

**TEACHING VOCABULARY USING SONGS AT SECOND
GRADE OF SMAN 1 BARADATU**

(A Script)

By

Andre Maulana Iwais



**TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

ABSTRACT

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Vocabulary is one of language components. That should be mastered by the students. It consist of single words, compound words, and idioms. In School, many students are lack of vocabulary. Consequently, it is very difficult for them to understand and communicate in English. It is the reason why vocabulary is important as the basic need in learning a language. The researcher used English Songs to teach vocabulary.

Related to the problems above, the aims of the research were to find out whether there was any significant difference of the students, vocabulary mastery and the difficulties that students face on teaching vocabulary through songs. The researcher used one group pretest and posttest design. The sample of this research was XI IPA 2 students at SMAN 1 Baradatu, Waykanan. The instruments of this study were vocabulary test, observation and interview. The data were analyzed by using repeated measure T-test in which the significance level was determined by $p < 0.05$.

The first result of this research showed that t-value was higher than t-table ($8.285 > 2.042$) and the value of significant level was $0.00 < 0.05$. The difference of the mean score between the pretest and posttest was 9.55 (from 64.04 to 73.60). It means that there was an effect on students' vocabulary mastery after being taught through songs. The second finding revealed four difficulties that the students faced on learning vocabulary through songs namely difficulties are memorize the words and grasp the meaning, pronouncing the word correctly, writing the word or sounds spelling miss-matches, and also using the word based on the context. So, the hypothesis proposed in this research was accepted. In conclusion, it can be said that English Songs can be used to improve students' vocabulary mastery.

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GRADE OF SMAN 1 BARADATU**

By

ANDRE MAULANA IWAIS

A Script

**Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree**

in

**The Language and Arts Department of
Education and Teacher Training Faculty**



**EDUCATION AND TEACHER TRAINING FACULTY
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2017**

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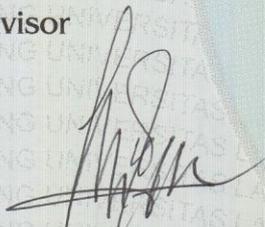
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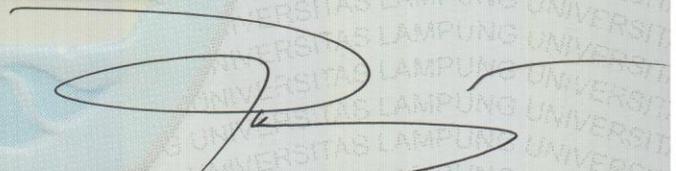
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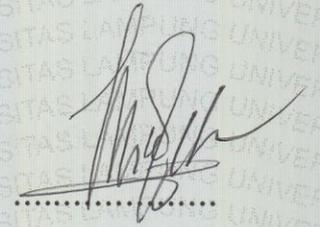


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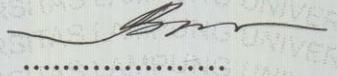
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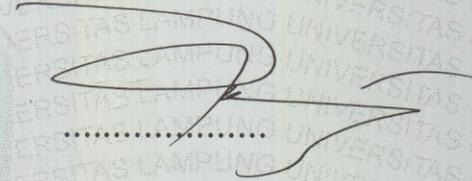
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CURRICULUM VITAE

The writer's name is Andre Maulana Iwais. He was born on September 9th, 1994 in Baradatu. He is the first child of Ridwan and Nurainis.

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DEDICATION

This script is proudly dedicated to

My beloved parents:

Ridwan and Nurainis

My beloved siblings:

Fajar Zakli Iwais

Niken Aurora Iwais

My almamater:

English Education Study Program, Lampung University

MOTTO

If I don't have to do it

I won't

If I have to do it

I'll make it quick

“Oreki Hotaro (2014)”

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Praise is merely to the almighty Allah SWT for the gracious mercy and tremendous blessing that enables me to accomplish this ungraduated thesis entitled: Teaching Vocabulary Using Songs. This undergraduate thesis is presented to fulfill one of the requirements in accomplishing S-1 Degree in English Education Study Program, Teacher Training and Education Faculty, University of Lampung.

It is important to be known that the script would never have come into existence without any supports, encouragements and assistance by several great people.

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Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research.

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Andre Maulana Iwais

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I. INTRODUCTION

This chapter deals with introduction of the research used in this study, which are background of the problem, research questions, objectives of the research, uses of the research, scope, and the definition of terms.

1.1. Background of the Problems

Vocabulary is an essential skill for learning English. Students use vocabulary to understand and use words to acquire and convey meaning. It means that the ability to speak English needs the mastery of adequate vocabulary. Rivers (1970:462) states that it would be impossible to learn a language without vocabulary, when students start to study and also before students learn further about the four skills i.e. listening, speaking, reading, and writing; the first aspect that they have learn is vocabulary.

Ideally SMA students, based on English Curriculum are supposed to acquire around 3000 words and also able to use them in daily communication. However, in accordance with certain studies, the students not yet able to acquire the target.

Along with this line of argument above, it can theoretically inferred that vocabulary is natural very complex aspect of language to achieve. This is true because vocabulary has some typical components, namely: single words, compound words, and idioms. In fact, people need to build up their vocabulary in order to learn and use a foreign language. They can communicate successfully with other people in a foreign

language if they have a number of words and know how to use them. Therefore, vocabulary mastery of foreign language is important in order to convey ideas in communication.

In the field of education, including English education in Indonesia, our education is still dominated by the view that knowledge is a set of facts which have to be memorized. Teaching learning process focuses on teacher as prominent source of knowledge and the students are forced to memorize the material that has been explained by the teacher. Many students are not interested in learning English because the material provided by the teacher is not interesting for the students.

Nation (1990: 87) points out that if the teacher's aim is to get the learners to remember the word form and its meaning, then it is useful to attract the learners' attention and to encourage them to make an effort. When a teacher is able to make an impression and bring the students' experience about language knowledge in teaching learning process, students can learn and develop it based on their own interest. It will make the students easier to remember the materials that have been discussed in the classroom. And also it will make the students get higher level of vocabulary achievement. Because vocabulary is language knowledge, it will be a possibility if the students learn based on their own interesting. They will develop their ability to capture many vocabularies unconsciously not only in teaching learning process but also in their daily activity.

Nevertheless, in pre observation and interview with the English teacher of SMAN 1 Baradatu, it was found that most of the students of SMA N 1 Baradatu have a problem in mastering English vocabulary, especially, in terms of content words. The problems were caused by several reasons; first, the students found difficulty to master

English vocabulary because they remember the words only from the lists that they have made and they forgot it soon. Second, the students were not interested in learning English. It caused a wrong opinion from the students that stated English is difficult and tedious subject. Third, the students have low motivation when they learn English.

In line with the problems faced by the students in mastering vocabulary, this research is interested to use an enjoyable media that can motivate the students. Creating an enjoyable learning atmosphere is highly recommended since the students' achievement in learning process are also affected a lot by the teachers' technique in teaching. Moreover, an enjoyable learning condition will make the learners to do a meaningful learning. Brown (2001: 73) states that meaningful learning will lead toward better long-term retention than rote learning. By meaningful learning, the learners will have better understanding about the lesson.

One of the ways in creating an enjoyable learning atmosphere is by using songs as teaching media. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening and other skills. Through its lyrics, it is possible for us to know and learn some new words subconsciously and increase our vocabulary while enjoying the music. Lozanov (2002: 18) states that the atmosphere created by the song can enhance the ability to remember new vocabularies, because people found it much easier to memorize something that is fun and melodic than normal sentence. Through the song, students will also learn vocabulary easier because song, indirectly, will attract them to find the meaning of difficult words.

According to the previous research done by Imelda Ayu Mustika (2014), it was found that there were some problems the students face in learning vocabulary. The problems could be divided as follow, the students had difficulty to identify the class of word and students were confused to use the prefix and suffix that appropriate with the word and sometimes the students still confused use the word in the context.

For this reason, the researcher is interested in using songs as the learning media to find out the impact on students' vocabulary mastery. In this case the researcher will focus on whole parts of song such lyric, rhythm, and others as the media that can give positive impact on students' vocabulary mastery at their level on Senior High School.

1.2. Research Questions

The questions in this research are:

1. Is there any significant difference on students' vocabulary mastery after being taught using songs, in terms of content words?
2. Is there any significant increase on students' vocabulary mastery after being taught using songs, in terms of content words?
3. What are the students' problems in learning vocabulary using songs at second grade of SMA N 1 Baradatu?

1.3. Objectives of the Research

The objective of this research is:

1. To find out there is significant difference on students' vocabulary mastery after being taught using songs at second grade of SMA N 1 Baradatu.
2. To find out there is significant increase on students' vocabulary mastery after being taught using songs at second grade of SMA N 1 Baradatu.

3. To find out the students problems in learning vocabulary using songs at second grade of SMA N 1 Baradatu.

1.4. Uses of the Research

The uses of this research are as follows:

1. Theoretically

This research is expected to provide a contribution of knowledge for students who still find problem and confuse in mastering vocabulary, so they can overcome their difficulties in their learning activity.

2. Practically

It is hoped that this study will be used as information and knowledge to find a creative activity for teachers in order to develop the students' language in a joyful way.

1.5. Scope

This research will be conducted at the second grade of SMA N 1 Baradatu. The researcher was conducted in the class XI IPA 2 who were taken by using random sampling. This research is conducted by conducting test and interview through personal approach to find out the students problems in learning vocabulary through song. The researcher uses English pop songs as a media in teaching vocabulary. The research focuses on vocabulary of content words (nouns, verbs, adjectives and adverbs). The increase of students' vocabulary achievement will be measured by a set of pre test and post test in form of multiple choice tests.

1.6. Definition of Terms

There are some definitions of conceptual word presented in order to have similar perception.

1. Vocabulary is one of basic term to understand every language skills in English. It is a set of single words, compound words, and idioms that can be arranged for making up the language.
2. Song is a combination of melody and lyric. Song can perform different function in language teaching. Song marked by richness of content, poetical metaphor and symbols that emotionally reflects the word we live in.
3. Pop Song is modern popular songs are typically distributed as recordings and are played on the radio, though all other mass media that have audio capabilities are involved. Songs that are popular may be called pop songs for short, pop songs consist of familiar or common use of words.

II. LITERATURE REVIEW

This chapter discusses the literature review that will be used in this study, they are; concept of vocabulary, concept of teaching vocabulary, concept of song, concept of teaching vocabulary through song, procedure of teaching vocabulary through song, the advantages and disadvantages using song, theoretical assumption, and hypothesis.

2.1. Concept of Vocabulary

Naturally, Byrne (1970:10) states that in order to communicate effectively, the learners need an adequate mastery of vocabulary. It is obvious that without mastery vocabulary, someone can convey nothing. Even though we master the grammar of a certain language but we do not have any knowledge on this vocabulary, we will not be able to communicate or to express our idea using the language.

Vocabulary is a set of lexeme including single word, compound word, and idioms. Harmer (1993:153) stated that if language structures make up the skeleton of language, then it is the vocabulary provides the vital organ and the flashes.

The word “vocabulary” generally represents a summary of words or their combination in a particular language. However, Ur (2000:60) states that one item of vocabulary can consist of more than one word. e.g. “post-office” consists of two words and still expresses one idea. Vocabulary teaching is one of the most important components of any languages class.

Based on the statement above, the researcher assumes that vocabulary is an important role in learning a language, vocabulary is also as the core component of language in form of words and can make language meaningful. To communicate effectively, the learners need an adequate mastery of vocabulary. Even though we master the grammar of a certain language but we do not have any knowledge on this vocabulary, we will not able to communicate or to express our idea using the language.

There are some types of vocabulary in English, as Fries (1970:45) classifies English vocabulary into four types, as follows:

1. Content words represent the name of subject or things that is nouns, verbs, adjectives, and adverb.
2. Function words are those words which are used as a means of expressing relation of grammar structure, such as conjunction, article, and auxiliaries.
3. Substitution words, those which represent the individual things or specific action as substitutes for whole form classes of word, that is, identify.
4. Distributed words, those are distributed in used according to grammatical mater as the presence or absence of a negative.

This research is focused more on the content words because content word consist of words that can be associated into, and other types cannot be well associated as they have limited words. So, these typical words will be discussed in the next section.

2.1.1. Concept of Nouns

Fries (1970: 45) points out that nouns are defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language-specific, since nouns do not have the same categories in all languages. Nouns are

described as words that refer to a person, place, thing, event, substance, quality, and quantity.

Furthermore, according to Frank (1972: 6) nouns can be classified into five types:

1. Concrete noun

Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun, for examples: *flower*, *girl* as in sentences:

a. *He gives me a fragrant flower. (flower)*

b. *She is my brother's girl friend. (girl)*

2. Abstract noun

Abstract noun is usually the name of a quality, state or action. The example of abstract noun, for example: *ability*, *acceptance*, and *arrangement*, as in sentences:

a. *His long experience as a teacher has given him the ability to quickly understand a student's needs.(ability)*

b. *The President's acceptance of the Prime Minister's advice will be followed by the dissolution of Parliament.(acceptance)*

c. *Grammar deals with the arrangement of words in sentences.(arrangements)*

3. Proper noun

Proper noun is the name of some particular person, place, or thing. A proper noun always begins with a capital letter, for examples: *Mr. John Smith*, *Paris*, *Thanks giving Day*, as in sentences:

- a. *Mr. Smith is an English lecture in my collage. (Mr. Smith)*
- b. *Paris is the - capital city of French. (Paris)*
- c. *My parents celebrate Thanks giving day of my younger sister. (Thanks giving Day)*

4. Countable and Uncountable noun

Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun. The example of Countable noun, for example: *a dog, three dogs*, as in sentences:

- a. *She has a dog. (a dog)*
- b. *He has three dogs. (three dogs)*

Whereas, Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form. The examples of uncountable noun: *sugar, sand*, as in sentences:

- a. *I need some sugar for a cup of tea. (sugar)*
- b. *My brother makes a sand palace in a beach. (sand)*

5. Collective noun

Collective noun is the name of a group of person, things, or animals were taken together and spoken of as one whole. The examples of Collective noun: *committee, class, crew*, as in sentences:

- a. *The school committee held a meeting today. (committee)*
- b. *This class is so dirty of plastic rubbish. (class)*
- c. *The Trans TV crew celebrates their TV's birth day. (crew)*

2.1.2. Concept of Verbs

Verbs is action done by those things which have a part of speech without case inflection, but inflected for tense, person and number, signifying an activity or process performed or undergone. Verbs typically have two forms: 1) regular verb, and 2) irregular verb.

Regular verbs is a verb that forms its past tense and past participle by adding –d or –ed to the base form. The Examples of regular verbs: *walk, walks, walked, walking*, as in sentences:

- a. *They walk to the cafeteria on the corner of the street (walk)*
- b. *She walks out from the market (walks)*
- c. *The man walked into the bank (walked)*
- d. *The girl is walking in a cat walk (walking)*

While, irregular verbs is a verb that whose past tense and past participle are not formed by adding –d or ed to the present tense. The examples of irregular verbs: *go, went, gone*, as in sentences:

- a. *I go to school (go)*

- b. *She went to Jakarta yesterday (went)*
- c. *They have gone to school (gone)*

The function of which are too complicated for a brief description. They are used primarily to make statement about nouns and pronouns. Fries (1970: 45) mentions that verbs can be classified into five types.

1. Finite and non- finite verb

A finite verb is a form of a verb that has a subject (expressed or implied) and can function as the root of an independent clause. An independent clause can, in turn, stand alone as a complete sentence. For example:

- a. *I live in Germany. (I is the subject - live describes what the subject does; live is a finite verb).*

A nonfinite verb is any of several verb forms that are not finite verbs. They cannot serve as the root of an independent clause. Most nonfinite verbs found in English are infinitives, participles and gerunds. For example:

- a. *I travelled to Germany to improve my German. (To improve is in the infinitive form)*

2. Auxiliary verb

A sentence or phrase can have two interlocked verbs. The main verb gives the primary action, whilst the auxiliary verb adds subtle detail. Common auxiliary verbs include the verbs to be (*am, are, is, was, were*), to have (*have, has, had*), to do (*do, does, did, done*). Auxiliary verbs, which are sometimes called helping verbs, act as helpers to other verbs. They appear in front of action verbs and linking verbs. Let's view some examples:

- a. *The Girl Scouts are meeting after school today. I had fun. You will be happy. (be)*
- b. *Dora has studied in French since April. (have)*
- c. *I do finish my homework. (do)*

3. Reflexive verb

A reflexive verb is a verb whose agent performs an action that is directed at it. It characteristically takes a reflexive pronoun as its object. For examples: *perjures, shaved, wash*, as in sentences:

- a. *He perjured himself. (perjured)*
- b. *He shaved. (shaved)*
- c. *I wash myself. (wash)*

4. Transitive verb and intransitive verb

Transitive verbs are action verbs that have an object to receive that action.

For example: *hit, want, paint*, as in sentences:

- a. *I hit the nail. (hit)*
- b. *Joshua wants a smile from leona. (wants)*
- c. *Alicia painted the canvas in jackson. (painted)*

Whereas, Intransitive verbs are action verbs but unlike transitive verbs, they do not have an object receiving the action. Notice there are no words after the verb sang. For example: *laughed, crying, talked*, as in sentences:

- a. *I laughed (laughed)*
- b. *The baby was crying (crying)*
- c. *We talked for hours. (talked)*

5. Linking verbs

A linking verb connects the subject with a word that gives information about the subject, such as a condition or relationship. They do not show any action; but, they link the subject with the rest of the sentence. For example: *felt*, *appears*, as in sentences:

- a. *Jack felt dizzy after drinking that juice. (felt)*
- b. *He appears upset about the announcement. (appears)*

2.1.3. Concept of Adjectives

Adjective is a word that describes or clarifies a noun. Adjectives describe nouns by giving some information about an object's size, shape, age, color, origin or material. Adjective fall into six categories, they are:

1. Demonstrative is an adjective that points out which item, object, person or concept. Demonstrative adjectives always come before the nouns they refer to. For examples: *this*, *that*, as in sentences:
 - a. *I bought this book yesterday. (this)*
 - b. *I like that cake very much. (that)*
2. Possessive adjective is a part of speech that modifies a noun by attributing possession (or other sense of belonging) to someone or something. For examples: *my*, *your*, *the girl's*, as in sentences:
 - a. *My laptop is broken. (my)*
 - b. *Your hair is so beautiful. (your)*
 - c. *The girl's bag is so cute. (the girl's)*
3. Numeral adjective is the adjective that describes the amount of something, for examples: *thirty six*, *fourth*, as in sentences:

- a. *I have thirty six students in a class. (thirty six)*
 - b. *This is the fourth event in the past few days (fourth)*
4. Adjective of indefinite quantity is the adjective that describe undefined amount of something for examples: *some, few*, as in sentence:
- a. *I buy some beautiful flowers. (some)*
 - b. *The doctor will be in to talk to you in a few minutes. (few)*
5. Proper adjective is an adjective that takes an initial capital letter, for examples *a Catholic church, japanese*, as in sentence:
- a. *Obama built a wonderful Catholic church in a central town. (wonderful Catholic church)*
 - b. *Japanese people generally don't have middle names. (japanese)*
6. Participial adjective is an adjective with –ed or –ing endings. For example, *an interesting book, computerized*, as in sentences:
- a. *He gives me an interesting book. (an interesting book)*
 - b. *The new Toyota Camry features an entirely computerized dashboard. (computerized).*

2.1.4. Concept of Adverbs

How the action done, that is: adverbs. Adverb has a part of speech without inflection, in modification of or in addition to a verb. Adverb also does not change form, but has characteristic forms of its own. It is used to modify anything but nouns and pronouns. Macfadyen (2007: 1- 21) summarizes the category of adverbs into five, they are:

1. Adverb of manner

Adverbs of manner tell us how something happens. They are usually placed either after the main verb or after the object. For example: *well, quickly*, as, in sentences:

- a. *He swims well. (well)*
- b. *He ran quickly. (quickly).*

2. Adverb of place

Adverbs of place tell us where something happens. They are usually placed after the main verb or after the clause that they modify. Adverbs of place do not modify adjectives or other adverbs. For example: *around, everywhere*, as, in sentence:

- a. *John looked around but he couldn't see the monkey. (around)*
- b. *I searched everywhere I could think of. (everywhere)*

3. Adverb of time

Adverbs of time tell us when an action happened, but also for how long, and how often. For example: *yesterday, tomorrow, today, later, now*, as, in sentence:

- a. *Goldilocks went to the Bears' house yesterday. (yesterday)*
- b. *I'm going to tidy my room tomorrow. (tomorrow)*
- c. *I saw Sally today. (today)*
- d. *I will call you later. (later)*
- e. *I have to leave now. (now)*

4. Adverb of frequency

Adverbs that change or qualify the meaning of a sentence by telling us how often or how frequently something happens are defined as adverbs of frequency. For example: *hourly, often, always, usually, and sometimes*, as, in sentence:

- a. *The incubator turns each egg hourly. (hourly)*
- b. *He is often late for work. (often)*
- c. *I always go to bed before 11 pm. (always)*
- d. *I usually have cereal for breakfast. (usually)*
- e. *I sometimes forget my girlfriends' birthday. (sometimes).*

5. Adverb of degree

Adverbs of degree tell us about the intensity or degree of an action, an adjective or another adverb. Adverbs of degree are usually placed before adjective, adverb, or verb they are modifying, although there are some exceptions discussed below. For example: *extremely, quite*, as in sentence:

- a. *The water was extremely cold. (extremely)*
- b. *The movie is quite interesting. (quite)*

2.2. Concept of Teaching Vocabulary

Learning a foreign language especially English is very important because language can increase the capability of communication. Teaching vocabulary should be integrated to the language skills. The integrated teaching means to support the students' ability in developing language skills. Moreover, achievement or acquisition of vocabulary is essential for a success in second or foreign language by an intensive

and enlargement of vocabulary in terms of meaning and using which the students may have learned for comprehensible communication society.

In order to increase students' vocabulary mastery the teacher should use appropriate technique, teaching method, and teaching aid. By using them, it will be easy for the students to be active and motivated in learning process, which can be hoped as the way to explore their interest and progress in addition it can be use to overcome the monotonous teaching and learning process.

Kriedler (1963) states that in modern method of language teaching, vocabulary learning no longer consist of memorizing of list of words in isolation, but words are usually introduced in a meaningful context and practiced in appropriate sentence pattern. It is important that when the teacher teaches vocabulary he/she should make the students understand not only the meaning of vocabulary itself, but also how to use it in appropriate sentences.

Rivers (1970:462) says that it would be impossible to learn a language without learning its vocabulary. It suggests that vocabulary has very important role in learning a language. Therefore, in order to help students master a new language, they have to master an adequate number of vocabularies in other words, we can say that the quality of the language performance of the student may depend on the quality and the quantity of the vocabulary that the student have. Learning and remembering a set of words are prerequisite in order to learn a particular language (Nation, 1978:2). The more and better vocabulary they gain, the more skillful the language they can perform.

Therefore, vocabulary should be taught in context. The students will understand the meaning and know when to use it in appropriate sentence because the same vocabulary will have different meaning when it is used in different context. It should be a focus for the teacher to be successful in teaching vocabulary.

Kustardjo (1988) says that there are five ways of teaching vocabulary as explained below.

1. Teaching vocabulary through creativity. Hence, the teacher should allow the students to decide what they want to learn. Teacher can make such technique which enables the students to be creative in producing the vocabulary such as picture (*flashcard*), puzzle (*crossword puzzle*), game (*word association*), song (*pop song*), etc.
2. Teaching vocabulary through derivation, which involves noun, adjective, and adverb. For example: *prefixes (impossible, autobiography, extraordinary)* and *suffixes (arrival, flexible, identify)*.
3. Teaching vocabulary through translation. This method is considered as ancient one. Here the teacher teaches the meaning of the words through translation. For example: *lovely in Bahasa means indah*. As in sentence: *you have a lovely smile, in bahasa means kamu memiliki senyum yang indah*.
4. Teaching vocabulary through guessing. Here the teacher can encourage the students to guess first and then consult their dictionary. To guess right, a student should have a good rationale. The teacher can draw five pictures on the board. Teacher then pronounces the word and asks one of the students to point out one of the picture, students think relevant to the word pronounced by the teacher. For example: *word guessing*.

5. Teaching vocabulary through context clues. Here the teacher can use a context clue in word recognition by figuring out the meaning of a word based on the clues in the surrounding context, such as, by giving synonym, antonym. For example:
- *funny = humorous, happy = joyful, intelligent = smart,*
 - *Achieve >< fail, arrive >< depart, arrogant >< humble.*

Teaching vocabulary will be less effective if the teacher cannot match the technique. A good technique will make the students interested in learning vocabulary and easier to remind the meaning. Regarding to the five ways of teaching vocabulary above, the researcher interested in teaching vocabulary through creativity. Furthermore, teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context with the correct pronunciation by using some kind of techniques and Medias.

2.4. Concept of Song

Song is very helpful in the language learning process. They are good not only for audio visual but also for kinesthetic learners. They can give good training in listening. Song consists of lyrics or poetic text. The lyrics and the text are various. Redlich (1975: 28) adds that song is short composition usually for one voice, based on lyrics poem. According to Weikart (1988: 12) that song is a short poem or a sequence of verses which is composed with music and intended to sing. Song, which belongs to genre including both lyrics and music, can be added to list. They are marked by richness of content, poetical metaphor and symbol that emotionally reflect the world we live in. songs can motivate a positive emotional influence on listener.

Lozanov (2002: 18) states that the atmosphere created by the song enhances the ability to remember new vocabularies, because people found it much easier to understand something that is fun and melodic than normal sentence. Moreover, song helps sustain students' attention and concentration, by using song as a teaching medium could motivate students and make them feel much less frustrating than standardized textbook instruction and create a peaceful classroom environment. (Brewer, 2005).

2.4.1. Concept of Pop Song

Pop songs is the commercial record music which is often oriented towards young people and usually consists of relatively short and simple love songs. There is a feature of pop songs, which can be inferred from the name itself, namely that it is popular. The popularity of pop songs ensures that they have the function of motivating students to learn language.

The activity of hearing song, subconsciously will enrich learners' vocabulary. Lynch (2002: 2) says, songs are usually directed to the native-speaking population so they usually contain contemporary vocabulary, idioms, and expressions. Using songs could motivate students and make them feel relax during teaching and learning process.

The example of pop song can be seen as follows:

Just the way you are

Her eyes, her eyes

Make the stars look like they're not shining

Her hair, her hair

Falls perfectly without her trying

She's so beautiful
And I tell her every day

I know, I know
When I compliment her
She won't believe me
And it's so, it's so
Sad to think she don't see what I see
But every time she asks me do I look okay I say

When I see your face
There's not a thing that I would change
Cause you're amazing
Just the way you are

Based on the statement above, the researcher assumes that song is a combination of melody and lyric. Song can perform different function in language teaching. Song marked by richness of content, poetical metaphor and symbols that emotionally reflects the word we live in, which feature words (lyrics) and the atmosphere created by the song can enhance the ability to remember new vocabularies.

2.5. Teaching Vocabulary through Song

For many vocabulary memorization techniques, it is believed that songs can be one of very useful media for introducing new English words to increase the English foreign language students' vocabulary. If we use song in teaching English, we will find lots of vocabulary. Through its lyric and repetition rhyme, it is possible for us to know and learn some new words subconsciously and increase our vocabulary while

enjoying the music. As a matter of fact, while enjoying music, the class situation will be fun and alive than the traditional ways. Murphey (1992:3) states that “Anything you can do with a text you can do with a song”. It means that everyone can learn or teach the English text using songs.

According to Hancock (1998:7) song can be used to focus on the form of the language including grammar, vocabulary and pronunciation”. It is the same statement with Griffiee (1992:5) said that songs are “especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary”. It is clear that song can be used as an aid to teach vocabulary. Songs include so many words that help the students master many meanings too.

Griffiee (1992:6) says that “songs can be used for pattern practice and memory retention”. It implies that if the teachers give appropriate tasks, songs will give pleasurable repetition with no boredom and provide active participation in the language. Also by using song, Mega (2011) found more pleasant and comfortable learning atmosphere despite the boring routine class, because they could sing along the song in the class. Thus, song evokes positive emotions which can bring and increases student confidence in the language acquisition (Medina, 2002)

From the reason above, it can be concluded that using song in teaching vocabulary is very benefit to the students. The characteristics of song are suitable with the students. Songs can affect people emotions. In language learning song will bring enjoyable and amazing experience for the learner. Using song in teaching learning process will make students more motivated in learning since songs create a pleasure and boredom.

2.6. Procedure of teaching vocabulary through song

Below are the procedures in applying English song as media in teaching vocabulary. Before starting the class activity by using song, the researcher should be prepared. The researcher needs to select the song that fits to the students. It means the researcher should consider the age and interest of students in correlation with song which will be given in the class. The steps of teaching vocabulary by using songs are stated below:

1. The teacher informs to the students that they will listen the song.
2. The teacher let the students to listen the song. In this session the teacher is use pop song.
3. The teacher asks the students related to the song. For example: asking about the singer, the title of song, etc.
4. The teacher hands out the lyric of song to the students which consist of some missing words.
5. The teacher lets the students listen to the song again, and asks the students to fill in some missing word in the text.
6. The teacher asks the students about their feeling after they listening the song
7. The teacher discuss the difficult word that is found
8. The teacher guide the students to conclude the topic

Based on the steps above, the teacher supposes the following activities to be applied in the class room. First, the teacher informs to the students that they will listen the song. Second, the teacher let the students to listen the song. Third, the teacher asks the students related to the song. Fourth, the teacher hands out the lyric of song to the students which consist of some missing words. Fifth, the teacher lets the students listen to the song again, and asks the students to fill in some missing word in the text.

Six, the teacher explains the meaning of song and let the students to know the meaning of each word.

2.7. The Applicability of Procedure of Teaching Vocabulary Using Songs

In teaching vocabulary using songs, the researcher follows the following procedure:

Pre-activity

1. Teacher starts the class and talks about general thing

Teacher: *Good morning students!*

Students: *Good morning, sir!*

Teacher: *How are you today?*

Students: *I'm fine sir and how about you?*

Teacher: *I'm fine too, thank you.*

2. Give some questions to the students about the material that will be learned.

Teacher: *Have you ever listened to a song before?*

Students: *Yes we have Sir.*

Teacher: *What kind of song that you listened?*

Students: *It was about an Indonesian popular song.*

Teacher: *How do you like it?*

Students: *I like it because it has a nice lyric.*

Teacher: *Alright, how about if we now listen a song today, and you had to repeat the song after me?*

Students: *Alright, sir!*

Whilst activity

1. Teacher asks the students to listen a song, the title was just the way you are.

2. Teacher and the students discuss about the song

Teacher: *Alright, after you had listened to the song can you tell me who the singer is?*

Students: *Yes, Sir.*

Teacher: *Do you know who the singer is?*

Students: *The singer is Bruno mars*

3. Teacher distributed the lyric which consist of missing word to the students.

4. Teacher asks the students to pay more attention to listen the music carefully and complete the missing words.

Teacher: *Alright students, let us sing the song one more time*

Students: *Alright Sir. Let us do it.*

Teacher: *Do you understand?*

Students: *Yes, we have understood, Sir.*

Teacher: *Do you have any questions?*

Students: *No, Sir. we do not have any question at all!*

5. Teacher plays the song one more time

6. Teacher asks the students to practice with their peers to sing a song.

7. Students can sing a song that they prefer.

8. All of the students have to come in front of the class to sing the song.

Post activity

1. Teacher evaluates the students' assignment.

Teacher: *Alright students, how do you feel about learning using song?*

Students: *We are happy sir!*

Students: *It was exciting!*

Teacher: *I think you are doing a good job*

3. Teacher closes the class.

Teacher: *Alright class, I think it is enough for today.*

Students: *See you miss!!! Thank you.*

2.8. Advantages and Disadvantages Using Song

There are several advantages and disadvantages of teaching vocabulary by using song.

2.8.1. Advantages

The following is the advantages of teaching vocabulary using song:

1. Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process.
2. Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.
3. Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.
4. Reduce learning stress levels. As a filler, when students get bored, teacher can stimulate them by playing music to make them active again.

5. Deepen understanding and reinforce memory through emotional association because songs are familiar with students life. So, students are easy to understand the material.
6. Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.
7. Add new vocabulary. Students can enrich their vocabulary after listen to the song.
8. Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

It can be seen from the explanation above it can be concluded that using song in teaching vocabulary is very benefit to the students. Songs can affect people emotions. In language learning song will bring enjoyable and amazing experience for the learner. Using song in teaching learning process will make students more motivated in learning since songs create pleasure and avoid boredom.

2.8.2. Disadvantages

The following is the disadvantages of teaching vocabulary using song:

1. Music disturbs concentrations when applying to people who hate a genre of music.
2. It is also seen an enjoyable activity for student, it might create a threat to classroom atmosphere which can lead to destruction of normal discipline of the classroom.

It can be seen from the explanation above that teaching vocabulary using song has the disadvantages that is disturbing concentration, and destructing of normal discipline in the classroom.

2.9. Theoretical Assumption

In teaching vocabulary, there are some media that can help the teacher to reach the aim of teaching learning process. There are many ways in teaching vocabulary and teacher should have the ability to choose the appropriate way and implement it in the teaching learning process to obtain the goal. The use of interesting aid is necessary for teaching vocabulary.

English song is used in teaching vocabulary because it makes students enthusiastic and active in the teaching learning process. Many senior high school students are familiar and like singing a song. English song can attract the students and also get their understanding about language via entertainment.

2.10. Hypothesis

The researcher proposes the following hypotheses:

- H₀: There is no significant difference on students' vocabulary mastery after being taught through English songs.
- H₁: There is significant difference on students' vocabulary mastery after being taught through English songs.

III. METHODS

This chapter discusses about the methods of the research, such as: research design, population and sample, research instruments, data collecting technique, research procedure, instruments of try out, scoring system, data analysis, and hypothesis testing.

3.1. Research Design

This research was analyzed by using T- test, to see is there any significant difference on students vocabulary mastery before and after being taught using English song. The research design was presented as follows:

T1 X T2

The above formula can further be illustrated as follows:

- T1 denotes as a pretest; it conducted to find out the students' vocabulary mastery before getting treatments.
- X refers to a treatments; it conducted to improve students' vocabulary mastery through English Songs.
- T2 relates to a posttest; it conducted to find out how far the students' vocabulary mastery after getting treatments.

(Hatch and Farhady, 1982:20)

The subject of the research was given the treatment of teaching vocabulary through song. The pre-test was administered before the treatment of teaching vocabulary using songs, it was implemented to see the students' basic vocabulary mastery. Then, the treatment of teaching vocabulary through English pop song was implemented. The post-test was administrated afterward to analyze the improvement of the students' vocabulary mastery through English pop song

The interview was conducted in this research. The interview was conducted in the form of open questions and formal types. It was conducted toward some representatives of the students as the interviewees, which were chosen from low scores based on the mean score of the post-test to find out the students problem in learning vocabulary through song.

3.2. Population and Sample

The population in this research was the second grade of SMA N 1 Baradatu. The researcher chose one class as the sample of this research by using random sampling. This research was conducted in seven meetings, which were one meeting for try out, one meeting for conducting pretest, three meeting for conducting treatment, and one meeting for conducting posttest and one meeting for conducting interview.

3.3. Research Instrument

Instrumentation refers to the tools or means by which investigators attempt to measure variables or items of interest in the data-collection process. In this research, instruments of this reseach consist of: 1) Vocabulary test, 2) interview, and 3) observation.

3.3.1. Vocabulary Test

The researcher used objective vocabulary test as the instrument for collecting the data. The instrument was used for pretest and posttest. There was pretest before treatments in order to identify how far the students' vocabulary mastery. Posttest was given after presenting the treatments in order to identify the increasing the students' vocabulary mastery. The test was in form of multiple choice test. The items of pretest and posttest were related to students' level of proficiency. The test evaluated the mean of vocabulary and the vocabulary that included in the test related to content words.

3.3.2. Interview

The interview was conducted to find out the students' problems in learning vocabulary through song. The students' answers were classified and generalized as the resource. In this process, the researcher interviewed the students who get low score in vocabulary test. The purpose of interview was to find the students' problems in learning vocabulary through song.

The following is interview guide of teaching vocabulary using song:

1. Form

Form refers to the visible and audible parts of vocabulary, functional expressions and grammar units: the spelling, phonemes, syllable stress, words in a phrase, prefixes or suffixes, syntax (word order), choice of noun or verb, etc for a particular place in a sentence, and/or punctuation.

For example: the present perfect is formed with *have been* plus the *past participle of the main verb*; *tired of* is followed by *Ving/gerund not an to V/infinitive*, *in my opinion* and not *on my opinion*; *the word is spelled c-o-n-t-e-n-t* and the second syllable is *stressed*

2. Meaning

There are two aspects of meaning. First, what is literal or ‘essential’ meaning of the word, phrase, functional expression or grammar structure? Second, what does it mean in the context it’s being used in?

For example: *She’s wearing a red skirt*. The literal or essential meaning of the word has to do with naming a particular color. *She’s red from sitting in the sun*. Her skin has turned a particular shade of pink indicating sunburn. *He was a well-known red*. *Red* indicates the person’s political beliefs and affiliation.

3. Use

The words, functional expressions, grammar structures we choose to use are determined by the situation we are in and/or what we want to communicate to our listener(s). Use is interconnected with meaning.

For example: *Mail will not be delivered on Thursdays until further notice*. The passive voice is used appropriately here because it is more formal and objective; because listeners know generally that postmen deliver the mail and that this decision was made by a nameless government or postal official; and because the what is

crucial to communicate is the fact that there will be no postal delivery on the specified day for the foreseeable future.

The interview is administered outside the classroom to avoid the interference from other students and to maintain the concentration of the students interviewed.

3.3.3. Observation

Observation is data collection technique in which the activities of subject are visually observed. The purpose of observation is to explain the situation being investigated, activities, people, or involved in an activity and the relationship among them. Observation is done to get a clear image of a certain activity.

Observation was conducted to find out the students' problems in learning vocabulary through song. The subject of this research was the second grade of SMA N 1 Baradatu. Observation was conducted during the teaching learning process. The researcher observed the process happened in the classroom. The researcher observed students' activity. The result of observation was in form field note.

3.4. Data Collecting Technique

There were some techniques that used to collect the data in this research. They were as follows:

1. Pretest

Pretest was given before presenting the treatment to know how far the students ability. The test was multiple choices for vocabulary test. The test was given in the first meeting, to know the students vocabulary mastery before being given treatment using song in teaching vocabulary.

2. Treatment

Treatment is conducted after giving the pretest. Treatment is the process of teaching the student through song. The treatment is conducted three times during the research.

3. Posttest

Posttest was given after treatment. For vocabulary mastery, the students were given multiple choice tests. They had done the same activity in pretest. This test was designed to know the increase of students' vocabulary mastery and to know the increasing of students' vocabulary mastery after conducting the treatment.

4. Interview

The researcher gave the students interview in the last meeting after conducted the posttest. The purpose of interview is to find out what are the students problems in learning vocabulary through English song.

The interview was conducted in the second grade of SMA N 1 Baradatu, in which the students' answered were classified and generalized as the resource. Some representatives of the students as the interviewees were chosen from low Scores based on the mean score of the post-test. The interview was

conducted to find out the students problems in learning vocabulary through song. The interview contain six questions related to the advantages of using song and problems that students might face in learning vocabulary based on students' perception.

3.5. Try out of the instrument

There are five criteria of good test namely, try out, validity, reliability, level of difficulty, and discrimination power.

3.5.1. Try Out

Try out is given in order to check the quality of the instruments in vocabulary mastery test. The test is multiple choices for vocabulary test. The tests are given in the first meeting. The try out are administered in the second grade of SMAN 1 Baradatu.

3.5.2. Validity

Validity refers to the extent which the test measure what is intended to measure. It means that it relates directly to the purpose of the test (Shohamy, 1985:74). To find out the test have a good validity, the researcher used content validity and construct validity.

3.5.2.1. Content Validity

Content validity is concerned with whether test is sufficiently representative and comprehensive for the test. In the content validity, the materials are suitable with the school curriculum. To fulfill this validity, the researcher sees all the indicators of the instrument and analyzes them whether the measuring instrument represents the material that is measured or not.

The researcher uses the table of specification to check content validity of the test items. The total percentage in the table indicates the relatives' degree of emphasis of each content area and each instructional objective given in the test. The table specification is used to determine which test is more relevant to our particular situation and is also necessary to check whether tests item has good content validity.

Table 3.1. Table of Specification of vocabulary test

Content	Aspect	Items	Percent
Vocabulary	Verbs	4,11,12,19,20,23,24,25,34,35	28.57%
	Adjectives	8,10,14,16,17,21,28,31,32	25.71%
	Adverbs	6,13,22,26,27,29,30,33	22.85%
	Nouns	1,2,3,5,7,9,15,18	22.85%
Total		35	100%

3.5.2.2. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985:74). Construct validity focus on the kind of test that is used to measure the ability. It means that the test items should really test the students whether they have mastered the material that has been taught or not. According to Setiyadi (2006:26), if the instrument just measure one aspect, for example

vocabulary, the construct validity can be measured by evaluating all items in the test. If all items have measured vocabulary mastery of the students, this instrument has fulfilled construct validity.

3.5.3. Reliability

Reliability refers to extend to which test is consistent in its score and gives us an indication of how accurate the score test is. To measure the coefficient of the reliability between odd and even group, the researcher uses the Pearson Product Moment Formula as follows:

$$r_1 = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

(Hatch and Farhady, 1982)

The above formula can be explained as follows:

r_1 is concerned with coefficient of reliability between first half group and second half group

X relates to total numbers of first half group

Y denotes as numbers of second half group

Then this research uses "Spearman Brown's Prophecy Formula (Hatch and Farhady, 1982:286) to know the coefficient correlation of whole items. The formula is as follows:

$$r_k = \frac{2 r_1}{1 + r_1}$$

The above formula can be described as follows:

r_k relates to reliability of the whole test

r_l denotes reliability of half test

The criteria of reliability are:

0.00- 0.20 indicates that reliability is very low

0.21- 0.39 points out that reliability is low

0.40- 0.59 denotes as reliability is average

0.60- 0.79 refers to reliability is high

0.80- 1.00 relates to reliability is very high

3.5.4. Level of Difficulties

Level of difficulty relates to “how easy or difficult the item is from the point of view of the students who took the test. It is important since test items which are easy (that all students get right) can tell us nothing about differences within the test population” (Shohamy, 1985:79). In order to find out the level of difficulty, this research uses the following formula:

$$LD = \frac{U+L}{N}$$

The above formula can be explained as follows:

LD denotes as level of difficulty

U refers to number of upper group students who are answer correctly

L relates to the number of low group students who are answer correctly

N : the total number of students who take the test.

The criteria are:

<0.30 indicates that level of difficulty is difficult.

0.30-0.70 points out that level difficulty is average.

>0.70 denotes that level difficulty is easy.

(Shohamy, 1985:79)

3.5.5. Discrimination Power

Discrimination power refers to the extent to which the item differentiates between high and low level students on that test. A good item according to this criterion is one that good students do well and bad students fail (Shohamy, 1985:81). To find out the discrimination power, this research uses the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

The above formula can be further described as follows:

DP relates to discrimination power

U denotes as proportion of “high group” students getting the item correct

L refers to proportion of “low group” students getting the item correct

N relates to total number of students

The criteria are:

0.00- 0.20 indicates that the item of the test is poor

0.21- 0.40 points out that the item of the test is satisfied

0.41- 0.70 denotes that the item of the test is good

0.71- 1.00 points out that the items of the test is excellent

(Negative) : bad items (should be omitted)

3.6. Scoring system

In scoring students' test result, the researcher uses Arikunto's formula. The ideal high score is 100. The scores of pretest and post test were calculated by using formula as follow:

$$S = \frac{R}{N} 100$$

The above formula can be described as follows:

S denotes as score of the test

R relates to total of the right answer

N refers to total items

(Arikunto, 1997:212)

3.7. Data analysis

The researcher analyzed the data by comparing the average score (mean) of the pretest and posttest. The average scores were to know the difference of the students' vocabulary mastery through English song. The statistical formula for counting the average score was as follows:

$$\bar{x} = \frac{\sum x}{N}$$

The above formula can be explained as follows:

\bar{x} denotes as mean

$\sum x$ relates to total score

N refers to number of students

Drawing conclusion from the tabulated results of the test given, that IS by statistically analyzing the data using statistical computerization i.e. paired T-Test of statistical Package for Social Science (SPSS) to test whether the increase of students' gain is significant or not, in which the significance is determined by $p < 0,05$. It was used as the data from one sample. (Hatch and Farhady, 1982: 117). In order to know whether the students get any progress, the formula was as follows:

$$I = X_2 - X_1$$

The above formula can be describe as follows:

I relates to the increase of students' vocabulary mastery

X_2 denotes as the average score of post-test

X_1 refers to the average score of pr-test

3.8. Hypothesis Testing

The pre test and post test were compared in order to know the increase of students' vocabulary skill after treatments. The researcher used Repeated Measure T- test towards the average score of pre test and post test. Moreover, the result of t-test was used to investigate the difference on students' vocabulary mastery before and after treatments and to prove whether the propose hypothesis was accepted or rejected. In this case, the significant level is 0.05 in which that the probability of error in the hypothesis is only about 5%.

The hypotheses are drawn as follows:

H_0 : There is no difference on students' vocabulary mastery after being taught through song at first grade of SMA N 1 Baradatu.

H_1 : There is significance difference on students' vocabulary mastery after being taught through song at first grade of SMA N 1 Baradatu.

The criteria for accepting the hypotheses are as follows:

1. H_0 is accepted if the t-value is lower than T- ratio.
2. H_1 is accepted if the t-value is higher than T- ratio.

In addition, the interview and observation were conducted in this research. The interview in the first grade of SMA N 1 Baradatu was in the form of open and informal questions in informal situation, to find out the students problems in learning vocabulary using song. The observation was conducted during the learning process. The result of observation was in form field note.

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also suggestion from the researcher to other researchers and English teachers who want to apply the songs in teaching vocabulary.

5.1. Conclusions

Having conducted the research at the second grade of SMA N 1 Baradatu and analyzing the data, the researcher draws the conclusions as follows:

1. There was a significant improvement of the students' vocabulary mastery after being taught using songs. Songs were applicable to encourage the students to improve their vocabulary mastery. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. The students' mean score was increased from 64.04 to 73.60 which the gain was 9.55 specifically.
2. There is significance difference of students' vocabulary mastery after being taught using songs. It can be seen that mean score of the pretest was 64.04 and the posttest was 73.60.

2.1. Specifically, songs was able to improve students' vocabulary mastery, arranging from the highest to the lowest achievement.

- a. Verbs improved from 211 points to 258 points with gain 47 points. It happened because songs are not just interesting, they are also engaging.

The interesting lyrics of include verbs with lot of repetition and similar verbs, for examples, transitive verbs such as *make, tell, and receive*.

- b. Adjectives improved from 178 points to 225 points with gain 47 points. It occurred because the topic of the songs were like daily activity, so typical adjective are easily remember by the students, for examples, demonstrative adjectives such as *beautiful, amazing, and curious*.
 - c. Adverbs improved from 117 points to 152 points with gain 35 points. Adverbs are hard to understand by the students. For examples, adverb of manner such as *perfectly, happily, and constantly*.
 - d. Nouns improved from 196 points to 206, so the gain is 10 points. It might cause songs gave the chance to students to a lot and read often the lyric of song. Moreover, songs included new noun words, for examples, abstract noun, such as *rendezvous, compliment, and centerfold*.
3. The difficulties that the students face in learning vocabulary were comprehend the meaning, pronouncing, spelling, and using the word based on the context. However those difficulties are considered to be less disruptive and difficult to be resolved. The implementation of songs in learning vocabulary is able to overcome the difficulties since this technique provides opportunities for students to enjoy the learning process and make students easy to remember new words by singing the song. In learning process when the teacher uses English songs, the students were enthusiastic and enjoyable. They were very happy because they could relax and listen to the music.

5.2. Suggestions

Considering the conclusions, some suggestions were proposed as follows:

1. Since there is significant increase on students' vocabulary mastery after being taught through songs, English teachers are suggested to apply this technique in teaching vocabulary, especially to help students who lack in vocabulary, besides it might be able to improve the students way of learning to remember both the given word and the new word; also enriching their vocabulary because from listen the songs the students are tried to find the new word.
2. In order to increas students, vocabulary mastery in terms of adverb, the teacher is recommended to give more exercise to the students dealing with adverbs. For example, teacher can provide listening songs with more adverbs available in them.
3. In the case of verbs, the teacher could strengthen the students vocabulary expecially about verbs. For example, teacher could use load repitition give notes, or make sentence by using verbs to make the students easy to memorize verbs.
4. In order to minimize the students' problem in learning vocabulary through song, the teacher should give their fully attention to the students and give them feedback at the end of the class, such as explain the meaning of words which are exist in the song as a song's lyric, to make the students not only remember the new word by singing song, but also to make the students comprehend the song well.

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