THE IMPLEMENTATION OF ENGLISH SONG IN TEACHING VOCABULARY AT THE FIRST GRADE OF SENIOR HIGH SCHOOL

(A Script)

By

Yunita Gasma

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

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Abstract

This study examines whether there is an improvement of students vocabulary mastery after being taught by using song and also to find what kind of content word which is improved better. To achieve these objectives, students in X1 of SMA Utama 2 Bandar Lampung were involved and the data were obtained by using vocabulary test. Through quantative data analysis which is the design of this research, it was found that the students' mastery of vocabulary is improved significantly (t-value>t-table) and noun was noted as the most improved among other contents words. Teaching English through song is recomended for teachers because it provides a fun activity which is needed by students to enhance their motivation to learn English. Teaching English by using song as the media serve students motivation since they are familiar with the song and it provides a relax environment to learn language which makes students be more interested.

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A Script

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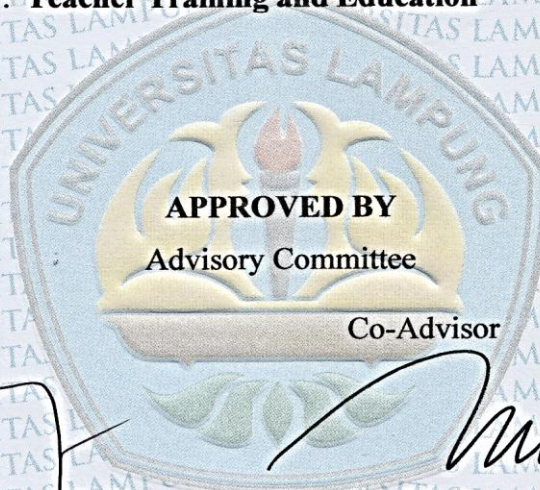
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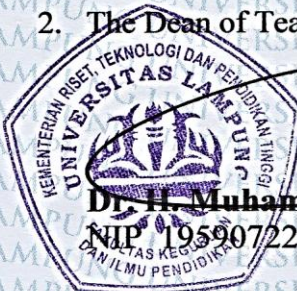**Dr. Mulyanto Widodo, M.Pd.**
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CURRICULUM VITAE

Yunita Gasma was born on June 5th, 1995 in Jakarta. She is the only one child from Gasman Drital and Komala Sari.

She graduated from Elementary School of SDN 1 Pasir Gintung in 2006. Then, she continued her study to Jenior High School of SMPN 23 Bandar Lampung and graduated in 2009. She went continued to Senior High School of SMA Utama 2 Bandar Lampung and graduated in 2012.

Having graduated from senior high school, she continues her study at the English Education Study Program, Teacher Training and Education Faculty, Lampung University in 2012. She accomplished the KKN Program at Bumi Nabung, central Lampung from July to Agust 2016 and conducted Teaching Practice Program (PPL) at SMAN 1 Bumi Nabung from July to August 2012.

DEDICATION

This script proudly dedicated to :

My beloved Mother, Komala Sari.

My beloved family.

My Almamater, Lampung University.

Motto :

"If there are 100 receivers, you must be the part of them Eventough you are the last"

-Anonymous-

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Finally, the researcher assumes that there are still some weaknesses in this script. Any corrections, comments and criticism for the improvement of this script are always open-heartedly welcome and the writer hopes that this paper will be useful for the readers.

Bandar Lampung, Mei 2017

Researcher,

Yunita Gasma

TABLE OF CONTENTS

Pages

I.Introduction

II.Literature Review

III.Method

IV. RESULT AND DISCUSSION

V. CONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF APPENDICES

I.   INTRODUCTION

This chapter discusses about background of the research, the research problem, the objective research, uses of the research, scope of the research, and definition of term.

1.1. Background of the Research

Vocabulary is an important aspect in learning language, especially in learning second or foreign language (English). When learners are learning a new language, they should have enough vocabulary. Wilkins (1993) said that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we know nothing about vocabulary.Vocabulary is considered as an important language component because it can support the learners' ability in developing language skills (Lado. 1979:50). Vocabulary can make the student convey their idea both in oral and written form effectively. Their idea can help them in understanding the subject with the teacher's guide.

It is known that, English language is still the foreign laguage in Indonesia. But in fact, many of students in Senior high school are expected to master English communicatively. The problem is when people learn English as their foreign language, it is not as easy as learning the first language they must master the vocabulary first because low vocabulary mastery also can make them unable to express their communicative in learning English. It is because they have to master sufficient vocabularies which mostly are complicated. Thus learners need to be high concentrated in memorizing vocabularies (Thornburry, 2002).

Based on the previous research (Thornburry, 2002) it is found that there is difficulties for teaching vocabulary in the class. The students has problem in memorizing and understanding vocabulary. They easily forgot some new words that the teacher taught and sometimes they could not remember how to pronounce it. This shows that their tendency to repel the subject of English was caused by their lack of vocabulary. Language teacher should consider on how to manage an interesting classroom activity so that the learners can gain a great success in their vocabulary learning. So, the student can improve their interest in vocabulary learning. Thus, the researcher thinks that their English teachers need to find better technique to make learning vocabulary more enjoyable.

There are many ways and media for teaching vocabulary like traditional language teaching methods highlight vocabulary study with lists definitions, written and oral drills and flash cards. English teachers usually ask the students to tap a new word from their explanation (Zatnikasari, 2008). The students in English as Foreign Language traditional classroom tend to be passive, because they are just controlled by the teacher and the students' creativity is less developed. In fact, the

students need something to make them interested in teaching learning process, which can make them enjoy in the classroom (Maulaya, 2008).

Nowdays there are many types of media for teaching vocabulary to the student, one of that media is using English song. The use of English song can improve the quality of vocabulary in teaching learning process. It happened because song can stimulate the students to achieve the new words that they had already listened. It is supported by Grifee (2001) that song is a part of music that you sing through words.

Shen (2009) states some criteria why English songs can be implemented for teaching English. This is because songs have: kaleidoscopes of culture, expressiveness, recitability, and therapeutic functions. It can be assumed that English songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. In order to enerlage students' vocabulary, teacher needs to help them to ease the way. Listening is a major component in language learning. In classroom often times the students do more listening than speaking. Songs will be a good choice because according to Millington (2011), songs play an important role in the development learners learning a second language. In addition, most learners enjoy singing songs, and the songs can often be a variety from the routine of learning the foreign language.

As the teacher we should make the students interested so that they can raise and build their confidence. 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.The researcher is interested in using English songs to improve student's ability in mastering vocabulary. Student's motivation in learning English will increase if teachers enjoyable approaches in their instruction. Then, the high motivation can ease students' learning. Setia (2012:271) state that neurologist have also found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed. So that, utilizing English songs memorization which has a musical melody as a technique in language teaching can help the students to ease their process of learning.

Based on the previous study, the use of song as one of teaching strategies can improve students' language skills, listening in particular (Maulaya, 2008).
Song is one of the interesting media to teach vocabularies to the student. By using song, the student can be easy to remember the vocabulary because it is familiar to them. There are many songs that very famous, not only kids song but also adult. Song provides an enjoyable atmosphere for the student; hopefully the students will master the vocabulary better. From some famous songs, the student can understand and learn new vocabulary.

Dale (1992:5) states that songs are good at introducing vocabulary because song provides a meaningful context for the vocabulary. Song is also effective to make the students to remember the words easily and feel more motivated in the class because they learn in an interesting way (Zatnikasari,2008). It supported by cebula (2008) who said that the students who participate in learning through songs

usually express themselves easily and pick up a lot of new words. Another previous research that related with implementation English song as media for teaching vocabulary is from (Setia, 2012), in her study she tried to find the effectiveness of using songs in teaching English language to primary school student. She discovered that the use of songs not only helps the students to improve their language proficiency, but it also stimulates and increases the students' interest to learn, enjoy and engage in the learning process.

Based on the background above, the researcher applied song in teaching vocabulary. Apllied song as media for teaching vocabulary can lead the student build their enjoyable, interesting, motivation and confidence while in teaching learning process. Furthermore, the student might be easy increase their vocabulary by using English song as the media. Therefore, the researcher decides to design a problem to be researched with the title: " The implementation of English Song in Teaching Vocabulary at the First Grade Student of Senior High School".

1.2. The Research Problem

In reference to the background above, the research problems were formulated as follows :

1. Is there any significant effect of song in increasing students' vocabulary achievement at the first grade of senior high school ?

2. Which content word that mostly significantly students' vocabulary achievement through the use of song at the first grade of senior high school ?

1.3.The Objective of Research

In relation to the problem formulated above, the objective of the research was :

1. To find out whether the use of song could effect of vocabulary achievement at the first grade of senior high school students.

2. To find out which content of word that most significantly improve the students vocabulary achieved after being taught using song at the first grade of senior high school students.

1.4.Uses of the Research

The uses of this research are:

1. Theoretically, the result of this research is useful for supporting the theory about the effect of vocabulary achievement after being taught through using song in teaching English.

2. Practically, this research might be useful for English teachers as a reference to find alternative media when teaching vocabulary for senior high school students.

1.5.Scope of The Research

This research was focused on the implementation of English song to increase vocabulary achievement at the first grade of senior high school students. In this reseacrh, the researcher focused on content word of vocabulary. This research was conducted at the first grade students of SMA UTAMA 2 Bandar Lampung. The researcher used try out , one pre test, a set of tretments and post test to find out the increasing of students' vocabulary achievement.

1.6.Definition of Term

In order to specify the topic of the research, the researcher provide some definition of the term related to the research. These were the definition of some terms which are related to the research:

1. Vocabulary is a list or set of words for a particular language or a list set of word that individual speaker of language might use (Hatch and Brown, 1995).

2. Teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques (Nation, 1990).

3. Song is a relatively short musical composition for the human voice (possibly accompanied by other musical instruments), which feature words (lyrics). Song is technique of teaching vocabulary to increase student motivation and interest in learning a language where motivation and interest is very important for learning achievement (Zahrah 2009:6).

4. Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, spesification, standard or policy for doing something, in this research, implementation of teaching vocabulary through song.

5. The increasing is the difference of score (achievement) between pre-test and post-test after treatment using song as the media.

This chapter has discussed about background of the problem, identification of the problem, research question, objective of the research, uses of the research, scope of the reseacrh, and defenition of terms.

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of vocabulary, types of vocabulary, teaching vocabulary, media in teaching of vocabulary, English song, English song as media in teaching vocabulary , procedure, advantages and disadvantages of English song, theoritical assumption and hypothesis.

2.1. Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Based on Wilkins (1972), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is the basic element of language which will make the language meaningful. Learning a language cannot be separated from learning vocabulary because vocabulary consists of much vocabulary which makes up the language, it is one of important things that should be mastered by the students. By mastering vocabulary the students can be communicate in certain language, including English, both oral and written, the students are still able to communicate although other components are still needed.

Students who know more words and can also use them in the right context have a significant advantage in school and can continue using that skill to their advantage

in college and career because Vocabulary is a vital building block to succeed in school and life. In order to communicate across the curriculum, a student must be able to build and retain word knowledge and develop strategies that help them access complex text. In order to support student success with robust and cohesive instruction that ultimately results in college and career readiness, educators must be able to connect the various standards that students need to master.

Students are equipped with a higher vocabulary also have a greater ability to build networks and learn more words. It becomes a virtuous cycle; so while those students who are behind can make up for a vocabulary deficit over time, they're also delayed in understanding the words they've already been introduced to, which inhibits their ability to learn new words. This in turn creates a greater need for those without a strong vocabulary base to develop the word knowledge necessary to level the academic playing field. By hearing student can more easier to increase a vocabulary knowledge because Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies.

English Language has a very large vocabulary, estimated to between 450,000 and 750,000 words (Stahl, 1999; Tompkins, 2005). A person's vocabulary develops rapidly in the first few years of life. For example Beck and McKeown (1991) claim that 5-6 years old children have an expressive vocabulary of 2500 to 5000 words. In addition, the size of the comperhension vocabulary (i.e. the words understood by the child but not necessarily used expressively) will be higher than this. The size of adults' vocabularies variers widely and is influenced by such

things as education level, level of literacy and occuption. It is estimated (Wren, 2005) that an average literate adult will know about 50.000 words.

Students must learn 3,000 words per year by 3rd grade. Only 400 words a year are directly taught by teachers to hearing students. Children with learning difficulties learn an average of 45-50 words per year making the gap large. This number may be even less for students who are deaf or hard of hearing since they may need word lists reduced in order to memorize spelling patterns. And they may not get the extra listening/incidental vocabulary exposure to reinforce the new words. Think about how many times you may "overhear" conversations or might listen in on two conversations at once. "Overhearing" does not happen as frequently to deaf/hard-of-hearing students. They can only "overhear" what they can see..

Napa (1991:6) says that vocabulary is the one of the language component and that no language exist without word. Through this statment it can be inferred that the more words we learn, the more ideas we could have, so we could communicate the ideas more effectively. Through vocabulary, people can exchange their thought and ideas. In English, vocabulary means every part of speech which was used to construct sentence when people communicate each other.

Burton (1982:98) explains that the larger our vocabulary is the better vocabulary we can perform in the language. Viewing this idea, we can say that the quality of their vocabulary. The more vocabulary they gain, the more skilful the language they can perform.

Fries (1974:45) classified English words into fours groups, they are :

1. Content words represent the name of objects or things, that is concrete nouns (*cow,dog*) action done by or with these things, that is verbs (*go,sit,read*), and the qualities of these things, that is adjectives (*handsome,slim*) and words that changes or simplifies the meaning of verb, adjective, other adverb, clause ,or sentence, that is called adverbs (*beautifully, slowly*).

2. Function words are words that express a grammatical or structural relationship with other words in a sentence. Functuion words include determainers for example, (*the,that*), conjuction (*and,but*), preposition *(in, of)*, pronouns (*she,they*), auxiliary verbs (*be, have*), modals (*may, could*) and quantifiers (*some,both*).

3. Subsitute words those that represented individual thing or spesification as substitute (*anyone, anybody*).

4. Distributed words are words that distributed in use according to grammatical matter as presence of a negative such as *either , too, or, yet*.

For the level of senior high school, especially in the first grade year's students, the reseacher suggest that the material is focused on content word.

2.2. Content Words

Fries (1974:45) divided content word into four types, there are concrete nouns, verbs, adjectives , and adverbs.

1. Concrete Noun

   As we know concrete noun is part of speech that is used to name or identify a person, place, things, quality, or action. Most nouns have both

singular and plural form. It can be proceed by an article and or more adjective, and can serve as the head of noun phrase. A noun or noun phrase can function as subject, direct object, inderect object, complement, appositive, or object of preposition. In addition, nouns sometimes modify other nouns to form compound nouns.

2. Verb

Verb is a word to indicate the action of the subject, showing the events or circumstances. Verb also devide into several kinds, there are :

- Transitive and Intrasitive
- Regular and Irregular
- Action and Stative
- Finite and Non-Finite
- Lingking Verb
- Causative
- Auxiliary Verb
- Subjunctive
- Indicative
- Verbal

3. Adjective

Adjective is a word used to describe a noun or pronoun that can be either: person, place, animal ,or things (objects,abstract,concepts).

For example : *My mother is very **beautiful***

4. Adverb

   Adverb is a word that is used to describe a verb, adjective, or another adverb. English adverb is one of the eight parts of speech that may be in the form of a simple (fast, there, usually) or shaped phrases. Adverb phrases are called can be either an adverb or a group of words with qualifiers such as : propositional pharse or infinitive pharse (very fast, at the office , to be better).

Based on Fries' category, the resercher will conduct the research dealing with content words focused in finding the students's achievement in English vocabulary.

2.3. Teaching Vocabulary

Teaching young learners (teenager) especially in senior high school is different from teaching an adults students because the young learners have special need, interest and abilities. Young learners like fun activities that can make them feel joy. They are fast learners because they have the ability to memorize easily but they get difficulties to be serious in learning. The young learners still have a limited conceptual awareness and language use should arise naturally from the activities and language development (Reilly, Ward and Malley 1999:11). Teacher should know the way how to fulfill young learners' characteristics. According to Kay (2005:5) young learners have several characteristics such as: 1). They bring to their language learning, their own personalities, like and dislike and interest, their own individual cognitive styles and capabilities and their own strength and weaknesses, 2). They are still gaining understanding from direct experience

through object and visual aids 3). Young learners are unlikely to see the 'whole' in a component that several parts, 4). They need love, security, recognition and belonging accompanies as gradual shift from dependence on adult to peer group support and approval, 5). They begin to learn about cooperation and sharing, 6). They usually love physical activities, which they often participate in noisily and sometimes aggressively, 7). They need to play and to engage in fantasy and fun, 8). They are often enthusiastic and lively.

However, some problems have existed in almost all classrooms in university level that make the learners have less knowledge on vocabulary for the ultimate objective of learning the foreign language. The monotonous way on remembering the vocabulary becomes the basic problem of many students. The students usually just receive English words from their teacher and never try to improve their vocabulary mastery. Moreover, the teacher lacks creativity to improve students' vocabulary mastery. Therefore, teacher has to be inventive in selecting interesting activities and must provide a great variety of the effective way to concentrate in learning by giving something interest to follow their mental and physical development.

Students should have motivation to learn and memorize vocabulary items in order to read, spell and writing vocabulary. Interesting way will raise students' motivation.

There are some strategies on teaching vocabulary that have been observed by authors (Cross, 1991; Nation 1990, 2001; Gains and Redman, 1986; Allen, 1983). They classify the strategies into three categories. One of that strategies catagories

is audio strategies (i.e. imitation of sound or having learners to listen to a taperecording).

2.4. Media in Teaching of Vocabulary

Media in teaching learning process are used as a means of achieving the learning objectives. Media help the teacher in teaching a lesson in order that the teaching learning process will be more interesting. Children should learn the concrete words. Therefore, it is important to introduce the words by using the real object. As mentioned before, one way of teaching vocabulary for children is by bringing the representative things such as: book pencils, rulers etc. However, it is impossible to bring "a plane, a car, a house" in the classroom. So that, media becomes the alternative way to solve it. The media can be visual media or audio visual media. Those medias are important to help the students convey meaning and to help pupils memorize new vocabulary. Media helps the teacher in teaching a lesson in order that the teaching learning process will be more interesting. Media can be in the form of printed media, still media, audio media, visual media, and audiovisual media. There are some criteria in choosing media used in the process of English teaching and learning. Sudjana and Rivai (2005: 4-5) list six criteria for the selection of media.

The criteria are shown:

1) The media match the teaching objectives.

2) The media support the content of teaching materials.

3) The media are easy to be obtained.

4) Teachers are able to use the media.

5) There is time to use the media, and.

6) They are relevant with students'cognitive level

There are so many media and way in teaching English vocabulary. The student in English as foreign language in traditional classroom tend to be passive because they are just controlled by the teacher and the student creativity is less developed,whereas in fact the students need something to make them interested in learning process which can make them enjoy in the classroom.

The way to make students interested in the learning process is by choosing an enjoying media to increase their vocabulary knowledge. One of the way is by using English song.

2.5. Song

According to Richard (2002) a song is a relatively short musical composition for the human voice, which features words or lyrics. Sometimes it has rhymes and uses a language style that is different from the language style which is used in a scientific or formal text. The words within a song are sung in particular tones, rhythms, speed and style. Song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Music can also provide a relaxed lesson on a hot boring day

A song usually is accompanied by music instruments, which perfect and beautify its performance. It means that the students simply enjoy hear the songs. It can be said that the need for the egocentric language is fulfilled partly through songs. The

touch of music instruments sometimes makes a song have more emotion value than a poem. Because of the specially, more and more people can enjoy songs easier than they can enjoy poems.

Songs have rhymes and rhythms. They also use beautiful words and convey subjective feelings. Kamien (1997) stated that song is a relatively short musical composition for the human voice that is possibly accompanied by other musical instrument which features words or lyrics. A song is often employed in literature to refer to a lyric poem adapted to expression in music. This definition, then, supports the previous statement which declares that songs have rhymes and rhythms are considered as inevitable parts of poem.

2.6. Song as Media in Teaching Vocabulary

One of the big problems whether teaching English to children,teenagers or adults, is maintaining learners' interest through out our lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner. The part of the song is a rhyme. A rhyme is more than an ornament in poetry or songs. It provides pleasing sense impression; it helps to establish stanza form; it is an aid in memorizing; and it contributes to unity of poem or a song. A rhythm which is the uniform of recurrence (repetition) of beat or accent is the measured flow of words in verse or prose. It is most often established by a combination of accents and numbers of syllables. Song is an ideal vocabulary learning media for students. It is because

song helps students remember the vocabulary easily. One of many songs genres is pop song that comes from pop music (a term that originally derives from and abbreviation of "popular" which originated in its modern form in 1950's, deriving from rock and roll. Some teachers underestimate the value of songs in the classroom, whereas the repetitive nature of songs and rhythm mean a lot because it could help learners to learn vocabulary and rhythm of a language. The activity of hearing song, subconsciously will enrich learners' vocabulary. Lynch (2002) says, 'songs are usually directed to the native-speaking population so they usually contain contemporary vocabulary, idioms, and expressions."

As we know the comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory. Furthermore, the use of song in vocabulary teaching also helps the teacher in teaching English in a way that is readably absorbed, fun, and much less frustrating than standardized textbook instruction.

Norton (2005) states that teaching vocabulary through songs allows the students to learn vocabulary in alternate way, one is that is less threatening yet still provides the repetition needed to learn new vocabulary. It also provides students a chance work with their musical intelligence. Since the goal of the lesson is to give students a foundation and a means to learn and apply new vocabulary words. Some researchers have conducts the research on the use of song in teaching vocabulary. Songs as teaching medianis very effective especially when teachers have to present new material. Using songs could motivate students and make them feel relax during teaching and learning process.

In this research the researcher use English song to find out students vocabulary achievement in their learning activity.

2.7. Advantages and Disadvantages of Song

Teching through using English Song as media in teaching vocabulary has some advantages and disadvantages, it can be explained as follows :

The advantages of using English Song :

1. Listening to music is fun

The sheer volume of music out there means there will always be something suitable for the lesson you're planning and allows for interesting changes of pace in the classroom. Music also goes a long way to establishing a positive learning environment while additionally serving to energize learning activities. Music adds the element of fun while helping maintain or even provide the focus of the lesson. Songs help create a nice atmosphere as they don't feel like typical classroom work; rather they promote the kind of authentic activity which

learners engage in outside the lesson. Music serves as a great lesson warmer because it stimulates the learners' imaginations.

2. Music leads to better retention of language

The natural melody, rhythm and repetition can encourage retention: these elements collaborate together as an effective teaching and learning tool. Indeed, learners who have language difficulties can particularly benefit from the introduction of music into the classroom. Think about how you find yourself

singing songs randomly in your everyday life. This process is invaluable in language learning: learners' language retention is increased when the language is taught as part of a song.

3. Developing cultural awareness

In addition to being fun and helping build retention, music can also be used to teach cultural awareness. This could be taught either directly or indirectly. An obvious way to do this directly is to introduce the information within the content of the song. For example, a teacher could utilise specific vocabulary, grammar and pronunciation from the lyrics of a song. As learners hear and remember the song, they are able to apply what they have taken from those lyrics to their classroom work. Cultural awareness could also be taught indirectly. You might, for instance, use songs to simulate native-like experiences in which learners could pick up the cultural content naturally and in a more interesting manner.

4. Music motivates and involves learners

Music is a great motivator, while songs enable learners to actively participate in the learning experience. Because music helps to enhance learner involvement, they therefore develop improved attitudes toward class itself. This also improves their overall view of the language and their feelings about learning English, as they are more willing and able to take in new information.

On the other hand, using English song has disadvantages for some people who cannot study in the noisy class. Lozanov explain that using music during the learning process will create the relaxed mind and it is a optimum state of learning. But for the people who cannot study in the noisy class they say that using music

the learning process is not effective at all because it will irritate and disturb them. They claim that it is too complicated to be practiced. They also say that it is difficult for them to divide their mind into two sides, to the music and to the lesson. So, they think that using music during the learning process cannot help them at all.

Based on the explanation above, it can be infered that using English Song in teaching vocabulary is good for improving students motivation in teaching learning process because it helps students in memorizing patterns and making the learning process easier.

2.8. Theoritical Assumption

In accordance with the theories previsiously presented, this research is focused to investigate whether using English Song as media in teaching vocabulary has an increase of vocabulary achievement after being taught using song in teaching English at the first grade of senior high school. Students should able to have enough vocabulary. Teaching vocabulary for senior high school students in learning a language is very important. Teaching vocabulary through songs could involve the students in the process of teaching and learning activity. Using song made them fun and enjoyable in teaching learning process. Also, at the same time, it provided a lot of opportunities for the students to enrich their vocabulary. Song is the way of developing vocabulary achievement and it can be applied in teaching vocabulary because it can develop the learners' memory in memorizing vocabulary and it can help the students to memorize the words in long-term memory.

2.9. Hypothesis

Regarding the theories and theoritical assumption above, the hypothesis stated as follows :

1. There is significant effect of song in increasing students vocabulary achievement at the first grade of senior high school .

2. There is kind of content word that most significantly improve the students vocabulary achieved after being taught using song at the first grade of senior high school students.

These are the the explanation about some theories related to the reseacrh. The theories will be used as reference to conduct the research.

III. METHOD

This chapter deals with design and procedures of the research. This refers to research design, population and sampel, variables, data collecting technique, instrument of the research, research procedure, data analysis, data treatment and hypothesis testing.

3.1 Research Design

This research is quantitative study which uses *One Group Pretest Postest Design* in order to find out the effect of the use English song in increasing students' vocabulary achievement. The design uses one class, as the experimental class which recieved the treatment of uses English Song as media in teaching. In this research, pre test (T1) is given before the researcher teaches by using English song as media in teaching and in order to measure the students competence before they are given the treatment. Then, treatment is given in three times by using English song to see the significant differences effect of the students' vocabulary achievment. Post test (T2) is given after teaching the students by using English song and to measure how far the students improvement after they get the treatment. The design of the research is described as follows:

T1 X T2

Where:

T1   : The Pre Test

X   : Treatment by using English Song as media in teaching.\

T2   : The Post Test

3.2 Population and Sample

A population can be defined as the whole subjects of the research. Population is all individuals which are being target in research while research sample is individual who give the data (Setiyadi,2006:38)

The population of this research is the students of first grade at SMA UTAMA 2 Bandar Lampung. The Sample is X1 class as experimental class. It applies based on the consideration that every student in the population has the same chance to be chosen and in order to avoid the subjectivity in the research (Setiyadi,2006:39). The experimental class have pre-test, post-test, and the treatment.

3.3 Variables

The research consist of the following variables:

1. Students' achievement on vocabulary as dependent variable (Y)

2. Song as independent variable (X)

3.4 Data Collecting Technique

In order to collect the data , the researcher applied some techniques as follows:

1. Pre Test

The researcher gave the test in order to find out the students' score and ability before the researcher conduct the treatment by using song. The test was in multiple-choice form with four option (a,b,c,d) and the total number of items was 50. The time allocation was 60 minutes. The result of the pre-test was compared with the post-test result to find out their achievement.

2. Treatment

The treatment is given in the class by using English song, there are three times activities for the treatment.

3. Post Test

The aim of this post test is to determine the effect of the treatments towards the students' vocabulary comperhension achievement after being given the treatment. This test consist of 50 items and was in multiple choice, the time allocation was 60 minuetes. It was done in order to find out the students' vocabulary achievement after having the treatment. The question or the items in the post-test were the same as the pre-test. However, the researcher changed the question number.

There are several procedures that were used by the researcher by conducting the research.

3.5 Instruments

In this research, in order to know about student's vocabulary achievement before and after being treated through song, the researcger administered try out test in order to know the quality of the test. The researcher administered pre-test in order

to know the student's vocabulary mastery before treatment. The researcher administered post-test in order to know the students vocabulary mastery after treatment. The form of try out, pre test , and post test are multiple choices consisted of 50 items and the time allocation is 60 minuetes each test.

3.6 Try Out Test

In order to prove wheter the test has good quality or not, the researcher needs try out test. The test can be said as a good quality if it has a good validity,reliability, level difficulty, and discrimination power. There are some elements that tested as follows:

3.6.1 Validity

Heaton (1991) states that validity of the test is the extent to which it measures what it is supposed to be measured. To measure whether the test has good validity, the researcher saw the content validity and construct validity from the test.

a. Content Validity

To get the content validity, the researcher adapted the test from the students' book. Then the researcher determined the test according to material which is taught by the students. As Hatch and Farhady (1982:251) states that content validity is extended to which a test measure representative sample of the subject matter contents, the focus of the content validity is adequacy of the sample and simply on the appearance of the test. In other words, the researcher made a test based on material in the 2013 curriculum for the first grade of senior high school. And besides that

the researcher made a table of spesification of vocabulary to judge the content validity whether the test is good or not.

Table 3.1. Spesification Used to Judge the Content Validity

NO	Aspect to be Measured	Spread Items	Percentage
1.	Vocabulary of Noun	27,28,29,30,31,32,33, 34,35,36,37,38,39.	26%
2.	Vocabulary of Adjective	14,15,16,17,18,19,20,21, 22,23,24,25,26.	26%
3.	Vocabulary of Adverb	40.41,42,43,44,45 ,46,47,48,49,50.	22%
4.	Vocabulary of Verb	1,2,3,4,5,6,7, 8,9,10,11,12,13.	26%
Total			**100%**

b. Construct Validity

Construct validity focuses on the kind of the test that is used to measure the ability, it is used to the research that has many indicators, according to Setiyadi (2006:26), if the instrument just measure one aspect, for example vocabulary, the construct validity can be measured by evaluating items in the test. If all items have measured vocabulary mastery, this instrument has fulfilled construct validity. The researcher used vocabulary test as the instrument, morever all the items in the test measure vocabulary mastery, so it has fulfilled construct validity.

3.6.2. Reliability

Shohamy (1985:70) states that reliability refers to the extent to which is consistent in its score, and it gives one an indication of how accurate the test score are. A students' score on the test consist of a true score and mistake. Reliability help us estimate the error part of the score since there are different sources of error for different types of tests, there also different types of reliability. And to find out the reliability of this test, the researcher used Spilt Half Method which has two steps they are :

$$r1 = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where:

r1 = coeficient of reliability between odd and even number.

x^2 = total square of x (total score of odd number)

y^2 = total square of x (total score of even number)

xy = total Score of odd and even number items.

After getting the reliability of half test the reseacher used Spearman Brown to determine the reliability of the whole test, as follows:

$$rK = \frac{2rxy}{1 + rxy}$$

Where:

rK = the realibity of the whole class

r_{xy} = coeficient of reliability between odd and even number.

And the criteria of the realibity as follow:

0.90-1.00 = high

0.50-0.89 = moderate

0.0-0.49 = low

3.6.3. Level of Difficulty

The level difficulty of the item shows how difficult or easy that particular item done by the participants. The items should not too easy and too difficult for the students. To find out the level of the difficulty of this test, the researcher uses the following formula :

$$LD = \frac{R}{N}$$

Where :

LD = level of the difficulty

R = number of the students answer correctly

N = total number of the students

The criteria of level the difficulty:

<0.30   = difficult

0.30-0.70   = average

>0.70   = easy

(Shohamy, 1985:79)

3.6.4. Discrimination Power

Discrimination power refers the extent to which the items differentiates between high and how level the students on that test. A good item which is according to this criterion, is one in which good students did well and bad students failed (Shohamy, 1985:81)

The formula is :

$$DP = \frac{Upper - Lower}{1/2N}$$

Where:

DP = discrimination power

Upper = propotion of "high group" students getting the items correct

Lower = propotion of "low group" students getting the items correct

N = total number of the students

The criteria are follows:

DP = 0.00-0.20 = poor

DP = 0.21-0.40 = satisfactory

DP = 0.41-0.70 = good

DP = 0.71-1.00 = excellent

3.7 Research Procedure

The procedure of the research are as follow :

1. *Determining the population and sample of the reseacrh*: the sample of the research is determined through simple random probability sampling.it means that the sample is selected randomly by lottery, there is no priority class in SMA UTAMA 2 Bandar Lampung, it is not stratified class.

2. *Selecting the instrument material:* The material are searched and added from internet and based on the students' handbook of senior high school.

3. *Adminestering the pre-test:* pre-test is administered for about 60 minute on first week,it is conducted before the treatment, it is done to check student vocabulary.

4. *Giving treatment:* the treatments is given by using English song as media in teaching learning the vocabulary, it is given in three times in three meetings for the treatments, the treatments are classroom activity.

5. *Conducting post-test:* post-test is conducted to find out whether there is an effect of the students vocabulary comperhension achievement after the treatments. It is administered for 60 minuetes.

6. *Analyzing the data:*this step is to find out the students' vocabulary com,perhension achievement using English song as the media of teaching. The data will be computered through the statistical package for social sciences (SPSS) version 16.0.

7. *Testing Hypothesis:*the hypothesis test will be taken from the comparison mean of the pre-test and post-test of the experimental class.

3.8 Data Analysis

The data gain from pre-test and post-test is analyzed through following step:

1. Scoring the pre-test and post-test

2. Tabulating result of pre-test and post-test and calculating of both means

3. Drawing conclusion from tabulated result of the pre-test and post-test administered that is statistically analyzing the data using statistical computerization, i.e.., matched t-test of statistical package for social science (SPSS) version 16.0 for windows to test whether the improvement gained by the students is increase or not, in which the significance is determined by $p<0.05$.

3.9 Data Treatment

In order to find out the effect of the students' vocabulary achievment after being taught through using English Song as media in teaching, the researcher uses statistical calculation to analyzes the data using the statistical computation, it is repeated measures T- Test of SPSS version 16.

3.10. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis propose in this research is accepted or not. The hypothesis of this research is, there is an effect of students vocabulary comperhension achievement after being taught through using English song as media.

The hypothesis is also statically tested by using statistical computerization (SPSS 16), in which the significances is determined by $p<0.05$. Therfore, the hypothesis which can be stated as follows:

H_1 : There is significant effect of song in increasing students vocabulary achievement at the first grade of senior high school. The criteria H_1 is accepted if alpha level is lower than $0.05 (\alpha < 0.05)$.

H_0 : There is no significant effect of song in increasing students vocabulary achievement at the first grade of senior high school. The criteria H_0 (null hypothesis) is accepeted if alpha level is higher that 0.05 ($\alpha > 0.05$).

H_2 : There is content of word that most significantly improve the students vocabulary achieved after being taught using song at the first grade of senior high school students. The criteria H_2 is accepted if alpha level is lower than $0.05 (\alpha < 0.05)$.

H_0 : There is no content word of vocabulary that most significantly improve the students word achieved after being taught using song at the first grade of senior high school students. The criteria H_0 (null hypothesis) is accepeted if alpha level is higher that 0.05 ($\alpha > 0.05$).

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result in the research and also the suggestions from the researcher to the other researchers and English teachers.

5.1 Conclusions

In line with the result of the data analysis and discussions, the researcher would like to state the conclusion as the follows:

1. There was a significant effect of the students' vocabulary achievement after being taught by using song. It could be seen from ther result of pre test and post test that there was an improvement from the students' average score in pre test with the highest score was 78 and the lowest score was 38 to the post test with the highest score was 98 and the lowest score was 56 that was 42 points. Learning process using song made the students' able to understand vocabulary because they can enjoy the learning process activity.

2. The content of word that mostly improve students' vocabulary achievement after being taught through using song is Noun, because noun

is likely more common in naturalistic setting and noun often use a simple frames, different with another type of content word like verb, adjective, and adverb that use a complex frames, making the comprasion of learning across studies more difficult.

5.2 Suggestions

Considering the result of the research, the research would like to purpose some suggestions as follows:

5.2.1   Suggestion for the teacher:

1. The researcher suggested the teacher to use song as an alternative media in teaching vocabulary . Since song can be used to improve the students' vocabulary achievement and can motivate the students to learn new vocabularies from the lyric of the song.

2. As the teacher we need to repeat and repeat again the song because the rythm of the song are too fast.

3. Implemented song in the classroom needed good audio sound system to be applied, because the students should listen to the song clearly to make it easier for the students to understand the words that they had listened.

4. The teacher should be able to manage the time when using song as media in teaching vocabulary and the teacher should choose the right song that has a simple words and has interesting tone in order to attract students' attention in teaching learning process.

5.2.2   Suggestion for futher research:

1. In this research , the researcher only focused on finding out the increase of the students' vocabulary achievement using Pop songs only. Therefore , the researcher recommended for further researchers find out the increase of the students' vocabulary achievement using another genre of song , for example beat song, jazz song, hip hop song, R&B song, since song can help students to develop their vocabulary.

2. Further research should conduct this media on different level of students. It can be at the other grade of senior high school or in junior high school.

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