1. SURAT IJIN 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: 421.2/133/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 3550151 01.01 15.0 SD NEGERI 2 TEMPON NI NYOMAN SUASTINING,S.Pd NIP: 19611022 198112 2 001

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:21embok1976@gmail.com

SURAT KETERANGAN Nomor: 421.2/137/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.



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

3. CONTENT VALIDITY INTERVIEW GUIDE

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

2.	Apakah ada		
	permasalahan dari	\checkmark	
	segi kepercayaan diri		
	guru dan siswa ketika		
	belajar speaking		
	melnggunakan lagu?		
3.	Bagaimana Ibu/Bapak		
	mengatasi siswa yang		
	kurang percaya diri?		
		\checkmark	

ENDIDIE

ADIKSEN

Singaraja, 30 August 2021

Putu Adi Krisna Juniarta,S.Pd., M.Pd. NIP. 198706122015041006

1

No	Dimensions		Expert	t Judge	Suggestion
INO	Dimensions	Item of Questions	Relevant	Irrelevant	
1	Checking Student's pronunciation.	 6. Bagaimanakah Ibu/Bapak memilih lagu yang tepat untuk digunakan dalam mengajar bahasa Inggris? 7. Lagu-lagu apakah yang paling umum Ibu/Bapak gunakan? Mengapakah kemudian lagu-lagu tersebut Ibu/Bapak pilih untuk digunakan dalam mengajar bahasa Inggris? 8. Apakah selama mengimplementasikan lagu dalam mengajar speaking bapak/ibu guru menemukan masalah? Jika ada jelaskan apa saja permasalahannya! 9. Apakah dalam 	IDIKAN		
		pronoucation siswa membaik dalam tau sebaliknya? Mengenai hal ini apakah ada permasalahan yang muncul?	KSHA V	_(
		10. Bagaimana cara Ibu/Bapak dalam memotivasi siswa?	√		
2	Checking speaking of the student	4. Seberapa seringkah Ibu/Bapak mengimplementasikan	✓		

				1		· · · · · · · · · · · · · · · · · · ·
			lagu dalam			
			pembelajaran bahasa			
			inggris? Mengapakah			
			demikian?			
		5.	Bagaimanakah			
			frekuensi dari	\checkmark		
			rangkaian kegiatan			
			tersebut berlangsung?			
		6	Bagaimana anda			
		0.	dapat mengontrol			
			kecepatan bicara			
			pembicara dalam			
			menggunakan lagu			
			pada pembelajaran			
			speaking? Apakah ada	Inra-		
			permasalahan yang	- KAN.		
			muncul dalam hal ini?	· · · · ·		
			Jika iya jelaskan!			
3	Limitation of				194 - N	>
	the vocabulary	3.	Apakah banyak kosa		1	1
	the vocubulury		kata yang <mark>bi</mark> sa siswa	4-3 M		
			tangkap pada lagu	≈ 12		
			yang anda gunakan?	SIL		
				West L		
		4.	Apakah ada		1 🥖	r
		14	permasalahan yang	V	/ N	
			muncul mengenai	1114		
			kosa kata yang di	22-2		
			dapat? Terbatas atau			
			sebaliknya? Mohon	KSEA		
			j <mark>elaskan</mark>			
4	Less	Л	Apakah dalam	1		
4		4.	1	· · · ·		
	Confidences to		menggunakan lagu kepercayaan diri anda			
	Speak					
	-		dalam mengajar dan			
			apa siswa dalam			
			belajar berbicara			
			bahasa inggris			
			meningkat?			
		5.	Apakah ada			
			permasalahan dari	✓		
			segi kepercayaan diri			

guru dan siswa ketika belajar speaking melnggunakan lagu? 6. Bagaimana Ibu/Bapak mengatasi siswa yang kurang percaya diri?	✓	

NDIKSEN

Singaraja 30 August 2021

Ellufaul.

Luh Gede Eka Wahyuni, S.Pd, M.Pd NIP. 198812012015042003

4. CONTENT VALIDITY OBSERVATION SHEET

NT	Observation		Expert Jue	dge	G (
No	Components	Note	Relevant	Irrelevant	Suggestion
	Pre-Activity				
1	Preparing the class (greeting, pray, checking attendance)		~		
2	Apperception activity:		×		
	(the teacher relates the learning theme to the songs)		NUDIDIA		
3	Giving motivation by using English songs.	STA		10,	
4	Introducing the material/topic using songs		1 De	E	
	Main Activity				
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	01	DIKSE		
7	The teacher trains students' pronunciation through songs				
8	The teacher trains students' grammar through songs		✓		
9	Classroom's speaking following up activities		~		
	Post-Activities			•	

10	The teacher invites the	\checkmark	
	students to sing before		
	the class ends		
	the class ches		

ENDIDIK

VDIKSE

Singaraja, 30 August 2021

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

NIP. 198706122015041006

			Expert Jud	lge	a
No	Observation Components	Note	Relevant	Irrelevant	Suggestion
	Pre-Activity				
1	Preparing the class (greeting, pray, checking attendance)		~		
2	Apperception activity:		\checkmark		
	(the teacher relates the learning theme to the songs)				
3	Giving motivation by using English songs.				
4	Introducing the material/topic using songs	. WHICH	A CONTRACT	C.L.	
	Main Activity	27	A STREET, Some		
5	The teacher asks students individually to sing a song that has been followed by students several times.			Ē	
6	The teacher trains students' vocabulary through songs	\mathbb{Z}		()	
7	The teacher trains students' pronunciation through songs	101	DIKSE		
8	The teacher trains students' grammar through songs				
9	Classroom's speaking following up activities		√		
	Post-Activities			-	
10	The teacher invites the students to sing before the class ends		~		

Singaraja 30 August 2021

Elinfaurf.

Luh Gede Eka Wahyuni, S.Pd, M.Pd NIP. 198812012015042003



	Observation			
No	Components	Observed	Not Observed	Note
	I	P	Pre-Activity	
1	Preparing the class	\checkmark		- Say hello (good morning)
	(greeting, pray,			- Absent via WhatsApp
	checking attendance)			- All via WhatsApp or Google
				Classroom
2	Apperception	1		- The theme used is related to
	activity:			everyday life that students are used
	(the teacher relates	181	SNDIDIRA	to listening to.
	the learning theme to	STR.		https://www.youtube.com/watch?
	the songs)		all a	<u>v=03XgDWozJOw</u> .
		<u> </u>	(22) 7 . h	
3	Giving motivation by	1	A 64 M	- Provide songs related to everyday
	using a unique	VI (A A	life.
	English so <mark>n</mark> g	6	// 「「「「」」	- English songs that make students
				not feel bored during the lesson
		<u>NN</u>	<u>((())))</u>	
4	Introducing the	1		- Using the video link provided by
	material/topic using	17.		the teacher and the song used is
	songs	~ AV 1	IKSB'	https://www.youtube.com/watch?
	<u> </u>		~	<u>v=03XgDWozJOw</u> .
		Μ	lain Activity	
5	The teacher asks	\checkmark		- The teacher asks students to read
	students individually			the lyric and re-sing the song
	to sing a song that			- The teacher asks students to
	has been followed by			modify the song by using several
	students several			conditions (good morning,
	times.			afternoon, evening)

6	The teacher trains	\checkmark		- Vocabulary training for students
	students' vocabulary			by asking students to make videos
	through songs			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	\checkmark		- By way of students making
	students'	1 . St	ENDIDIR.	videos and making it easier for
	pronunciation	alle -	~ ~ ~ 4	teachers to see how students
	through songs		dillo.	pronounce in the video.
				8. 7
8	The teacher trains	\checkmark	- 6- St	- Grammar training for students by
	students' grammar	VI n		the way the teacher asks students
	through so <mark>n</mark> gs		ジィalar)	to make a video and according to
				the song that has been provided
		N.V.	K(1177)	and students choose the song that
				has been given by the teacher.
		Br.		
9	Classroom's	\checkmark	IKSN'	The teacher did a discussion about
	speaking following		~->	the words or phrase which is hard
	up activities			to be imitated by the students and
				the teacher solve the problem by
				pronounce it and the students can
				follow it
		Po	ost-Activities	

10	The teacher invites	\checkmark	The teacher ends the class by
	the students to sing		singing together with the students
	before the class ends		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



	Observation			
No	Components	Observed	Not Observed	Note
		P	re-Activity	
1	Preparing the class	\checkmark		- Say hello (good morning)
	(greeting, pray,			- Absent via WhatsApp
	checking attendance)			- All via WhatsApp or Google
				Classroom
		v	NDIDT> .	
2	Apperception	\checkmark		- The theme used is related to
	activity:		All I	everyday life that students are used
	(the teacher relates	× (to listening to. In teaching months
	the learning theme to	L 🔬 💧	X 7.4%	of the year, the teacher used song
	the songs)			from
			11 -	https://www.youtube.com/watch?
		N.CE	S Constraints	<u>v=Fe9bnYRzFvk</u> .
3	Giving motivation by	1	((YY)))	- Provide songs related to everyday
	using a unique			life.
	English song	- A.		- English songs that make students
		N	IKSE	not feel bored during the lesson
			~	
4	Introducing the	\checkmark		- Using the video link provided by
	material/topic using			the teacher and the song used is.
	songs			https://www.youtube.com/watch?
				v=Fe9bnYRzFvk.
		Μ	ain Activity	
5	The teacher asks	\checkmark		
	students individually			
	to sing a song that			

	has been followed by			
	students several			
	times.			
6	The teacher trains	1		- Vocabulary training for students
	students' vocabulary			by asking students to make videos
	through songs			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
		181	SNDIDIKA	Google classroom.
		STA	A 14	'C.
7	The teacher trains	\checkmark		- By way of students making
	students'	·	(***)7a	videos and making it easier for
	pronuncia <mark>ti</mark> on 🔄		<u>^ 6 ~ 18</u>	teachers to see how students
	through songs	- VI (North V	pronounce in the video.
		<u> </u>	化 领职上	
8	The teacher trains		The the	- Grammar training for students by
	students' g <mark>rammar</mark>	111	M <i>III</i> 22	the way the teacher asks students
	through songs			to make a video and according to
		UNI		the song that has been provided
			IKSP.	and students choose the song that
	• • • • •		\sim	has been given by the teacher.
9	Classroom's	1		The teacher did a discussion about
	speaking following			the words or phrase which is hard
	up activities			to be imitated by the students and
				the teacher solve the problem by
				pronunce it and the students can
				follow it

		Po	st-Activities	
10	The teacher invites	\checkmark		The teacher ends the class by
	the students to sing			singing together with the students
	before the class ends			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



	Observation						
No	Components	Observed	Not Observed	Note			
	Pre-Activity						
1	Preparing the class	\checkmark		- Say hello (good morning)			
	(greeting, pray,			- Absent via WhatsApp			
	checking attendance)		~	- All via WhatsApp or Google			
				Classroom			
2	Apperception	1	NDIDT> .	- The theme used is related to			
	activity:	ALD.	~ 44	everyday life that students are used			
	(the teacher relates		all the second	to listening to In teaching parts of			
	the learning theme to	Ý _ <		the body, the teacher used song			
	the songs)	L 🔊 🗌	X 74.98	from			
		State State		https://www.youtube.com/watch?			
			11 - 24	<u>v=1io44ucVgtI</u>			
3	Giving motivation by			- Provide songs related to everyday			
	using a unique	NW A	((TIT)))	life.			
	English song			- English songs that make students			
		24.		not feel bored during the lesson			
		~ ~ N 1	IKSE'				
4	Introducing the	\checkmark	\wedge	- Using the video link provided by			
	material/topic using			the teacher and the song used			
	songs			ishttps://www.youtube.com/watch			
				<u>?v=1io44ucVgtI</u>			
		Μ	lain Activity				
5	The teacher asks	\checkmark					
	students individually			- the students need to watch the			
	to sing a song that			song video			
	has been followed by						

	students several			- the students need to identify 10
	times.			parts of the body that they noticed
	times.			
				in the video
6	The teacher trains .	\checkmark		- Vocabulary training for students
	students' vocabulary			by asking students to make videos
	through songs			according to the songs provided
				and students choosing songs that
			\mathbf{A}	have been given by the teacher
		_		- Then the teacher will see how the
				vocabulary in the video has been
		- N	NDIDIKA	sent by students via Whatsapp or
		The.	A 194	Google classroom.
			ARD .	1 to 1
7	The teacher trains .	√ <		- By way of students making
	students'		× 21.80	videos and making it easier for
	pronunciation	N/a		teachers to see how students
	through songs	~(J)	W and	pronounce in the video.
		N COL		
8	The teacher trains .	$\sqrt{2}$	teribol	- Grammar training for students by
	students' grammar	\rightarrow	SHALL &	the way the teacher asks students
	through songs	~ 1		to make a video and according to
		UN1	TKSE	the song that has been provided
	V-			and students choose the song that
			\sim	has been given by the teacher.
9	Classroom's	\checkmark		The teacher did a discussion about
	speaking following	¥		the words or phrase which is hard
	up activities			to be imitated by the students and
	-			the teacher solve the problem by
				pronounce it and the students can
				follow it

		Po	st-Activities	
10	The teacher invites	\checkmark		The teacher ends the class by
	the students to sing			singing together with the students
	before the class ends			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



	Observation						
No	Components	Observed	Not Observed	Note			
	Pre-Activity						
1	Preparing the class	\checkmark		- Say hello (good morning)			
	(greeting, pray,			- Absent via WhatsApp			
	checking attendance)		~	- All via WhatsApp or Google			
				Classroom			
2	Apperception	1	NDIDIN .	- The theme used is related to			
	activity:	THAP.		everyday life that students are used			
	(the teacher relates		All A	to listening to. In teaching			
	the learning theme to	Ý _ <		describing animal, the teacher used			
	the songs)	L 🔊 🗌	X 74.98	song from			
		State State		https://www.youtube.com/watch?			
			11 - 24	<u>v=gMMi57z1wm<mark>0</mark></u>			
3	Giving motivation by			- Provide songs related to everyday			
	using a <mark>unique</mark>	N. M.	ttern)))	life.			
	English song			- English songs that make students			
				not feel bored during the lesson			
		N	IKSE				
4	Introducing the	\checkmark	\sim	- Using the video link provided by			
	material/topic using			the teacher and the song used			
	songs			ishttps://www.youtube.com/watch			
				<u>?v=gMMi57z1wm0</u>			
		Μ	ain Activity				
5	The teacher asks	\checkmark					
	students individually						
	to sing a song that						
	has been followed by						

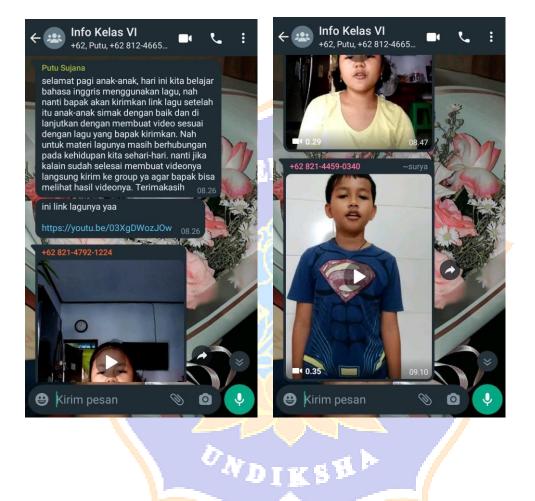
	students several	- the teacher asks students to
	times.	
		identify and describe the animal in
		the video.
6	The teacher trains $$	- Vocabulary training for students
	students' vocabulary	by asking students to make videos
	through songs	according to the songs provided
		and students choosing songs that
		have been given by the teacher
		- Then the teacher will see how the vocabulary in the video has been
	STRAD.	vocabulary in the video has been
		sent by students via Whatsapp or
	- K A . d	Google classroom.
7	The teacher trains √	- By way of students making
	students'	videos and making it easier for
	pronunciation	teachers to see how students
	through songs	pronounce in the video.
8	The teacher trains 1	- Grammar training for students by
	students' grammar $$	the way the teacher asks students
	through songs	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	The teacher did a discussion about
7	N I	
	speaking following	the words or phrase which is hard
	up activities	to be imitated by the students and
		the teacher solve the problem by

				pronounce it and the students can
				follow it
		Po	ost-Activities	
10	The teacher invites	\checkmark		The teacher ends the class by
	the students to sing			singing together with the students
	before the class ends			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
		P	NDIDIR	to learn again

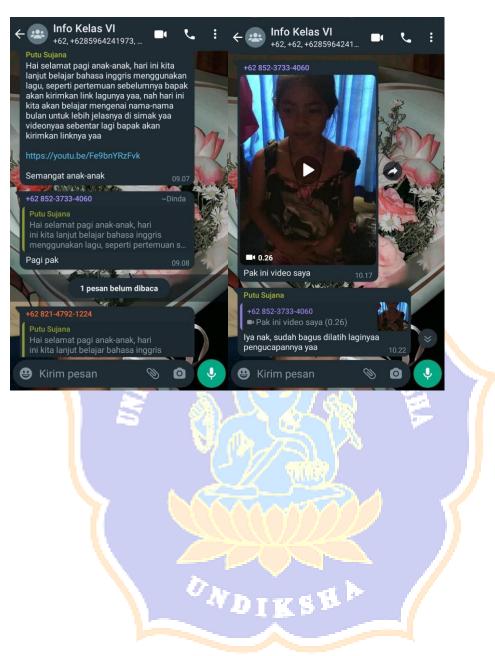


9. SCREEN SHOOT OBSERVATION 1-4

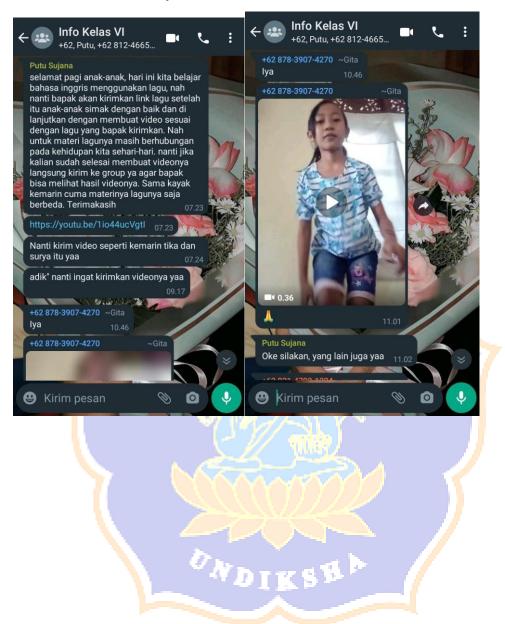
Observasi 1 Tentang Greeting



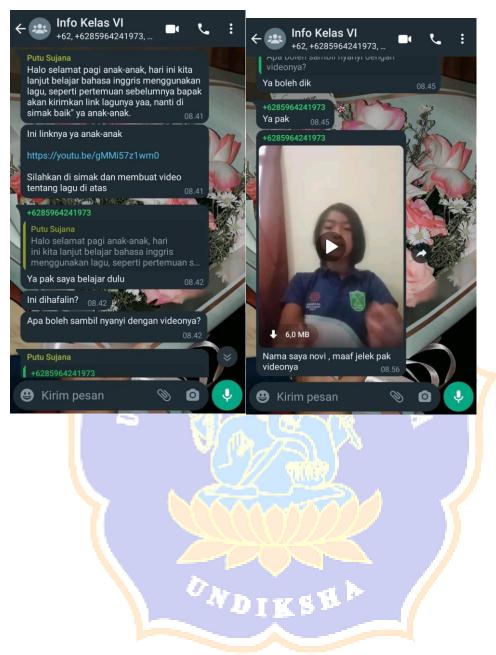
Observasi 2 Tentang Month of the Year



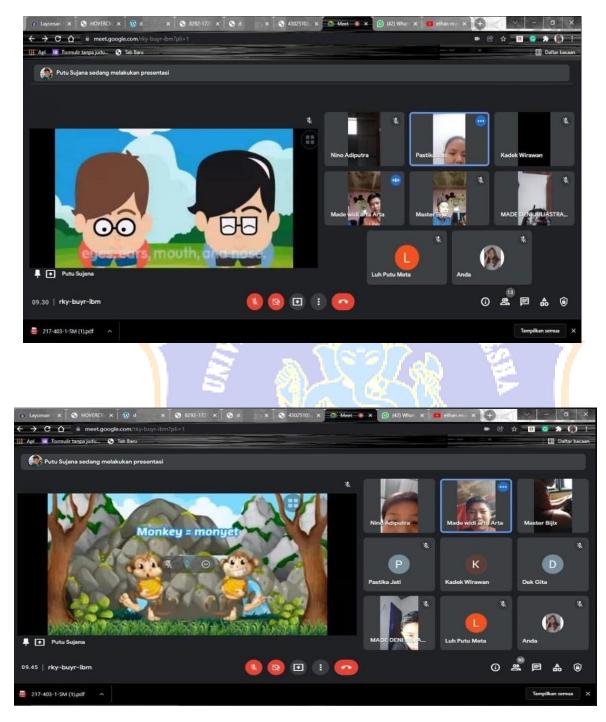
Observasi 3 Part Of body



Observasi 4 Animal song

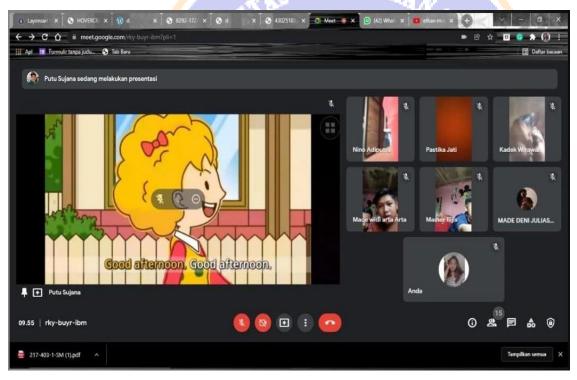


10. GOOGLE MEET / MEETING ONLINE





SPENDIDIR.



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.

VDIKS