

## 1. SURAT IJIN PENELITIAN



PEMERINTAH KABUPATEN BULELENG  
DINAS PENDIDIKAN PEMUDA DAN OLARHAGA  
**SD NEGERI 2 TEMBOK**  
Br Ngls Desa Tembok Kecamatan Tejakula (81173)  
Email:2tembok1976@gmail.com

### SURAT KETERANGAN Nomor: 421.2/133/SDN2TEMBOK/2021

Yang bertanda tangan di bawah ini Kepala SD Negeri 2 Tembok,  
Kecamatan Tejakula, Kabupaten Buleleng menerangkan bahwa :

Nama : Made Willynda Putri  
NIM : 1712021239  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni

Memang benar mahasiswa tersebut di atas diizinkan melakukan penelitian  
di Kelas VI dalam pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir  
yang dilaksanakan di SD Negeri 2 Tembok.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat  
dipergunakan sebagai mana mestinya.

Tembok, 30 Agustus 2021

Kepala SD Negeri 2 Tembok



## 2. SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN



PEMERINTAH KABUPATEN BULELENG  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
**SD NEGERI 2 TEMBOK**  
Br Ngis Desa Tembok Kecamatan Tejakula (81173)  
Email: 2tembok1976@gmail.com

### SURAT KETERANGAN Nomor: 421.2/1137/SDN2TEMBOK/2021

Yang bertanda tangan di bawah ini Kepala SD Negeri 2 Tembok,  
Kecamatan Tejakula, Kabupaten Buleleng menerangkan bahwa :

Nama : Made Willynda Putri  
NIM : 1712021239  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni

Memang benar mahasiswa tersebut di atas sudah melakukan penelitian di  
Kelas VI dalam pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir yang  
dilaksanakan di SD Negeri 2 Tembok.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat  
dipergunakan sebagai mana mestinya.

Tembok, 16 September 2021

Kepala SD Negeri 2 Tembok

**NI-NYOMAN SUASTINING, S.Pd**  
NIP.:19611022 198112 2 001

### 3. CONTENT VALIDITY INTERVIEW GUIDE

No	Dimensions	Item of Questions	Expert Judge		Suggestion
			Relevant	Irrelevant	
1	Checking Student's pronunciation.	<p>1. <i>Bagaimanakah Ibu/Bapak memilih lagu yang tepat untuk digunakan dalam mengajar bahasa Inggris?</i></p> <p>2. <i>Lagu-lagu apakah yang paling umum Ibu/Bapak gunakan? Mengapakah kemudian lagu-lagu tersebut Ibu/Bapak pilih untuk digunakan dalam mengajar bahasa Inggris?</i></p> <p>3. <i>Apakah selama mengimplementasikan lagu dalam mengajar speaking bapak/ibu guru menemukan masalah? Jika ada jelaskan apa saja permasalahannya!</i></p> <p>4. <i>Apakah dalam menggunakan lagu pronoucation siswa membaik dalam tau sebaliknya? Mengenai hal ini apakah ada permasalahan yang muncul?</i></p> <p>5. <i>Bagaimana cara Ibu/Bapak dalam memotivasi siswa?</i></p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		

2	Checking speaking of the student	<p>1. <i>Seberapa seringkah Ibu/Bapak mengimplementasikan lagu dalam pembelajaran bahasa inggris? Mengapakah demikian?</i></p> <p>2. <i>Bagaimanakah frekuensi dari rangkaian kegiatan tersebut berlangsung?</i></p> <p>3. <i>Bagaimana anda dapat mengontrol kecepatan bicara pembicara dalam menggunakan lagu pada pembelajaran speaking? Apakah ada permasalahan yang muncul dalam hal ini? Jika iya jelaskan!</i></p>	<p>✓</p> <p>✓</p> <p>✓</p>		
3	Limitation of the vocabulary	<p>1. <i>Apakah banyak kosa kata yang bisa siswa tangkap pada lagu yang anda gunakan?</i></p> <p>2. <i>Apakah ada permasalahan yang muncul mengenai kosa kata yang di dapat? Terbatas atau sebaliknya? Mohon jelaskan</i></p>	<p>✓</p> <p>✓</p>		
4	Less Confidences to Speak	<p>1. <i>Apakah dalam menggunakan lagu kepercayaan diri anda dalam mengajar dan apa siswa dalam belajar berbicara bahasa inggris meningkat?</i></p>	<p>✓</p>		

		<p>2. Apakah ada permasalahan dari segi kepercayaan diri guru dan siswa ketika belajar speaking menggunakan lagu?</p> <p>3. Bagaimana Ibu/Bapak mengatasi siswa yang kurang percaya diri?</p>	<p>✓</p> <p>✓</p>		
--	--	---	-------------------	--	--

Singaraja, 30 August 2021



Putu Adi Krisna Juniarta, S.Pd., M.Pd.

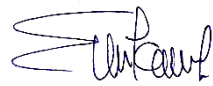
NIP. 198706122015041006

No	Dimensions	Item of Questions	Expert Judge		Suggestion
			Relevant	Irrelevant	
1	Checking Student's pronunciation.	<p>6. <i>Bagaimanakah Ibu/Bapak memilih lagu yang tepat untuk digunakan dalam mengajar bahasa Inggris?</i></p> <p>7. <i>Lagu-lagu apakah yang paling umum Ibu/Bapak gunakan? Mengapakah kemudian lagu-lagu tersebut Ibu/Bapak pilih untuk digunakan dalam mengajar bahasa Inggris?</i></p> <p>8. <i>Apakah selama mengimplementasikan lagu dalam mengajar speaking bapak/ibu guru menemukan masalah? Jika ada jelaskan apa saja permasalahannya!</i></p> <p>9. <i>Apakah dalam menggunakan lagu pronoucation siswa membaik dalam tau sebaliknya? Mengenai hal ini apakah ada permasalahan yang muncul?</i></p> <p>10. <i>Bagaimana cara Ibu/Bapak dalam memotivasi siswa?</i></p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		
2	Checking speaking of the student	<p>4. <i>Seberapa seringkah Ibu/Bapak mengimplementasikan</i></p>	<p>✓</p>		

		<p><i>lagu dalam pembelajaran bahasa inggris? Mengapakah demikian?</i></p> <p>5. <i>Bagaimanakah frekuensi dari rangkaian kegiatan tersebut berlangsung?</i></p> <p>6. <i>Bagaimana anda dapat mengontrol kecepatan bicara pembicara dalam menggunakan lagu pada pembelajaran speaking? Apakah ada permasalahan yang muncul dalam hal ini? Jika iya jelaskan!</i></p>	<p>✓</p> <p>✓</p>		
3	Limitation of the vocabulary	<p>3. <i>Apakah banyak kosa kata yang bisa siswa tangkap pada lagu yang anda gunakan?</i></p> <p>4. <i>Apakah ada permasalahan yang muncul mengenai kosa kata yang di dapat? Terbatas atau sebaliknya? Mohon jelaskan</i></p>	<p>✓</p> <p>✓</p>		
4	Less Confidences to Speak	<p>4. <i>Apakah dalam menggunakan lagu kepercayaan diri anda dalam mengajar dan apa siswa dalam belajar berbicara bahasa inggris meningkat?</i></p> <p>5. <i>Apakah ada permasalahan dari segi kepercayaan diri</i></p>	<p>✓</p> <p>✓</p>		

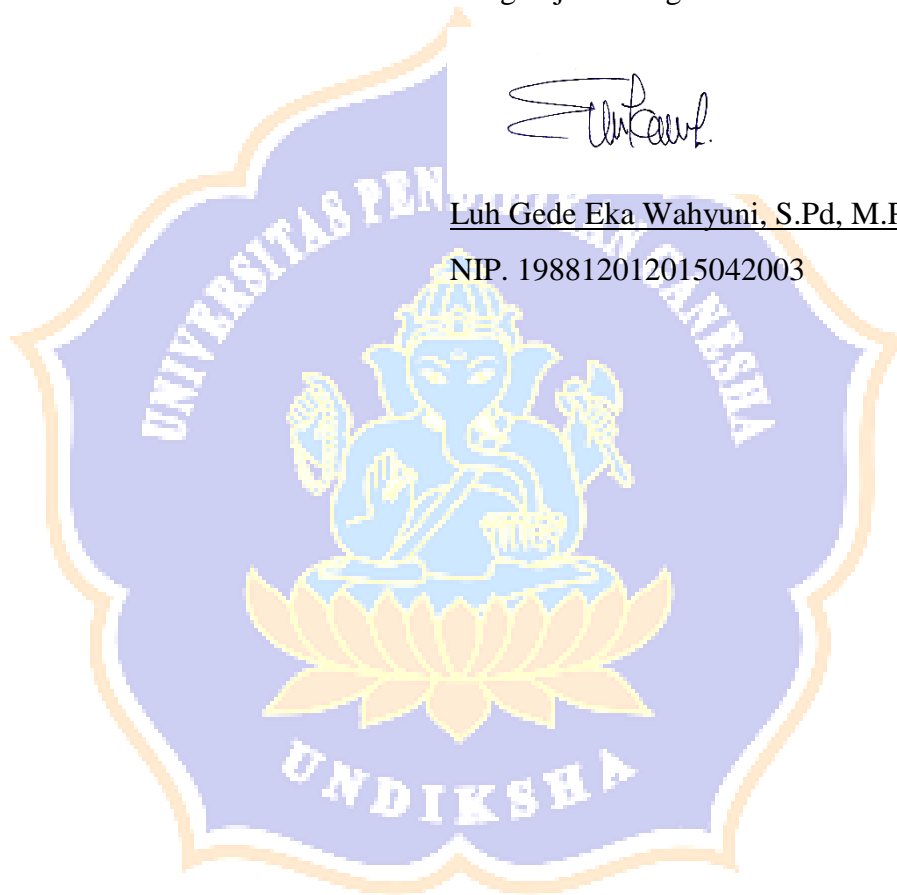
		<p><i>guru dan siswa ketika belajar speaking menggunakan lagu?</i></p> <p>6. <i>Bagaimana Ibu/Bapak mengatasi siswa yang kurang percaya diri?</i></p>	✓		
--	--	---	---	--	--

Singaraja 30 August 2021



Luh Gede Eka Wahyuni, S.Pd, M.Pd

NIP. 198812012015042003





#### 4. CONTENT VALIDITY OBSERVATION SHEET

No	Observation Components	Note	Expert Judge		Suggestion
			Relevant	Irrelevant	
<b>Pre-Activity</b>					
1	Preparing the class (greeting, pray, checking attendance)		✓		
2	Apperception activity: (the teacher relates the learning theme to the songs)		✓		
3	Giving motivation by using English songs.		✓		
4	Introducing the material/topic using songs		✓		
<b>Main Activity</b>					
5	The teacher asks students individually to sing a song that has been followed by students several times.		✓		
6	The teacher trains students' vocabulary through songs		✓		
7	The teacher trains students' pronunciation through songs		✓		
8	The teacher trains students' grammar through songs		✓		
9	Classroom's speaking following up activities		✓		
<b>Post-Activities</b>					

10	The teacher invites the students to sing before the class ends		✓		
----	--	--	---	--	--

Singaraja, 30 August 2021



Putu Adi Krisna Juniarta, S.Pd., M.Pd.

NIP. 198706122015041006



No	Observation Components	Note	Expert Judge		Suggestion
			Relevant	Irrelevant	
<b>Pre-Activity</b>					
1	Preparing the class (greeting, pray, checking attendance)		✓		
2	Apperception activity: (the teacher relates the learning theme to the songs)		✓		
3	Giving motivation by using English songs.		✓		
4	Introducing the material/topic using songs		✓		
<b>Main Activity</b>					
5	The teacher asks students individually to sing a song that has been followed by students several times.		✓		
6	The teacher trains students' vocabulary through songs		✓		
7	The teacher trains students' pronunciation through songs		✓		
8	The teacher trains students' grammar through songs		✓		
9	Classroom's speaking following up activities		✓		
<b>Post-Activities</b>					
10	The teacher invites the students to sing before the class ends		✓		

Singaraja 30 August 2021



Luh Gede Eka Wahyuni, S.Pd, M.Pd

NIP. 198812012015042003



## 5. OBSERVATION 1

No	Observation Components	Observed	Not Observed	Note
<b>Pre-Activity</b>				
1	Preparing the class (greeting, pray, checking attendance)	√		<ul style="list-style-type: none"> <li>- Say hello (good morning)</li> <li>- Absent via WhatsApp</li> <li>- All via WhatsApp or Google Classroom</li> </ul>
2	Apperception activity:  (the teacher relates the learning theme to the songs)	√		<ul style="list-style-type: none"> <li>- The theme used is related to everyday life that students are used to listening to.</li> <li><a href="https://www.youtube.com/watch?v=03XgDWozJOw">https://www.youtube.com/watch?v=03XgDWozJOw</a>.</li> </ul>
3	Giving motivation by using a unique English song	√		<ul style="list-style-type: none"> <li>- Provide songs related to everyday life.</li> <li>- English songs that make students not feel bored during the lesson</li> </ul>
4	Introducing the material/topic using songs	√		<ul style="list-style-type: none"> <li>- Using the video link provided by the teacher and the song used is <a href="https://www.youtube.com/watch?v=03XgDWozJOw">https://www.youtube.com/watch?v=03XgDWozJOw</a>.</li> </ul>
<b>Main Activity</b>				
5	The teacher asks students individually to sing a song that has been followed by students several times.	√		<ul style="list-style-type: none"> <li>- The teacher asks students to read the lyric and re-sing the song</li> <li>- The teacher asks students to modify the song by using several conditions (good morning, afternoon, evening)</li> </ul>

6	The teacher trains students' vocabulary through songs	√		<ul style="list-style-type: none"> <li>- Vocabulary training for students by asking students to make videos according to the songs provided and students choosing songs that have been given by the teacher</li> <li>- Then the teacher will see how the vocabulary in the video has been sent by students via Whatsapp or Google classroom.</li> </ul>
7	The teacher trains students' pronunciation through songs	√		<ul style="list-style-type: none"> <li>- By way of students making videos and making it easier for teachers to see how students pronounce in the video.</li> </ul>
8	The teacher trains students' grammar through songs	√		<ul style="list-style-type: none"> <li>- Grammar training for students by the way the teacher asks students to make a video and according to the song that has been provided and students choose the song that has been given by the teacher.</li> </ul>
9	Classroom's speaking following up activities	√		<p>The teacher did a discussion about the words or phrase which is hard to be imitated by the students and the teacher solve the problem by pronounce it and the students can follow it</p>
<b>Post-Activities</b>				

10	The teacher invites the students to sing before the class ends	√		The teacher ends the class by singing together with the students to maintain the atmosphere of the class which is already adapted with the activity with song and to make a good last impression for the student so students are motivated to learn again
----	--	---	--	---



## 6. OBSERVATION 2

No	Observation Components	Observed	Not Observed	Note
<b>Pre-Activity</b>				
1	Preparing the class (greeting, pray, checking attendance)	√		<ul style="list-style-type: none"> <li>- Say hello (good morning)</li> <li>- Absent via WhatsApp</li> <li>- All via WhatsApp or Google Classroom</li> </ul>
2	Apperception activity: (the teacher relates the learning theme to the songs)	√		<ul style="list-style-type: none"> <li>- The theme used is related to everyday life that students are used to listening to. In teaching months of the year, the teacher used song from <a href="https://www.youtube.com/watch?v=Fe9bnYRzFvk">https://www.youtube.com/watch?v=Fe9bnYRzFvk</a>.</li> </ul>
3	Giving motivation by using a unique English song	√		<ul style="list-style-type: none"> <li>- Provide songs related to everyday life.</li> <li>- English songs that make students not feel bored during the lesson</li> </ul>
4	Introducing the material/topic using songs	√		<ul style="list-style-type: none"> <li>- Using the video link provided by the teacher and the song used is. <a href="https://www.youtube.com/watch?v=Fe9bnYRzFvk">https://www.youtube.com/watch?v=Fe9bnYRzFvk</a>.</li> </ul>
<b>Main Activity</b>				
5	The teacher asks students individually to sing a song that	√		



	has been followed by students several times.			
6	The teacher trains students' vocabulary through songs	√		<ul style="list-style-type: none"> <li>- Vocabulary training for students by asking students to make videos according to the songs provided and students choosing songs that have been given by the teacher</li> <li>- Then the teacher will see how the vocabulary in the video has been sent by students via Whatsapp or Google classroom.</li> </ul>
7	The teacher trains students' pronunciation through songs	√		<ul style="list-style-type: none"> <li>- By way of students making videos and making it easier for teachers to see how students pronounce in the video.</li> </ul>
8	The teacher trains students' grammar through songs	√		<ul style="list-style-type: none"> <li>- Grammar training for students by the way the teacher asks students to make a video and according to the song that has been provided and students choose the song that has been given by the teacher.</li> </ul>
9	Classroom's speaking following up activities	√		<p>The teacher did a discussion about the words or phrase which is hard to be imitated by the students and the teacher solve the problem by pronounce it and the students can follow it</p>

Post-Activities				
10	The teacher invites the students to sing before the class ends	√		The teacher ends the class by singing together with the students to maintain the atmosphere of the class which is already adapted with the activity with song and to make a good last impression for the student so students are motivated to learn again



7. OBSERVATION 3

No	Observation Components	Observed	Not Observed	Note
<b>Pre-Activity</b>				
1	Preparing the class (greeting, pray, checking attendance)	√		<ul style="list-style-type: none"> <li>- Say hello (good morning)</li> <li>- Absent via WhatsApp</li> <li>- All via WhatsApp or Google Classroom</li> </ul>
2	Apperception activity: (the teacher relates the learning theme to the songs)	√		<ul style="list-style-type: none"> <li>- The theme used is related to everyday life that students are used to listening to In teaching parts of the body, the teacher used song from <a href="https://www.youtube.com/watch?v=lio44ucVgtI">https://www.youtube.com/watch?v=lio44ucVgtI</a></li> </ul>
3	Giving motivation by using a unique English song	√		<ul style="list-style-type: none"> <li>- Provide songs related to everyday life.</li> <li>- English songs that make students not feel bored during the lesson</li> </ul>
4	Introducing the material/topic using songs	√		<ul style="list-style-type: none"> <li>- Using the video link provided by the teacher and the song used is <a href="https://www.youtube.com/watch?v=lio44ucVgtI">https://www.youtube.com/watch?v=lio44ucVgtI</a></li> </ul>
<b>Main Activity</b>				
5	The teacher asks students individually to sing a song that has been followed by	√		<ul style="list-style-type: none"> <li>- the students need to watch the song video</li> </ul>

	students several times.			- the students need to identify 10 parts of the body that they noticed in the video
6	The teacher trains students' vocabulary through songs	√		- Vocabulary training for students by asking students to make videos according to the songs provided and students choosing songs that have been given by the teacher - Then the teacher will see how the vocabulary in the video has been sent by students via Whatsapp or Google classroom.
7	The teacher trains students' pronunciation through songs	√		- By way of students making videos and making it easier for teachers to see how students pronounce in the video.
8	The teacher trains students' grammar through songs	√		- Grammar training for students by the way the teacher asks students to make a video and according to the song that has been provided and students choose the song that has been given by the teacher.
9	Classroom's speaking following up activities	√		The teacher did a discussion about the words or phrase which is hard to be imitated by the students and the teacher solve the problem by pronounce it and the students can follow it

<b>Post-Activities</b>				
10	The teacher invites the students to sing before the class ends	√		The teacher ends the class by singing together with the students to maintain the atmosphere of the class which is already adapted with the activity with song and to make a good last impression for the student so students are motivated to learn again

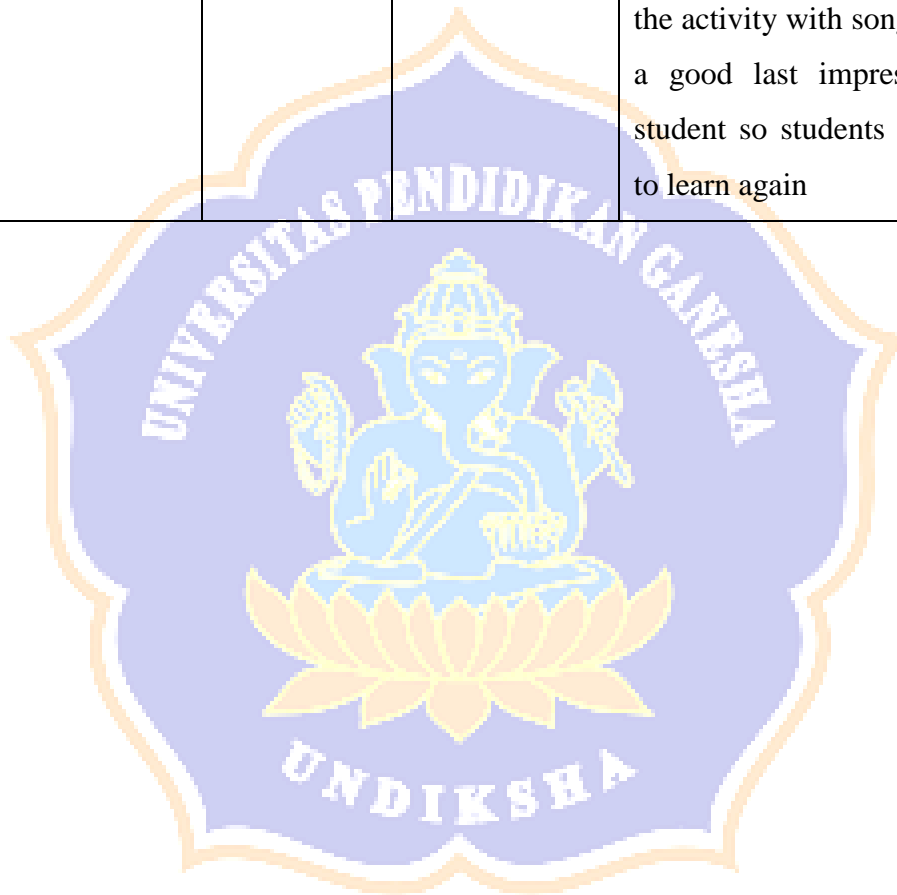


8. OBSERVATION 4

No	Observation Components	Observed	Not Observed	Note
<b>Pre-Activity</b>				
1	Preparing the class (greeting, pray, checking attendance)	√		<ul style="list-style-type: none"> <li>- Say hello (good morning)</li> <li>- Absent via WhatsApp</li> <li>- All via WhatsApp or Google Classroom</li> </ul>
2	Apperception activity:  (the teacher relates the learning theme to the songs)	√		<ul style="list-style-type: none"> <li>- The theme used is related to everyday life that students are used to listening to. In teaching describing animal, the teacher used song from <a href="https://www.youtube.com/watch?v=gMMi57z1wm0">https://www.youtube.com/watch?v=gMMi57z1wm0</a></li> </ul>
3	Giving motivation by using a unique English song	√		<ul style="list-style-type: none"> <li>- Provide songs related to everyday life.</li> <li>- English songs that make students not feel bored during the lesson</li> </ul>
4	Introducing the material/topic using songs	√		<ul style="list-style-type: none"> <li>- Using the video link provided by the teacher and the song used is <a href="https://www.youtube.com/watch?v=gMMi57z1wm0">https://www.youtube.com/watch?v=gMMi57z1wm0</a></li> </ul>
<b>Main Activity</b>				
5	The teacher asks students individually to sing a song that has been followed by	√		

	students several times.			- the teacher asks students to identify and describe the animal in the video.
6	The teacher trains students' vocabulary through songs	√		- Vocabulary training for students by asking students to make videos according to the songs provided and students choosing songs that have been given by the teacher - Then the teacher will see how the vocabulary in the video has been sent by students via Whatsapp or Google classroom.
7	The teacher trains students' pronunciation through songs	√		- By way of students making videos and making it easier for teachers to see how students pronounce in the video.
8	The teacher trains students' grammar through songs	√		- Grammar training for students by the way the teacher asks students to make a video and according to the song that has been provided and students choose the song that has been given by the teacher.
9	Classroom's speaking following up activities	√		The teacher did a discussion about the words or phrase which is hard to be imitated by the students and the teacher solve the problem by

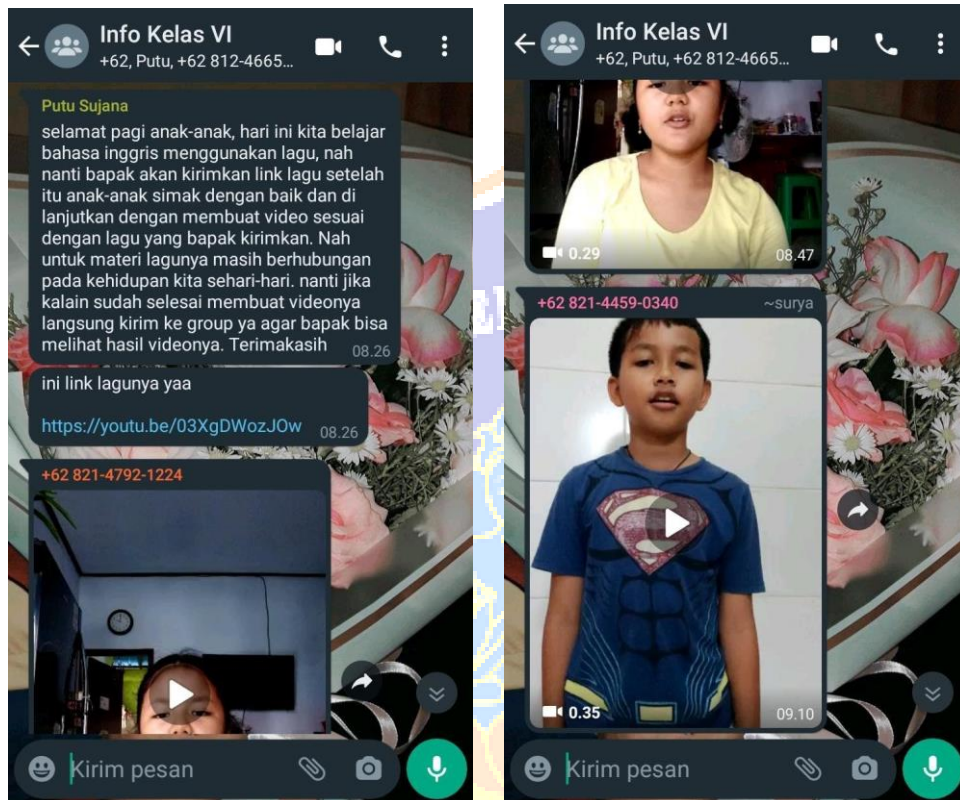
				pronounce it and the students can follow it
<b>Post-Activities</b>				
10	The teacher invites the students to sing before the class ends	√		The teacher ends the class by singing together with the students to maintain the atmosphere of the class which is already adapted with the activity with song and to make a good last impression for the student so students are motivated to learn again





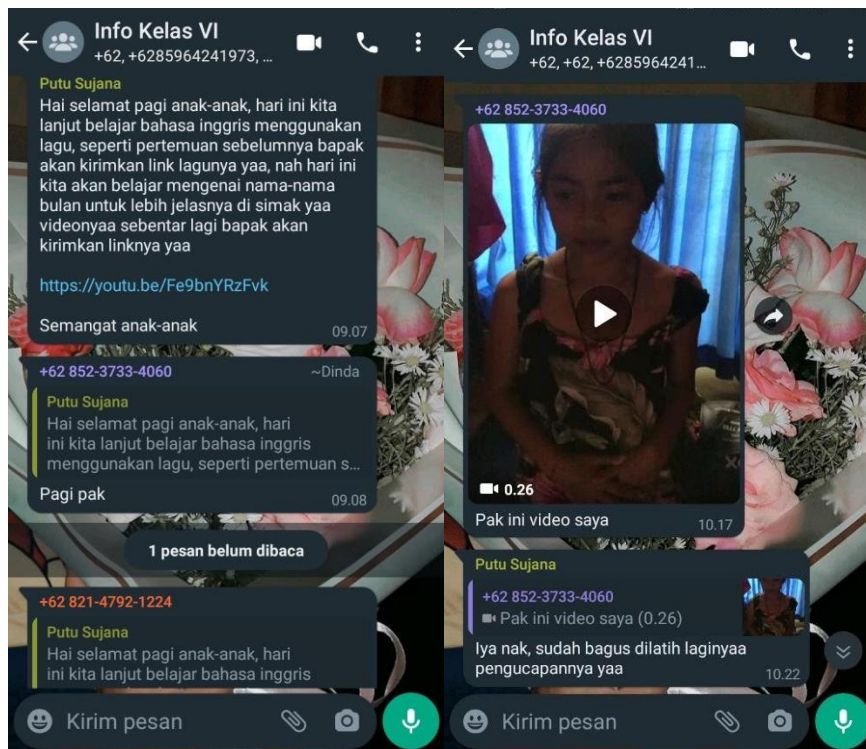
## 9. SCREEN SHOOT OBSERVATION 1-4

### Observasi 1 Tentang Greeting

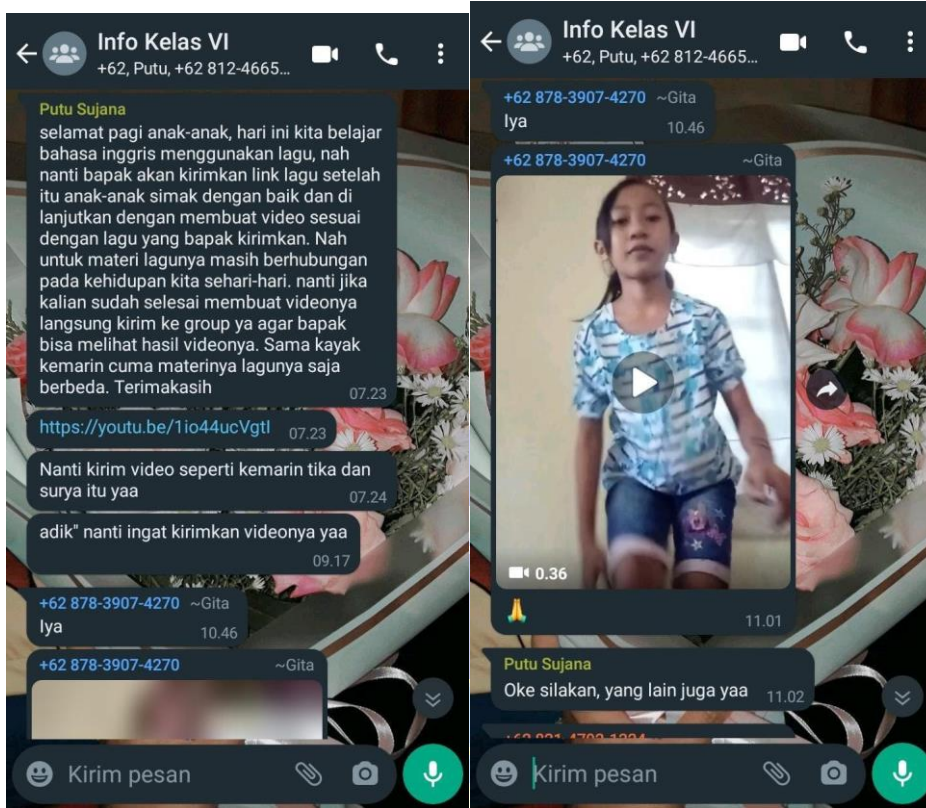


UNDIKSHA

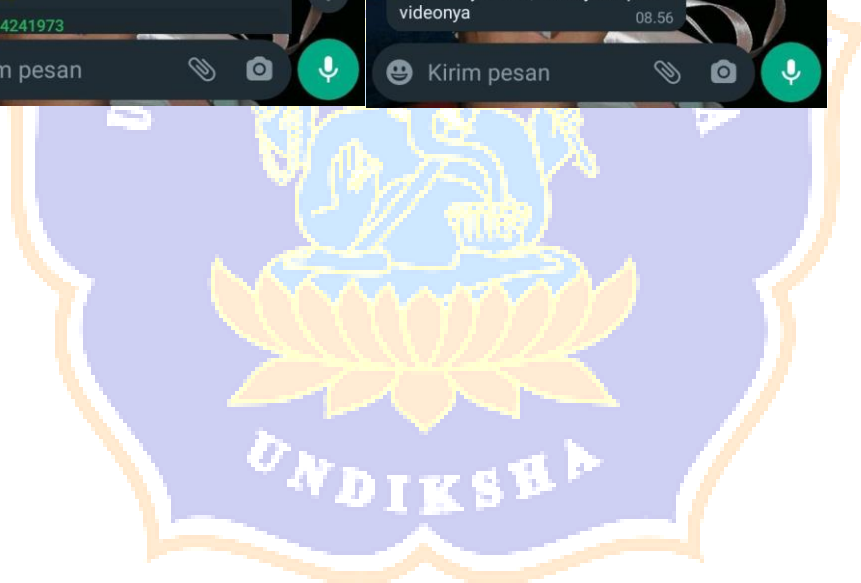
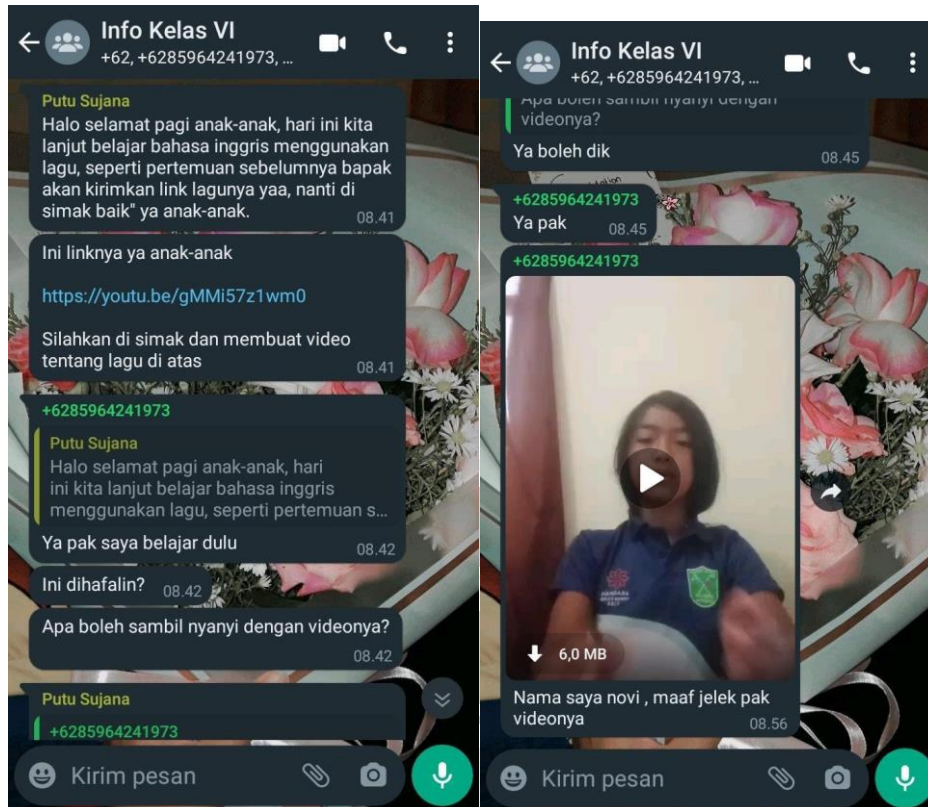
## Observasi 2 Tentang Month of the Year



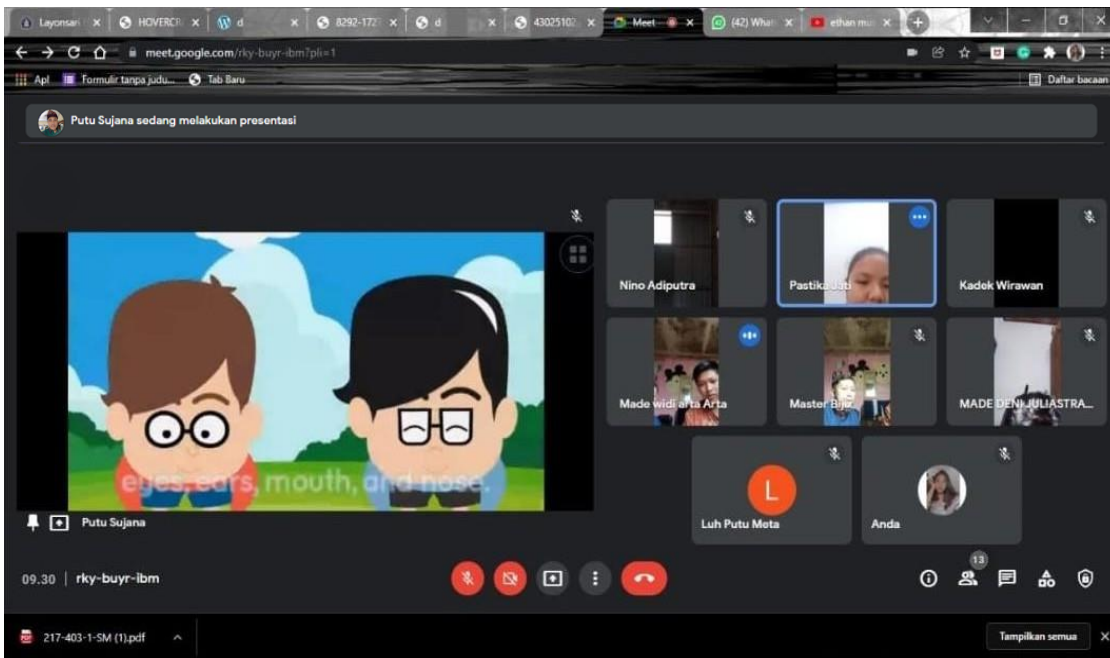
### Observasi 3 Part Of body

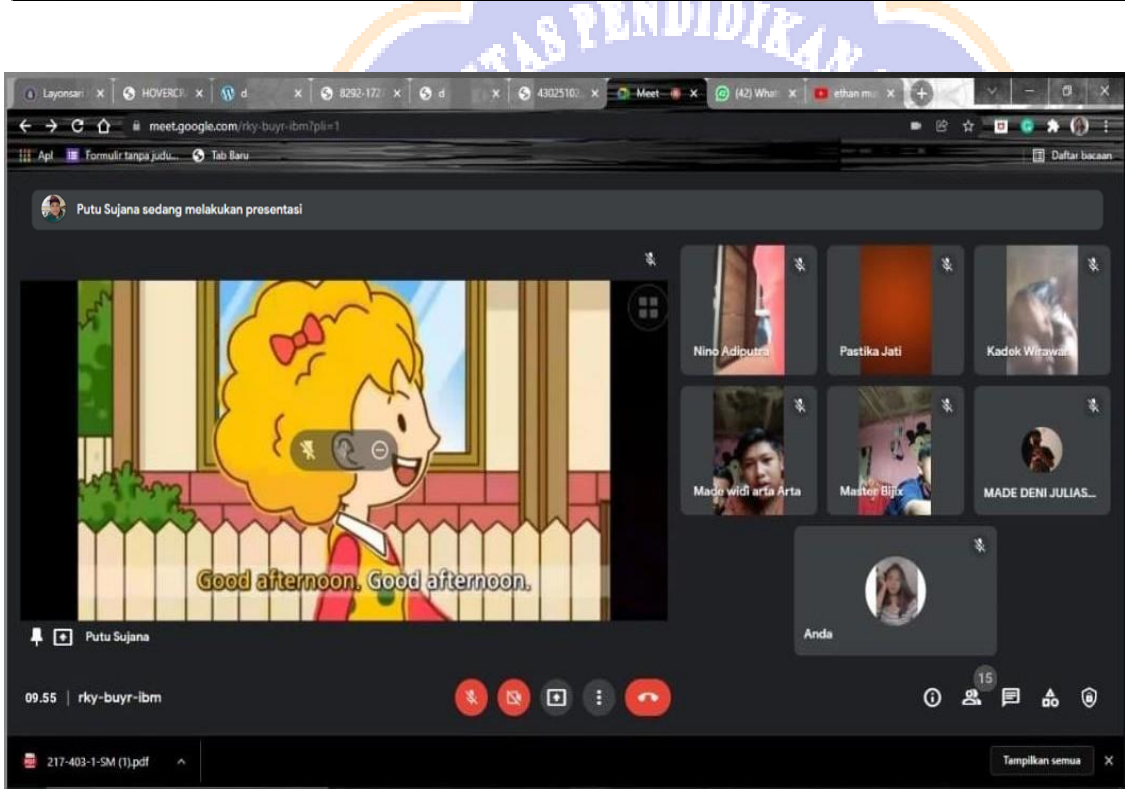
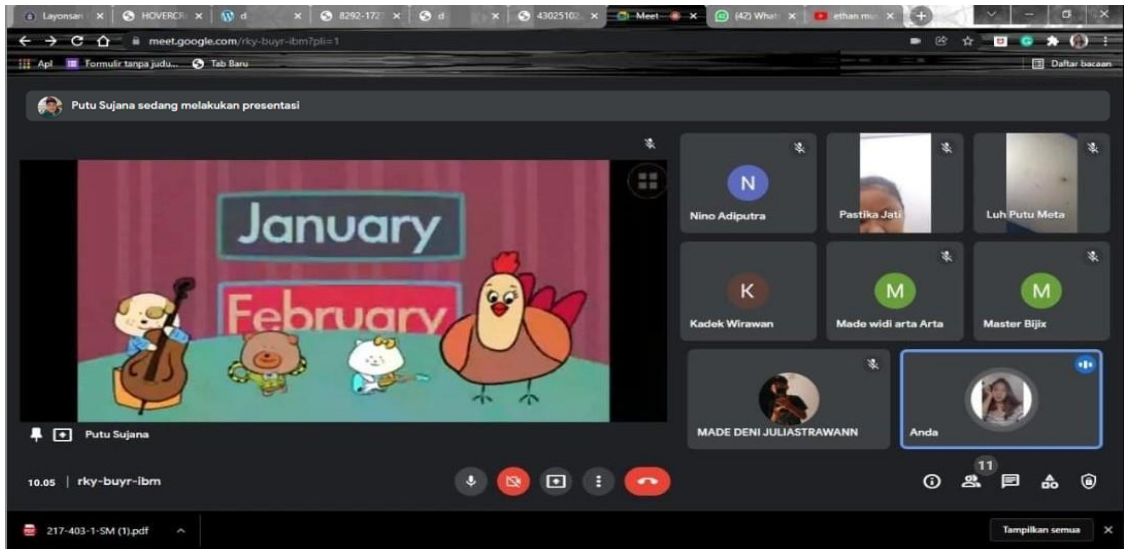


## Observasi 4 Animal song



## 10. GOOGLE MEET / MEETING ONLINE





## 11. INTERVIEW WITH TEACHER



## RIWAYAT HIDUP



Made Willynda Putri lahir di Tembok pada tanggal 8 Agustus 1999. Penulis adalah anak kedua dari pasangan suami istri Bapak Ngurah Willy Mahendra dan Ibu Ni Made Suriyati. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di jalan Singaraja-Amlapura Kecamatan Tejakula, Singaraja, Buleleng Provinsi Bali. Penulis menyelesaikan pendidikan sekolah dasar di SD Negeri 2 Tembok dan lulus pada tahun 2011. Kemudian penulis melanjutkan pendidikan di SMP Negeri 2 Tejakula dan lulus pada tahun 2014. Pada tahun 2014 penulis melanjutkan pendidikan di SMA Negeri 1 Tejakula jurusan Ilmu Pengetahuan Alam dan lulus pada tahun 2017. Selanjutnya mulai dari tahun 2017 hingga penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.