridge University Press), p.158-160.

Simple past tense is often used for an action that started at some time in the past and the simple form.¹⁰The simple past tense of an irregular verb is also divided into four. Those are;

- a. The simple past tense used *was* and *was* in the past tense form of being.

For example;

I am at home today become I was at home yesterday

We are in class now become we were in class yesterday.

- b. The simple past used verbs *be* and the subjects are reserved in questions.

For example;

I was late this morning become was I late this morning?

We were on time today become were we on time today?

- c. The simple past tense used of *bee was not* and *was not* in negative forms.

The contraction *wasn't* and *wasn't* occur in the spoken English and informal written English example;

I was home yesterday become I wasn't home yesterday.

They were in class become they weren't in class.

- d. The simple past tense is the part of the sentence after *be* is omitted in the short answer for example;

Were you at home this morning? Yes, I was or No, I wasn't.¹¹

The simple past or past simple sometimes called the preterit, is the basic form of the simple past tense in modern English. It is used principally to describe

¹⁰Rudi Hariyono, Complete English Grammar, (cet.1 ;surabaya: Gita Media press,2002),p.221.

¹¹Istirokhah. *Improving Student's Understanding Of Simple Past Tenses Through Song*. (Semarang: Education walisongo state institute for Islamic studies, 2010).11

events in the past, although it also has some other uses. Regular English verbs form the simple past in *-Ed*; however, there are a few hundred irregular verbs with different forms.

D. The concept of pop songs

1. Definition of pop songs

The song is defined as a short poem or number of verses set to music and intended to be a song.¹² The song is the result of human creation which is followed by a rhythm that can arouse people feeling, emotions, and expressions.

The song is defined as a short musical composition made up of naturally dependent words and music together produces a unique aesthetic response. Song or music is one of the basic experiences of the human spirit that contains unique meaning. The song means a short piece of music with words that you sing.

A song is a piece of work inspired by the story of life. It can be about happiness, love, hate, goodness, and so on.

The song becomes more interesting with the various matter, they may convey by the message of the song.

Music is an art that combines vocal or instrumental sounds for the beauty of forms or emotional expressions.¹³ It is typically for a solo singer, though may also be a duet, trio, or more voices (works with more than one voice to a part, however, are considered choral). The words of songs are typical of a poetic, rhythmic nature, although they may be religious verses or free prose.

¹²Hamby, AS. *Oxford Advanced Learner's Dictionary Of Current English*. (fifth edition; New York; Oxford University Press,1995),p.32

¹³Encyclopedia, *The ART of Music: Definition History and ITS Elements*. Britannica (2015)

The song can be broadly divided into many different forms; depending on the criteria used a division is between “art song”, “popular music song”, and “folk songs”.

Colloquially, a song is often used to refer to any music composition, even those without vocals (through in music styles that are predominantly vocal-based, a composition without vocals is often called an instrumental). In European classical music, however, this usage is considered correct, and “song should only be used to describe a composition for the human voice”.

According to Hooper popular songs are a piece of music works which commonly written and performed attractively and dynamically.¹⁴Listeners usually show their interest by moving their body in real or just in their imagination.

From those definitions, it can be concluded that song is a kind of literary works that are used to entertain people. Living without song and or music will make the world very lonely.

2. Benefit of song

The song have benefit, the song can make help students create to enjoy the classroom. The other benefit of a song such as:

- a. Bring back memories
- b. Concentration development
- c. Soothing and energizing ability
- d. Exploring new things
- e. Intellectual opportunities

¹⁴Richard Middleton, *Popular Music Analysis and Musicology: Bridging the Gap*, Cambridge University Press: Popular Music, vol. 12, 1993, p. 178

- f. Increase motivation
- g. Increased productivity without mood changes

Song has the power to soothe people's emotions, refresh their minds, and unlock their creativity. Song also had a function to help students learn grammar and structure, improve their grammar, and increase their fluency in hearing.

3. Reasons for using song

Six reasons for using the song in the classroom, are:

- a. For many reasons, students feel insecure about receiving a new language. Therefore songs and music can help students relax and create an enjoyable classroom atmosphere.
- b. The song can provide language input. We can expose students to the rhythm of language.
- c. Music and song are a reflection of the time and place that produce them. This helps to give cultural input to the students.
- d. The song can be used as a supplement to the textbook or can serve as the text itself in a variety of teaching situations such as using a song after the regular lesson, singing a song to change a face.
- e. The song can be used as a student as a text in the same way as a passage, short story, or poetry, or piece of authentic material.
- f. The song can arouse students' interest.

E. Hypothesis

The hypothesis is a temporary answer to the result that be expected. Base on the explanation in chapter one, that is the introduction. So the hypothesis in this research is formulated as follows:

Null Hypothesis (Ho): the use of pop song is not effective to improve students understanding of the simple past tense at the tenth grade of SMK negeri 1 palopo.

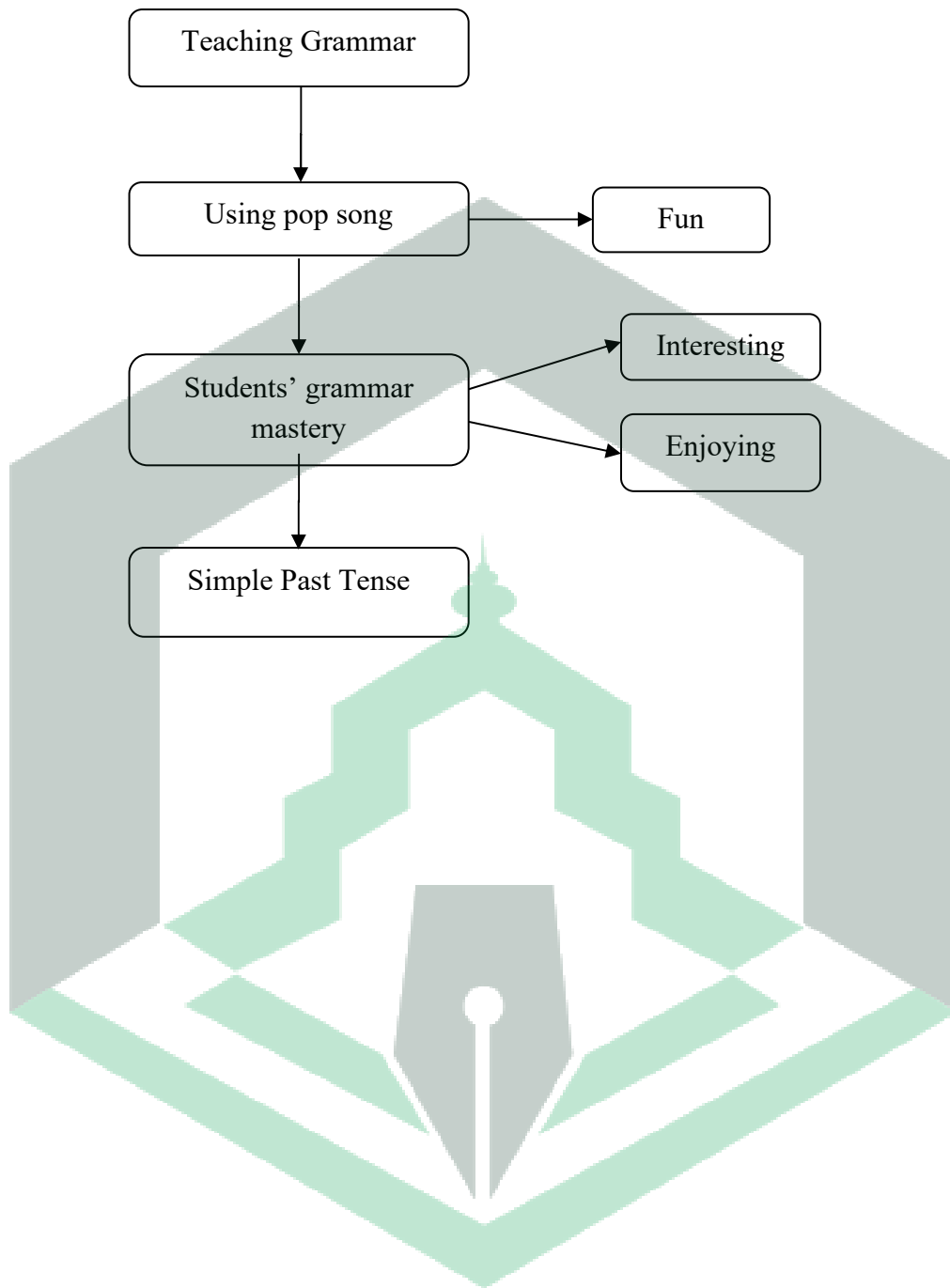
Hypothesis (Ha) : the use of pop song is effective to improve students understanding of the simple past tense at the tenth grade of SMK negeri 1 palopo.

F. Conceptual framework

Grammar is an important part of studying English; by understanding tenses students can make sentences suitable by the time signal. Learning grammar needs a strategy to improve sentences especially simple past tense by using the pop song.

The focus of this research is the effectiveness of using pop songs to improve students' simple past tense. The conceptual framework understanding the research is given the following diagram as follow:

The conceptual framework of this research will be described in the following diagram:



CHAPTER III

THE RESEARCH METHODE

A. Research of method

The research use pre-experimental research to find out the result of a certain technique. The instruction activity was designed only to improve students' simple past tense by using the pop song as a technique toward the experiment, the simple would have a test to measure the effect that students get after treatment.

B. Design of the Research

The researcher try to describe the effect of treatment of two different, using video pop song and simple past tense, the research design is pre-test and post-test therefore, the design is called a pre-test and post-test design.

| | | |
|----------------|-----------|----------------|
| Pre-Test | Treatment | Post-Test |
| X ₁ | T | X ₂ |

Notes:

X1: Pre-test

T: Treatment

X2: Post-test

C. Research Variable

This researcher involve two variables are independent variable and dependent variable:

- a. The Independent variable is listening to pop songs.
- b. The dependent variable is improving students' understanding simple past tense.

D. Population and sample

1. Population

In this researcher, the population of the study includes all fourth-grade students at the Tenth Office Administration 1 of SMK Negeri 1 Palopo in the academic year 2020/2021; the number population is 119 students.

| No. | CLASS | STUDENTS |
|-------|-------|----------|
| 1. | ADM 1 | 30 |
| 2. | ADM 2 | 30 |
| 3. | ADM 3 | 28 |
| 4. | ADM 4 | 31 |
| Total | | 119 |

2. Sample

This research was purposive sampling. In this research, the research take one class consisting of 30 students from Office Administration 1 students of SMK Negeri 1 palopo. The researcher chooses this class as the sample because the students have a low ability in English knowledge. Furthermore, they also were in to learn English, although their ability in English is still low and grammar especially in the simple past tense.

E. Definition of Term

1. Effectiveness is about consequences and results. Being effective means achieving the results that had been planned.
2. Simple past tense is a verb tense showing an action that happened before now.
3. Pop song The pop song is word, music, and image musical.

F. Instrument of research

In any scientific research, an instrument for collecting data will be important. The accuracy of the researcher will mostly depend on how accurate the use of the instrument is. Before the researcher carried out, the instrument for the data.

The collection should be well prepared. In this case, the instrument of the research is a grammar test, the grammar test was given in pre-test and post-test, and also the researcher uses a laptop, handphone, and application of Whatsapp as the instrument to collect data.

G. The procedure for Collecting Data

The data collecting by using the procedure below:

1. Giving Pre-test

For the first meeting, the researcher gave a file grammar test especially simple past tense to the students. And then, the students watch the test. The researcher will give the students the contents of the file grammar test, especially the simple past tense. The researcher asked the students to pay attention and the researcher will instruct students to watch the pre-test questions. After that, the researcher asked them to answer the question based on the grammar test, especially the simple past tense.

2. Giving treatment

The researcher gives treatment after the pre-test. The treatment is done for the fourth meeting. So, the researcher prepares some steps to encourage

students' improve their grammar, especially simple past tense. The steps are the following:

a. First meeting

1. Opening: introduction of pop song videos.
2. Whilst activity: the researcher turn on the laptop, handphone, and application Whatsapp, and then the students watch pop song video of English on the title **lily** by **Alan walker**.The teacher gives assignments to be done in groups, then each group takes turns ekxplaining the results of their assignments and making conclusions and then presenting them in front of the class.
3. Closing the classes by reading a prayer.

b. Second meeting

1. Opening: giving some explanations to improve past tenses.
2. Whilst activity: the research turn on the laptop, handphone, and application Whatsapp and then the students watching pop song video of English on the title **who knew** by **pink**. The teacher gives assignments to be done in groups, then each group takes turns ekxplaining the results of their assignments and making conclusions and then presenting them in front of the class.
3. Closing the classes by reading a prayer

c. Third meeting

1. Opening: Giving motivation for students to keep the spirit in the learning process.

2. Whilst activity: the research turn on the laptop, handphone, and application Whatsapp then the students watching pop song video of English on the title **Faded** by **Alan Walker**. The teacher gives assignments to be done in groups, then each group takes turns explaining the results of their assignments and making conclusions and then presenting them in front of the class
3. Closing the classes by reading a prayer

d. Fourth meeting

1. Opening: The researcher checked out the students' pop song
2. Whilst activity: the research turn on the laptop, handphone, and application WhatsApp, then the students watching pop song English on the **Beautiful in white** by **Shane Filan**. The teacher gives assignments to be done in groups, then each group takes turns explaining the results of their assignments and making conclusions and then presenting them in front of the class.
3. Closing the classes by reading a prayer.

3. Giving Post-test

After giving the treatment, finally, the researcher gave a post-test. The researcher will give the students the content of the pop song. After that students answer the question based on the researcher.

H. The technique of Data Analysis

The data analysis techniques involved some steps that are elaborated as follows:

1. Scoring classification in grammar.

In giving scores to the students after following the pre-test and post-test, the researcher adopted the scoring classification which is suitable with the grammar testing criteria. Those criteria or classification are presented as follows:

Scoring classification using grammar.

| No. | Score | Classification |
|-----|----------|---------------------------|
| 1 | 80 – 100 | Excellent |
| 2 | 66 – 79 | Good |
| 3 | 56 – 65 | Average |
| 4 | 40 – 55 | Poor |
| 5 | 0 – 39 | Fairly Poor ¹⁵ |

2. Calculating the test result of Grammar by using the SPSS program version 21.0

¹⁵Suharsimi Arikunto dan Cipi Safruddin Abdul Jabar, *Evaluasi Program Pendidikan*, (Jakarta: Bumi Aksara, 2009), p.35

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the findings and discussions result of the research shows the realities and compare between theory and application in an educational institution.

A. Findings

The findings of this research were shown to describe the result of the data that were analyzed statistically. It comprised of the students' scores in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis of students' simple past tense scores in pre-test and post-test.

a. Pre-test

In this section, the researcher shows the complete score of students' simple past tense ability in a pre-test, the mean score and standard deviation of students, and the rate percentage of students' simple past tense score in a pre-test. The researcher presented them in the tables and calculated the score by using SPSS. For looking at the mean score of students' simple past tense in a pre-test, the researcher calculated it by using SPSS 21. The result could be presented into the table descriptive statistic as follows:

Table 4.2**The Mean Score of Students' Simple Past Tense in Pre-test**

| Descriptive Statistics | | | | | | | |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | N | Range | Minimum | Maximum | Sum | Mean | |
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Pretest | 30 | 50 | 20 | 70 | 1310 | 43.67 | 2.690 |
| Valid N (listwise) | 30 | | | | | | |

Table 4.2 shows that the highest score of students is 70 and the lowest score is 20. Besides, the score of the students also indicates that the mean score of students' simple past tense in pre-test is 43.67 and the standard deviation error is 2.690. The researcher also has written the students' score of simple past tense before giving a treatment by using Pop Song and it shows through the table rate percentage score. The table is shown as follows:

Table 4.3**The Rate Percentages Score of the Students' Simple Present Tense in Pre-test**

| No. | Classification | Score | Frequency | Percentage |
|--------------|----------------|--------|-----------|-------------|
| 1 | Excellent | 80-100 | 0 | 0% |
| 2 | Good | 70-79 | 2 | 7% |
| 3 | Average | 60-69 | 5 | 17% |
| 4 | Poor | 50-59 | 7 | 23% |
| 5 | Fairly Poor | 0-49 | 16 | 53% |
| Total | | | 30 | 100% |

Table 4.3 shows that the percentages of the students' simple past tense scores in a pre-test, there is none of the students get excellent scores, there are 2

students (7%) who get good scores, there are 5 students (17%) who get average scores, there are 7 students (23%) who get poor and 16 students (53%) who get fairly poor. Based on the data, it can be seen that the students get poor and fairly poor. It means that the students' simple past tense was still low.

b. Post-test

In this area, the researcher made the rate percentage of the score of students' simple past tense in post-test. For looking at the mean score of students' simple past tense in post-test, the researcher calculated it by using SPSS 21. The result can be presented into the table descriptive statistic as follows:

Table 4.5
The Mean Score of Students' Simple Past Tense in Post-Test

| Descriptive Statistics | | | | | | | |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | N | Range | Minimum | Maximum | Sum | Mean | |
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Posttest | 30 | 40 | 50 | 90 | 2010 | 67.00 | 1.804 |
| Valid N (listwise) | 30 | | | | | | |

Table 4.5 shows that the highest score of students is 90 and the lowest score is 50. Besides, the score of the students also indicated that the mean score of students' simple past tense in post-test is 67.00 and the standard deviation error is 1.804. The researcher also had written scores of the students' simple past tense who had been given treatment by using Pop Song and it shows through the table rate percentage scores. The table is shown as follows:

Table 4.6**The Rate Percentages Score of Students' Simple Past Tense in Post-test**

| No. | Classification | Score | Frequency | Percentage |
|--------------|----------------|--------|-----------|-------------|
| 1 | Excellent | 80-100 | 5 | 17% |
| 2 | Good | 70-79 | 11 | 37% |
| 3 | Average | 60-69 | 12 | 40% |
| 4 | Poor | 50-59 | 2 | 7% |
| 5 | Fairly Poor | 0-49 | 0 | 0% |
| Total | | | 30 | 100% |

Table 4.6 shows that the percentages of the students' simple past tense score in post-test, there are 5 students (17%) who get excellent. there are 11 students (37%) who get good, 12 students (40%) who get average, there 2 students (7%) who get poor and there are none of the students (0%) who get fairly poor. It means that the score of the student after doing the treatment process during four meetings is very significant because the students' score is improved from pre-test to post-test. Although there are still a few students who get a poor score.

Besides showing the mean score in each subject of the students' ability in the simple past tense, the researcher also would present the total mean score and standard deviation of pre-test and post-test and then compare both of them. The result would be presented into the table descriptive statistic as follows:

Table 4.7**The Mean Score and Standard Deviation of Pre-test and Post-test**

Descriptive Statistics

| | N | Range | Minimum | Maximum | Sum | Mean | |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Pretest | 30 | 50 | 20 | 70 | 1310 | 43.67 | 2.690 |
| Posttest | 30 | 40 | 50 | 90 | 2010 | 67.00 | 1.804 |
| Valid N (listwise) | 30 | | | | | | |

Table 4.7 indicates that the standard deviation in pre-test is 2.690 and in post-test are 1.804. It also shows that the mean score of the students in pre-test is 43.67 and the mean score of the students in post-test is 67.00. The result of the table above shows that the mean score of students in the post-test is higher than the mean score of students in a pre-test. It can be concluded that using Pop Song was effective in teaching simple past tense.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used t_{est} analysis and calculated it by using SPSS 21. The results can be shown in the table of paired samples statistics, paired-samples correlations, and paired samples test. It is presented in the following tables:

Table 4.8**The Paired Samples Statistics of Pre-test and Post-test**

| Paired Samples Statistics | | | | | |
|----------------------------------|----------|-------|----------------|-----------------|-------|
| | Mean | N | Std. Deviation | Std. Error Mean | |
| Pair 1 | Pretest | 43.67 | 30 | 14.735 | 2.690 |
| | Posttest | 67.00 | 30 | 9.879 | 1.804 |

The table paired samples statistics of pre-test and post-test indicates that the value of standard deviation in pre-test is 14.735 and 9.879 in post-test. Besides, the standard deviation error in the pre-test is 2.690 and 1.804 in the post-test. Table 4.8 also shows that the mean score in pre-test is 43.67 and in post-test is 67.00. It can be concluded that the student's scores improved from 43.67 to 67.00.

Table 4.9**The Paired Samples Correlations of Pre-test and Post-test**

| Paired Samples Correlations | | | | |
|------------------------------------|---------------------|----|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | Pretest & Post test | 30 | .647 | .000 |

The table paired samples correlations of pre-test and post-test indicates that the correlation of the students' ability before and after treatment is 0.647. It means that there is a significant correlation of students' ability in teaching simple past tense by using Pop Song before and after treatment.

Table 4.10

The Paired Samples Test of Pre-test and Post-test

| | | Paired Differences | | | | T | df | Sig. (2-tailed) | |
|--------|---------------------|--------------------|----------------|-----------------|---|---------|--------|-----------------|------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pretest - Post test | -23.333 | 11.244 | 2.053 | -27.532 | -19.135 | 11.366 | 29 | .000 |

From the table sample test 4.10, the researcher got the data that t_0 (t_{test}) = 11.366 and (degree of freedom) = 29. According to Gay the value of t_t = 2.45 It was the standard of sign ification 0.05 witha degree of freedom(df)=29. Based on the result, the researcher concluded that t_0 (t_{test}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$11.366 > 2.045$$

Related to the result that ($t_0 > t_t$) the t_{test} was higher than the t_{table} . It concluded that there was a significant difference in teaching simple past tense before and after using Pop Song. Because of that, the researcher assumes that the Pop Song was effective in teaching simple past tense to the tenth-grade students of SMK Negeri 1 Palopo.

B. Discussions

Based on the observation of the tenth grade of SMK Negeri 1 Palopo the researcher found the problem in the study of grammar especially simple past tense. There are still many students with low motivation in learning especially simple past because the students feel boring in the learning process. Sometimes students do not focus and pay attention to the teacher's explanation. The students are not able to compose sentences in the past tense and some of the students just come, sit and quit. Although the teachers give a detailed explanation the students cannot understand and make simple past tense.

The students' scores on the pretest showed that there were no students in the very good category. The highest score is 70. While the lowest score in the pretest is 20. It is included in the poor category. Next asked the students after giving the pretest about how they answered the test and most of them said they answered with their feelings. Student learning outcomes on the pretests show that there are still many students who get low scores while the factors that influence vocabulary mastery include (1) students' self-confidence and low motivation. 68.8% of students are unable to complete English assignments and are not sure of getting satisfactory grades, (2) external factors which include teacher teaching methods that are difficult for students to understand, school environment that lacks proper places to read, tools learning tools that are still provided by the students themselves, learning media, such as language laboratories that are not yet

available, the level of education of parents is still relatively low, and the characteristics of teachers are still not accepted by students.¹⁶

The implementation of this research was carried out in four meetings. The learning process at the first meeting includes: Students and researchers The researcher enters the class and gives an opening greeting, invites students to pray together before starting the lesson, then checks student attendance and checks student learning readiness by inviting students to prepare textbooks, after that the researcher conditions the class to learn and ask students their readiness to learn. The researcher explained about the learning material, namely the simple past tense and gave examples related to the simple past tense, then explained about how to make simple past tense sentences, then the researchers divided the students into 4 groups and then divided the worksheets which contained the lyrics of the lily song which was popularized by Alam Walker. and explain the things that students must do, students complete the worksheets given by discussing with their respective group friends on student worksheets. After finishing working on the LKS, students come forward to collect the findings sequentially according to the group of students. All students reflect on what they have learned. Before the mathematics lesson ended, the researcher gave moral messages and instructions to students to study the next material at home.

The process of learning English about simple past tense at the second meeting is as follows. At the second meeting, still the same as the previous meeting, none of the students had the courage to ask the researchers when they

¹⁶ Yulia Siska. (2006). Factors that affect the low mastery of English vocabulary in class IX students of SMP Negeri 1 Beji Pasuruan.

were given the opportunity to ask questions. Students only dare to answer questions from the researcher together about making simple past tense sentences. Furthermore, all students listened carefully to the researcher's explanation on how to make simple past tense sentences in the form of positive, negative and interrogative sentences, especially emphasizing the choice of words to be used. Students listen and pay attention to the modeling carried out by the researcher when explaining the simple past tense related to making negative sentences and interrogative sentences. Next, the researcher divided the students into 4 groups and then divided the worksheets containing the lyrics of the song Who Knew which was popularized by Pink and explained the things that the students had to do, the students completed the worksheets given by discussing with friends in each group on the student worksheet. . After finishing working on the LKS, students come forward to present their findings per group and collect the findings sequentially according to the group of students. Students conclude by themselves the material that has been studied. Before the lesson ended, the researcher gave a moral message related to the material that had been studied.

The learning process at the third meeting includes: Students and researchers enter the class and give opening greetings, invite students to pray together before starting the lesson, then check student attendance and check student learning readiness by inviting students to prepare textbooks, after that the researchers condition the class to learn and ask students whether they are ready to learn. The researcher explained about the learning material, namely the simple past tense and gave examples related to the simple past tense, then explained

about how to make simple past tense sentences in the form of positive, negative and interrogative sentences, then the researcher divided the students into 4 groups and then divided the LKS containing The lyrics of the Faded song popularized by Alan Walker and explaining things that students must do, students complete the LKS given by discussing with their respective group friends on student worksheets. After finishing working on the LKS, students come forward to collect the findings sequentially according to the group of students. All students reflect on what they have learned. Before the mathematics lesson ended, the researcher gave moral messages and instructions to students to study the next material at home.

The process of learning English about simple past tense at the fourth meeting is as follows. At the fourth meeting, it was still the same as the previous meeting, none of the students had the courage to ask the researchers when they were given the opportunity to ask questions. Students only dare to answer questions from the researcher together about making simple past tense sentences. Furthermore, all students listened carefully to the researcher's explanation on how to make simple past tense sentences in the form of positive, negative and interrogative sentences, especially emphasizing the choice of words to be used. Students listen and pay attention to the modeling carried out by the researcher when explaining the simple past tense related to making negative sentences and interrogative sentences. Next, the researcher divided the students into 4 groups and then divided the worksheets which contained the lyrics of the song Beautiful in White which was popularized by Shane Filan and explained the things students

had to do, students completed the worksheets that were given by discussing with their group friends on a sheet student work. After finishing working on the LKS, students come forward to present their findings per group and collect the findings sequentially according to the group of students. Students conclude by themselves the material that has been studied. Before the lesson ended, the researcher gave a moral message related to the material that had been studied.

At the last meeting, the researcher gave a posttest to the students. The student's score on the posttest has increased from the student's score on the pretest. There are no students who get enough, less, and very less categories. The lowest score on the posttest was 50 (average category) and the highest score was 90 (very good category). This is in line with what was stated by previous researchers who used the pop song method in learning Arabic and in the classroom as an alternative solution in improving Arabic vocabulary mastery in early childhood because basically children like to sing so it would be better if learning was applied while learning, sing or sing while studying.¹⁷

Based on the results of the research above, the researcher concludes that the pop song method is effective in increasing students' understanding in mastering the simple past tense.

First, it has been explained in chapter II that the pop song learning method has several advantages. According to Richard Middleton, there are several benefits of using the pop song method which is effective in improving students' mastery of grammar (simple past tense). In other words, the pop song method is

¹⁷ Ridwan, A. Fajar (2019). Application of the Singing Method in Improving Mufradat Mastery in Arabic Learning at Raodhatul Athfal. Journal of Education. Vol. 13 No. 1, June 2019

effective in understanding and making students more active in the teaching and learning process.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and some suggestions related to the findings and the discussion of the research.

A. Conclusions

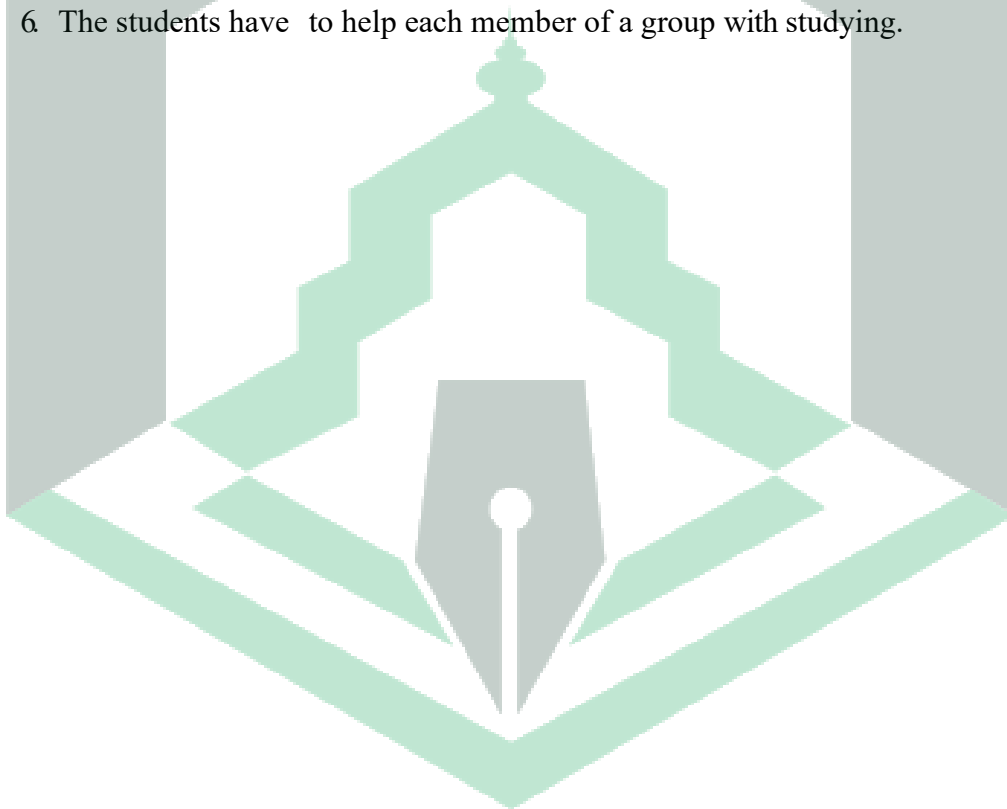
The use of pop song effective to improve students understanding of simple past tense at the tenth grade of smk negeri 1 palopo. It can be seen in the results of data analysis in the previous chapter where the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. He means that the researcher's assumption is correct, namely the pop song method can have a significant effect on students' abilities in the simple past tense.

Having implemented the treatments by using Pop Song, it was found that the mean score of post-test (67.00) was higher than the mean score of pre-test (43.67). The data had been analyzed by using (t_t) standard of significant 5% with a degree of freedom (df) = 29, got $t_t = 2.045$ and standard of signification 0.05, the result of $t_0(t\text{-test})$ is 11,366. From this result the researcher gave an interpretation that $t_0 (t\text{-test})$ is higher than $t_t (t_{\text{table}})$, $11.366 > 2.045$. It means that there was a significant difference between students' abilities before and after giving treatment. It could be concluded that Pop Song is effective in teaching simple past tense to the tenth-grade students of SMK Negeri 1 Palopo.

B. Suggestions

Based on the conclusion, the researcher would like to put forward some suggestions as follows:

1. The teacher should divide the group heterogeneously.
2. The teacher should monitor the students' activeness in each group. So that, every student can understand the material well.
3. In the discussion section, the teacher should train the students to think critically by expressing their ideas and opinion in their group.
4. For students, they have to be consistent to follow the rule of the Pop Song.
5. The students have to respect the other opinion and have self-esteem in expressing ideas.
6. The students have to help each member of a group with studying.



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMK Negeri 1 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/II (Dua)/Genap

Materi Pokok : Simple Past Tense

Alokasi Waktu : 2 x 45 menit (1 x Pertemuan)

A. TUJUAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi kalimat dalam bentuk Simple Past Tense
2. Membuat kalimat [Positif, negatif dan bertanya] dalam bentuk Simple Past Tense
3. Mendemonstrasikan penggunaan kalimat dalam bentuk Simple Past Tense

B. LANGKAH-LANGKAH PEMBELAJARAN

| | | |
|--|--------------------------------|--|
| Media: | | Alat/Bahan: |
| <ul style="list-style-type: none"> ➤ Song Text ➤ Lembar penilaian ➤ LCD Proyektor/ Vidio Pembelajaran | | <ul style="list-style-type: none"> ➤ Spidol dan papan tulis ➤ Laptop |
| PENDAHULUAN [5'] | | <ul style="list-style-type: none"> • Peserta didik memberi salam, berdoa, menyanyikan lagu nasional • Guru mengecek kehadiran peserta didik dan memberi motivasi • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran |
| KEGIATAN | Kegiatan Literasi [10'] | Siswa diberi motivasi dengan mendengarkan lagu dan memberikan kesempatan untuk mengidentifikasi kata kerja dalam bentuk simple past tense dengan cara menggaris bawahi teks lagu yang di berikan. Guru menanggapi pertanyaan dari siswa |
| | Critical Thinking [10'] | Dalam kelompok guru memberikan kesempatan kepada siswa untuk mengidentifikasi 1 kata kerja dan membuat kalimat simple past tense dalam bentuk positive, negative dan interrogative. Guru memperbaiki kalimat yang di buat setiap kelompok dan memberi penjelasan untuk penguatan. |
| | Collaboration [20'] | Dalam kelompok peserta didik mengumpulkan informasi dan mendiskusikan mengenai LKS yang dibagikan oleh guru dengan mengidentifikasi bentuk kata kerja kalimat simple past tense positif, negatif maupun kalimat interrogative yang ada dalam lagu. Guru memonitor dan memberi bantuan jika dibutuhkan. |

| | | |
|--------------------|----------------------------|---|
| | Communication [20'] | Perwakilan masing-masing kelompok mempresentasikan hasil kerja kelompoknya dan kelompok lain memberikan tanggapan baik itu pertanyaan/saran kemudian ditanggapi kembali oleh kelompok yang mempresentasikan. Guru memberikan penjelasan untuk penguatan |
| | Creativity [20'] | Peserta didik membuat 1 kalimat Simple Past Tense dalam bentuk positive, negative dan interrogative. |
| PENUTUP[5'] | | <ul style="list-style-type: none"> • Guru bersama peserta didik menarik kesimpulan apa yang telah di pelajari. • Guru memberikan penilaian lisan secara acak dan singkat. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa. |

C. PENILAIAN

| |
|--|
| <ul style="list-style-type: none"> - Sikap : Lembar pengamatan, - Pengetahuan : LK peserta didik, - Keterampilan: Kinerja & observasi diskusi |
|--|

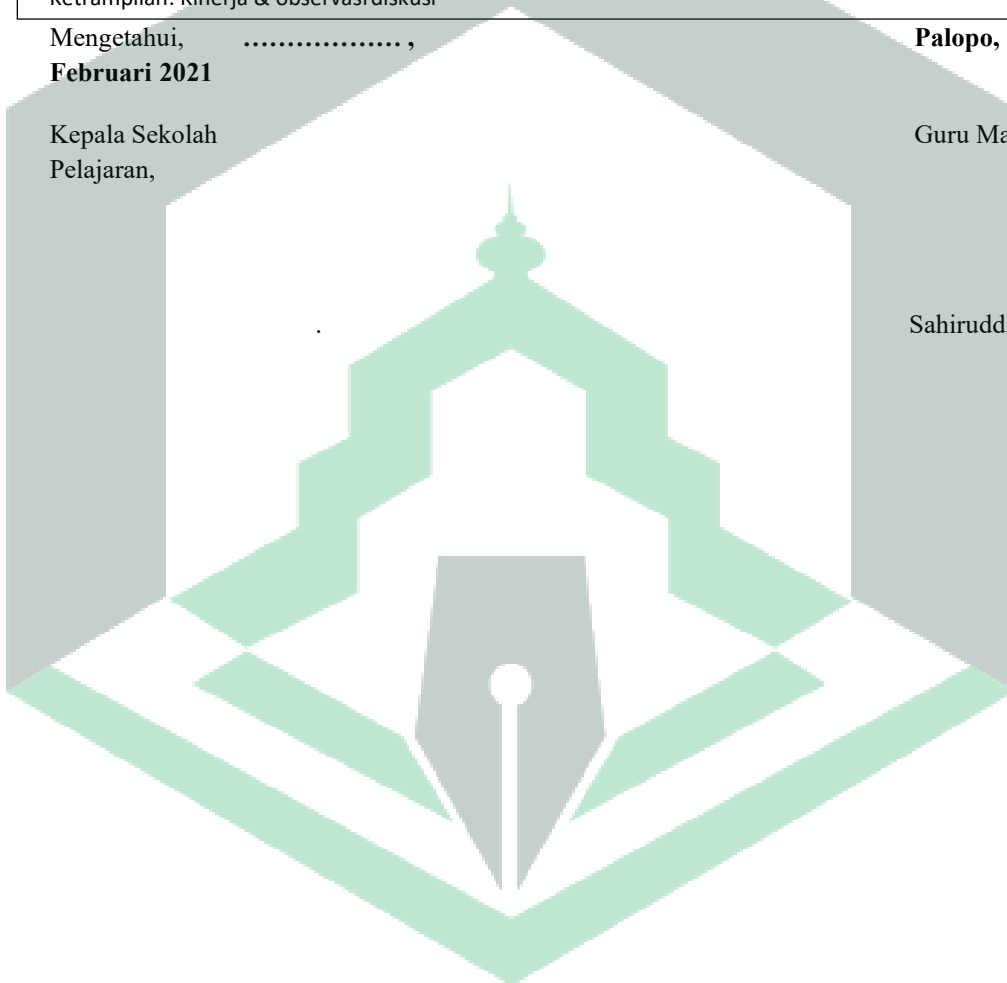
Mengetahui, ,
Februari 2021

Kepala Sekolah
Pelajaran,

Palopo,

Guru Mata

Sahiruddin



CATATAN:

1. Literasi [Keterbukaan wawasan] dalam pembelajaran. Dalam pengertian terbatas, literasi dimaknai dengan membaca dan menulis. Akan tetapi dalam konteks yang lebih luas, literasi mengandung makna kegiatan melihat, membaca, menyimak, berbicara dan mencipta. Kegiatan Literasi: 1] mengamati objek media gambar/charta; 2] mengamati lingkungan sekitar sekolah berkaitan dengan materi pelajaran; 3] membaca sumber belajar seperti buku pelajaran, lks, buku catatan, dll.; 4] mengumpulkan informasi melalui video/gambar dengan menggunakan lembar observasi; 5] menganalisis informasi melalui video/gambar.
2. Critical Thinking dalam pembelajaran: 1] Mendemonstrasikan keterampilan yang akan diajarkan; 2] Menyediakan kesempatan untuk berpikir lebih tinggi (High Order Thinking Skill/HOTS); 3] Menganjurkan dan mendorong murid untuk bertanya; 4] Memberikan sumber belajar tambahan yang mengeksplor critical thinking skills; 5] Menyediakan aktivitas 'guided writing' dan dorongan untuk berpikir; 6] Memberikan feedback yang memberi contoh critical thinking skills; 6] Lebih focus pada penilaian yang menggabungkan HOTS dan mengevaluasi kerja murid berdasarkan analisis, aplikasi, dan kreasi (penciptaan) daripada penilaian yang bersifat penggalian memori; 7] Meyakinkan murid bahwa tidak ada satu-satunya jawaban yang benar, selama murid memberikan alasan yang valid dalam tugas mereka; 8] Bila murid gagal dalam menunjukkan penguasaan suatu konsep atau keterampilan, guru dapat memberikan kesempatan untuk mencoba kembali dengan memasukkan refleksi yang mendorong murid untuk mempertimbangkan 'bagaimana' dan 'kenapa'. Kegiatan dalam critical thinking: 1] mengidentifikasi fakta dan opini; 2] mencari persamaan dan perbedaan; 3] mensortir dan mengklasifikasi; 4] membuat prediksi; 5] menyimpulkan.
3. Collaboration adalah tahapan pembelajaran untuk melatih collaborative learning atau pembelajaran kolaboratif adalah situasi dimana terdapat dua atau lebih orang belajar atau berusaha untuk belajar sesuatu secara bersama-sama. Metode untuk memeriksa proses collaborative learning meliputi analisis percakapan dan analisis wacana statistik. Pembelajaran Kolaboratif biasanya siswa bekerja dalam kelompok dua atau lebih, saling menolong untuk mencari: (1) pemahaman, (2) solusi/pemecahan, atau (3) pengertian, dan atau membuat suatu produk.
4. Communication adalah tahapan pembelajaran untuk melatih keterampilan berkomunikasi (Communication Skills) merupakan keterampilan untuk menyampaikan pemikiran, gagasan, ide, pengetahuan, dan informasi baru yang dimiliki kepada orang lain melalui lisan, tulisan, simbol, gambar, grafis, atau angka.
5. Creativity adalah kemampuan untuk mengembangkan, melaksanakan, dan menyampaikan gagasan- gagasan baru kepada yang lain; bersikap terbuka dan responsif terhadap perspektif baru dan berbeda. Pada tahap ini dibutuhkan produk [tertulis atau lisan].
6. Menurut Bloom, keterampilan dibagi menjadi dua bagian. Bagian pertama adalah keterampilan tingkat rendah [*Low Order Thinking Skill*], yaitu

mengingat (*Remembering*), memahami (*Understanding*), dan menerapkan (*Applying*), dan kedua adalah keterampilan berpikir tingkat tinggi [*High Order Thinking Skill*] yaitu, menganalisis (*Analyzing*), mengevaluasi (*Evaluating*), dan mencipta (*Creating*). Resnick (1987) mengemukakan bahwa keterampilan berpikir tingkat tinggi atau *High Order Thinking Skill* (HOTS) adalah proses berfikir kompleks dalam menguraikan materi, membuat kesimpulan, membangun representasi, menganalisis, dan membangun hubungan dengan melibatkan aktivitas mental yang paling dasar



And you'll be safe under my control

Just let me in, ooh
Just let me in, ooh

She knew she was hypnotized
And walking on cold thin ice
Then it broke, and she awoke again

Then she ran faster than
Start screaming, is there someone out there?
Please help me
Come get me
Behind her, she can hear it say

1. Tentukan 5 kalimat simple past tense dalam lirik lagu Alan Walker – Lily.

2. Ubahlah kalimat pada no. 1 di atas dalam bentuk kalimat (negatif dan tanya).

And ever
Who knew
Remember when we were such fools
And so convinced and just too cool
Oh no
No no
I wish I could touch you again
I wish I could still call you friend
I'd give anything

When someone said count your blessings now
For they're long gone
I guess I just didn't know how
I was all wrong
They knew better
Still you said forever
And ever
Who knew

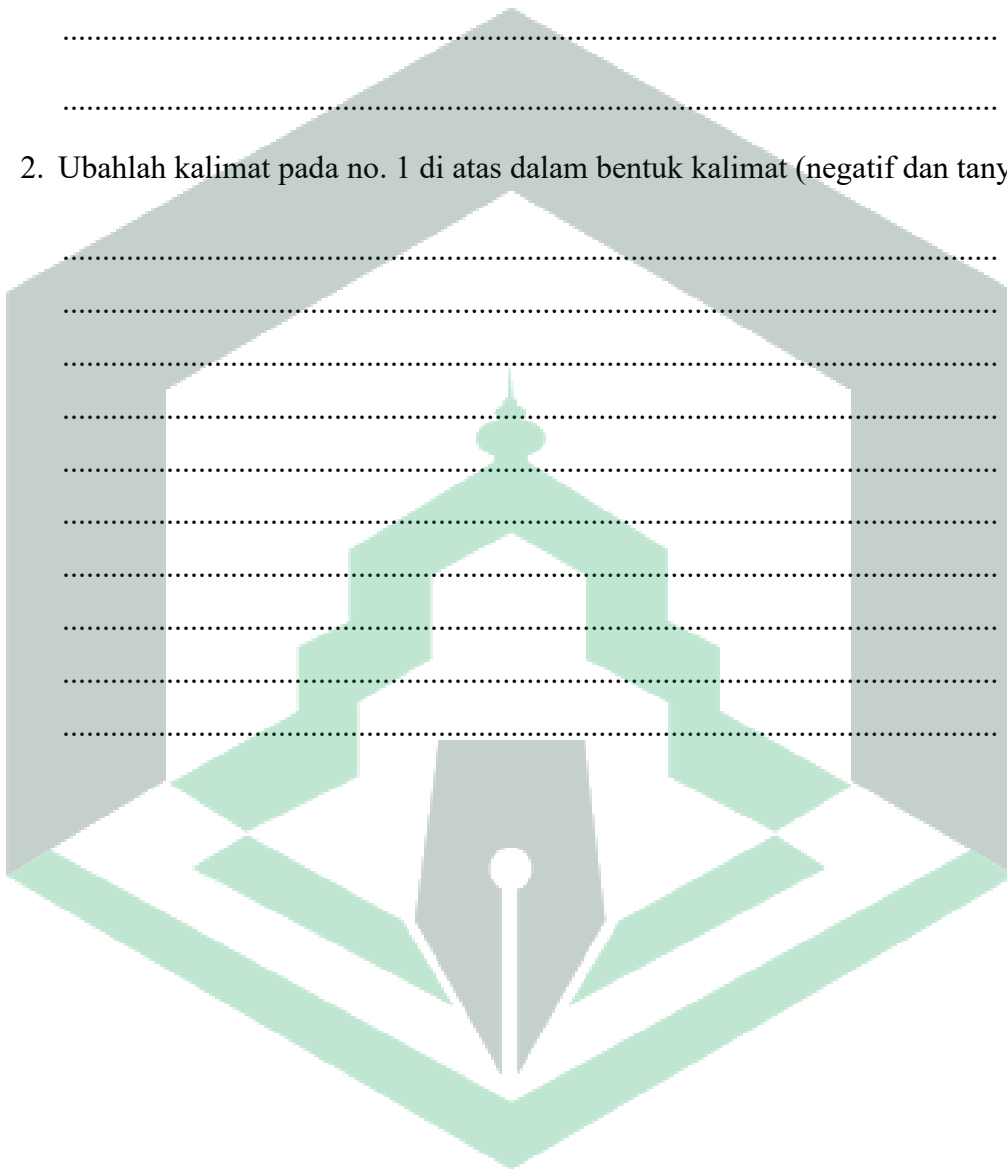
Yeah yeah
I'll keep you locked in my head
Until we meet again
Until we
Until we meet again
And I won't forget you my friend
What happened

If someone said three years from now
You'd be long gone
I'd stand up and punch them out
Cause they're all wrong and
That last kiss
I'll cherish
Until we meet again
And time makes
It harder
I wish I could remember
But I keep
Your memory
You visit me in my sleep
My darling
Who knew
My darling
My darling
Who knew
My darling
I miss you
My darling
Who knew
Who knew

1. Tentukan 5 kalimat simple past tense dalam lirik lagu Alan Walker – Lily.

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2. Ubahlah kalimat pada no. 1 di atas dalam bentuk kalimat (negatif dan tanya).



LEMBAR KERJA PESERTA DIDIK (LKPD)

- Sekolah** : SMK Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Semester : II (Genap)
Alokasi Waktu : 35 menit (1x Pertemuan / 2JP)
Pertemuan ke- : 1 (Pertama)
Topik Pembelajaran : Simple Past Tense
Alat/Media/Sumber Pembelajaran :
 - Alat : smartphone dan laptop
 - Media : Papan Tulis, WhatsApp
 - Sumber : Kementrian Pendidikan dan Kebudayaan Republik indonesia (Utami Widiati, Zuliati Rohmah dan Furaidah) dan Internet.

IDENTITAS PESERTA DIDIK:

KELAS/JURUSAN :
KELOMPOK :
Ketua Kelompok :
Anggota Kelompok : 1.
 2.
 3.
 4.
 5.

Instruction:

Please read the text below carefully and discuss with your group.

Lirik Lagu Faded - Alan Walker

You were the shadow to my light
 Did you feel us
 Another start
 You fade away
 Afraid our aim is out of sight
 Wanna see us
 Alive
 Where are you now
 Where are you now
 Where are you now
 Was it all in my fantasy
 Where are you now
 Were you only imaginary
 Where are you now
 Atlantis
 Under the sea
 Under the sea
 Where are you now
 Another dream
 The monsters running wild inside of me

I'm faded
 I'm faded
 So lost, I'm faded
 I'm faded
 So lost, I'm faded

These shallow waters, never met
 What I needed
 I'm letting go - a deeper dive
 Eternal silence of the sea - I'm breathing
 Alive
 Where are you now
 Where are you now
 Under the bright - but faded lights
 You've set my heart on fire
 Where are you now
 Where are you now
 Where are you now
 Atlantis
 Under the sea
 Under the sea
 Where are you now
 Another dream
 The monsters running wild inside of me
 I'm faded
 I'm faded
 So lost, I'm faded
 I'm faded
 So lost, I'm faded

1. Tentukan 5 kalimat simple past tense dalam lirik lagu Alan Walker – Faded.

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2. Ubahlah kalimat pada no. 1 di atas dalam bentuk kalimat (negatif dan tanya).

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LEMBAR KERJA PESERTA DIDIK (LKPD)

Sekolah : SMK Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Semester : II (Genap)
Alokasi Waktu : 35 menit (1x Pertemuan / 2JP)
Pertemuan ke- : 2 (Kedua)
Topik Pembelajaran : Simple Past Tense
Alat/Media/Sumber Pembelajaran :
 - Alat : smartphone dan laptop
 - Media : Papan Tulis, WhatsApp
 - Sumber : Kementrian Pendidikan dan Kebudayaan Republik Indonesia (Utami Widiati, Zuliati Rohmah dan Furaidah) dan Internet.

IDENTITAS PESERTA DIDIK:

KELAS/JURUSAN :
KELOMPOK :
Ketua Kelompok :
Anggota Kelompok : 1.
 2.
 3.
 4.
 5.

Instruction:

Please read the text below carefully and discuss with your group.

Lirik lagu: Beautiful in White – Shane Filan

Not sure if you know this
 But when we first met
 I got so nervous I couldn't speak

In that very moment
 I found the one and
 My life had found its missing piece

So as long as I live I'll love you
 Will have and hold you
 You look so beautiful in white
 And from now to my very last breath
 This day I'll cherish
 You look so beautiful in white
 Tonight

What we have is timeless
 My love is endless

And with this ring I say to the world

You're my every reason
 You're all that I believe in
 With all my heart I mean every word

So as long as I live I'll love you
 Will have and hold you
 You look so beautiful in white
 And from now to my very last breath
 This day I'll cherish
 You look so beautiful in white
 Tonight

You look so beautiful in white
 So beautiful in white
 Tonight

And if our daughter's what our future holds
 I hope she has your eyes
 Finds love like you and I did
 And if she falls in love we'll let her go
 I'll walk her down the aisle
 She'll look so beautiful in white

You look so beautiful in white

So as long as I live I'll love you
 Will have and hold you
 You look so beautiful in white
 And from now to my very last breath
 This day I'll cherish
 You look so beautiful in white
 Tonight

So beautiful in white
 Tonight

1. Tentukan 5 kalimat simple past tense dalam lirik lagu Alan Walker – Lily.

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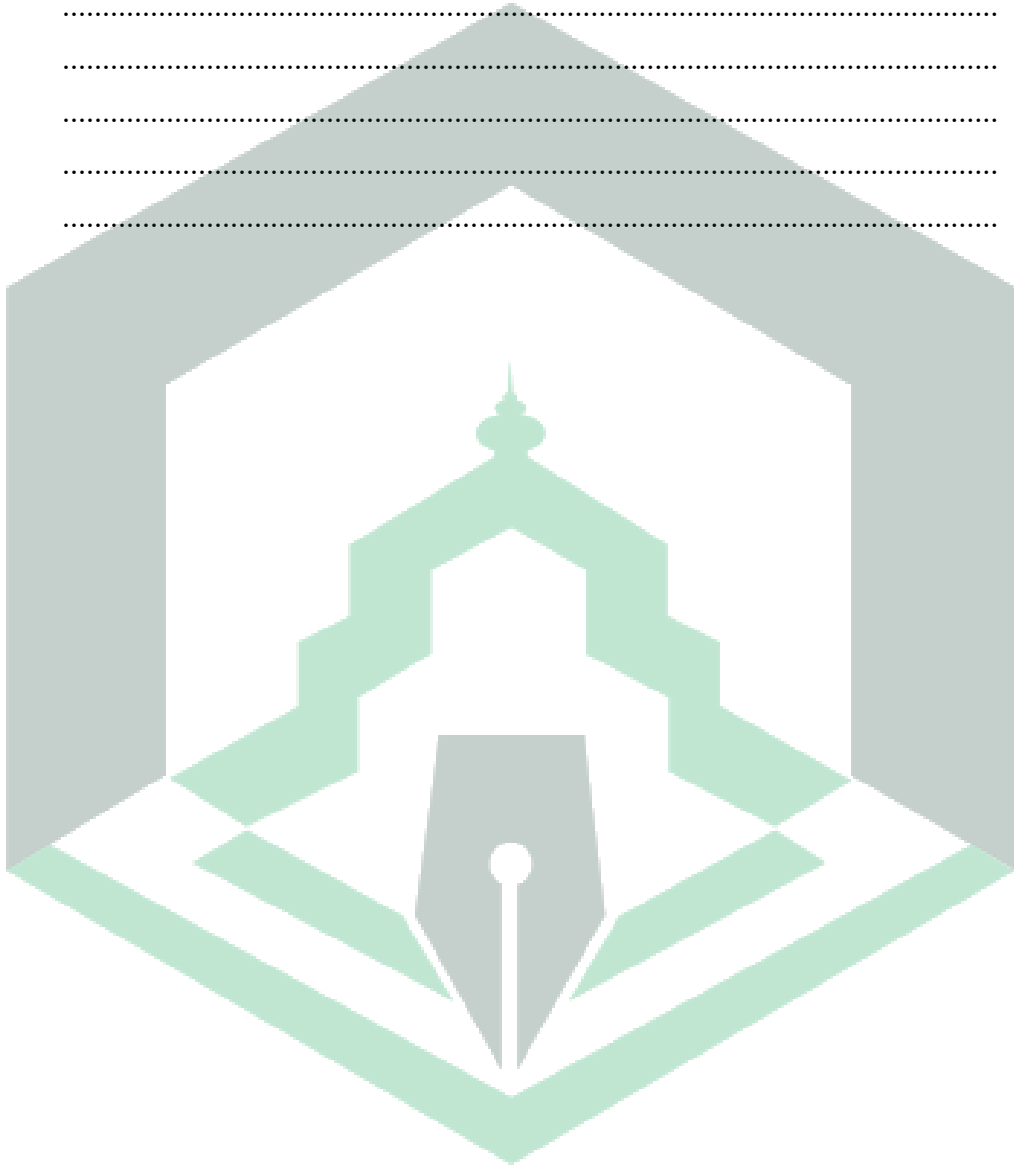
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2. Ubahlah kalimat pada no. 1 di atas dalam bentuk kalimat (negatif dan tanya).

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Pretest

Nama :

NIS :

Petunjuk:

1. Sebelum mengerjakan soal, tuliskan dahulu nama dan nomor induk anda
2. Jawablah pertanyaan dengan benar
3. Laporkan kepada guru apabila terdapat tulisan yang kurang jelas, rusak atau jumlah kurang
4. Periksa kembali pekerjaan anda sebelum di serahkan kembali

A. Susunlah kalimat simple past tenses tak baraturan di bawah ini dengan benar dalam bentuk positif.

1. together – this song – created – last weekend – we.
2. I – office – found – in the – the day - a pen – yesterday – before
3. happy – a present – from – his parents– when – he felt – he got
4. your – was great – performance – last night – dance
5. at home – I – was – when – she – last – came – night

B. Ubahlah kalimat simple past tense pada bagian A di atas dalam bentuk kalimat negatif dan positif.

Jawaban Soal

- A. 1. We created this song together last weekend
2. I found a pen in the office the day before yesterday
3. He felt happy when he got a present from his parents
4. Your dance performance last night was great
5. I was at home when she came last night
- B. 1. (-) we did not create this song together last weekend
- (?) Did you create this song together last weekend
2. (-) I did not find a pen in the office the day before yesterday
- (?) Did you find a pen in the office the day before yesterday
3. (-) He did not feel happy when he got a present from his parents
- (?) Did he feel happy when he got a present from his parents?
4. (-) Your dance performance last night wasn't great
- (?) Was your dance performance last night great?
5. (-) I was not at home when she came last night
- (?) Were you at home when she came last night?

Posttest

Nama :

NIS :

Petunjuk:

1. Sebelum mengerjakan soal, tuliskan dahulu nama dan nomor induk anda
 2. Jawablah pertanyaan dengan benar
 3. Laporkan kepada guru apabila terdapat tulisan yang kurang jelas, rusak atau jumlah kurang
 4. Periksa kembali pekerjaan anda sebelum di serahkan kembali
-

A. Susunlah kalimat simple past tense tak baraturan di bawah ini dengan benar dalam bentuk positif.

6. They – working – yesterday were – all day – busy
7. Was – She – sick – week – last.
8. when – a mistake – I made – speaking
9. bought – car – last week – they – a new
10. this – met – friend – morning – she – her

B. Ubahlah kalimat simple past tense pada bagian A di atas dalam bentuk kalimat negatif dan tanya.

Jawaban Soal

- A. a. They were busy working all day yesterday.
b. She was sick last week.
c. She met her friend this morning
d. I made mistake when speaking
e. They bought a new car last week
- B. a. (-) They were not busy working all day yesterday
(?) Were they busy working all day yesterday?
b. (-) She wasn't sick last week.
(?) Was she sick last week?
c. (-) She didn't meet her friend this morning
(?) Did she meet her friend this morning?
d. (-) I didn't make a mistake when speaking
(?) Did you make a mistake when speaking?
e. (-) They didn't buy a new car last week
(?) Did they buy a new car last week?



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914, Telp. 0471-22076
 Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.852/In. 19/FTIK/PBI/PP.00.9/12/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Sahiruddin
 NIM : 15 0202 0025
 Semester : XIII (tiga belas)
 Program Studi : Pendidikan Bahasa Inggris
 Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 09 Desember 2021

Mengetahui,
 Ketua Prodi,



Arrofa Yahya, S.E., M.Hum.
 NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
 NIP 198603272018011001



IAIN PALOPO

**INSTITUT AGAMA ISLAM NEGERI (IAIN)
PALOPO**

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Program Studi Pendidikan Bahasa Inggris

Alamat : Jl. Agatis, Kel. Balandai, Kota Palopo, 91914 Sul-Sel

Telp. (0471)22076

SURAT KETERANGAN VALIDITAS

Yang bertanda tangan di bawah ini, selaku Validitas Instrumen Persepsi Penelitian menerangkan bahwa :

Nama : Sahiruddin
 Nim : 15 0202 0025
 Tempat/ Tanggal Lahir : Wonosari/ 4 Oktober 1997
 Fakultas/ Program Studi : FTIK/ Pendidikan Bahasa Inggris
 Judul : The Effectiveness Of Using Pop Song To Improve Simple Past Tense At The Tenth-Grade Students Of Smk Negeri 1 Palopo

Setelah memeriksa dan mencermati instrumen penelitian, maka instrumen persepsi penelitian tersebut dinyatakan telah memenuhi validitas isi dan layak digunakan untuk penelitian.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, Februari 2021

Validator

Dr. Masruddin, S.S., M.Hum.



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 138/IP/DPMTSP/III/2021

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : SAHIRUDDIN
Jenis Kelamin : Laki-Laki
Alamat : Jl. Dahlia Raya Kota Palopo
Pekerjaan : Mahasiswa
NIM : 15 0202 0025

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING POP SONG TO IMPROVE SIMPLE PAST TENSE AT THE TENTH-GRADE STUDENTS OF SMK NEGERI 1 PALOPO

Lokasi Penelitian : SMK NEGERI 1 KOTA PALOPO
Lamanya Penelitian : 18 Maret 2021 s.d. 18 Juni 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
 4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 19 Maret 2021
di n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Danlin 1403 SVMG
4. Kapires Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait terpadu (Sakaraka) penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT-SMK NEG. 1 PALOPO

Jln.K.H.M. Kasim No.10 Telp.(0471) 21048 – 22208 Palopo
Website : <http://smknegeri1palopo.sch.id> Email : info@smknegeri1palopo.sch.id

SURAT KETERANGAN SELESAI MENELITI

Nomor: 421.5/320 -UPT SMK.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama : SAHIRUDDIN
NIM : 15 0202 0025
Jenis Kelamin : Laki-Laki
Program : S1. Pendidikan Agama Islam
Alamat : JL. Dahlia Raya Kota Palopo

Telah selesai melaksanakan Penelitian di SMK Neg. 1 Palopo mulai tanggal 18 Maret 2021 s.d 18 Juni 2021 dalam rangka penyusunan *Skripsi* berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor: 138/IP/DPMPPTSP/III/2021, Tanggal 19 Maret 2021, Perihal : Izin Penelitian, dengan judul penelitian :

“ THE EFFECTIVENESS OF USING POP SONG TO IMPROVE SIMPLE PAST TENSE AT THE TENTH GRADE STUDENTS OF SMK NEGERI 1 PALOPO ”

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 02 November 2021
Kepala UPT SMK Neg. 1 Palopo,
UPT
BIDANG PENELITIAN KEJURUAN
NEGERI 1
KOTA PALOPO
Ridwan Rajab
NIP. 19660405 200701 1 032

Documentation

1. The initial activity of delivering material



2. Delivery of group distribution



3. Division of LKS



4. Students work on worksheets in group



5. Group work presentation

