

**THE IMPLEMENTATION OF ENGLISH SONG IN TEACHING VOCABULARY
AT THE FIRST GRADE OF SMAN 5 BANDAR LAMPUNG**

(A Script)

By:

DENTI SUSANTI



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2019**

ABSTRACT

THE IMPLEMENTATION OF ENGLISH SONG IN TEACHING VOCABULARY AT THE FIRST GRADE OF SMAN 5 BANDAR LAMPUNG

BY

Denti Susanti

Vocabulary is one of the important language components that has to be taught to support the learners in mastering language skill. Most of the students of SMAN 5 Bandar Lampung have several problems in mastering vocabulary, especially in term of content words. Consequently, it was very difficult for them to understand and communicate in English. It was the reason why vocabulary was very important as the basic need in learning a language. The researcher used English song as media to teach vocabulary.

The aims of the study were to find out whether there was a significant improvement of the students' vocabulary achievement after the implementation of English song as a media in teaching vocabulary and which type of content words which improved the most. The subjects of this research were 32 students of class X IPS2 of SMAN 5 Bandar Lampung 2018/2019 academic year. The instrument of this research was vocabulary test. The data were analyzed by using paired sample t-test with the significant level of $p < 0.05$ through SPSS version 16.0.

The result of this research showed that there was a significant improvement of students' vocabulary mastery after being taught through English song. The result of t-test computation, t-value could be seen higher than t-table $6.070 > 2.039$ and the value of significant level was $0.00 < 0.05$. The difference of the mean score between the pretest and posttest increased from (57.81 to 73.58) with 15.77 of gain. In term of content words, noun is the most affected of vocabulary. Therefore, it can be concluded that there was a statistically significant increase of students' vocabulary achievement after they were taught through songs. This suggests that English songs were effective to improve students' vocabulary achievement.

Keywords: Teaching vocabulary, English song, Vocabulary achievement.

**THE IMPLEMENTATION OF ENGLISH SONG IN TEACHING VOCABULARY
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By:

DENTI SUSANTI

A Script

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In

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The Faculty of Teacher and Education



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
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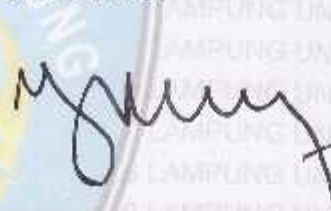
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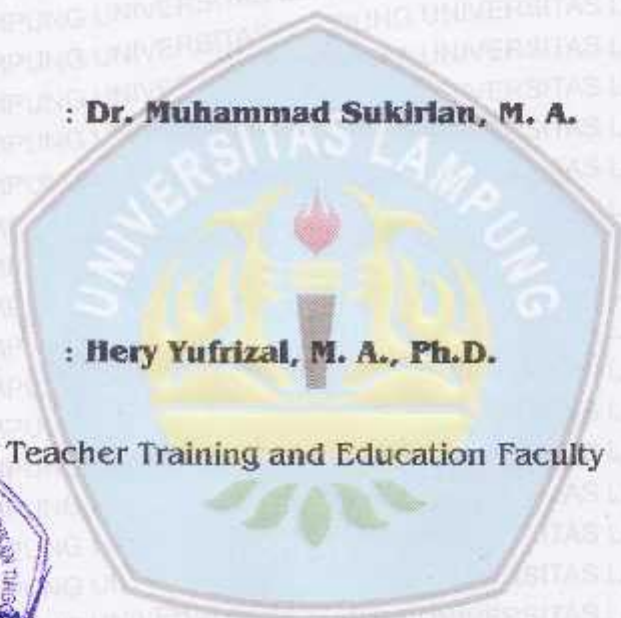
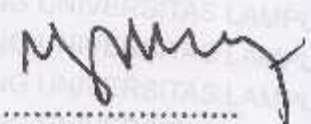
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain. kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 19 Juli 2019
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CURRICULUM VITAE

The writer's name is Denti Susanti. She was born in Tejang Pulau Sebesi, June 16th 1997. She comes from a lovely family of three children. She is the second child of a wonderful couple, Suhandi and Siti Masitoh. She has two beloved siblings, Dahlia and Mashudi

After graduating from Elementary School of SDN 2 Tejang Pulau Sebesi in 2009, she continued her study at SMP Kelautan Swadhipa Tejang Pulau Sebesi and graduated in 2012. And then she continued at SMA Kelautan Swadhipa Tejang Pulau Sebesi and graduated in 2015.

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MOTTO

“Intelligence is not the determinant of success, but hard work is the real determinant of your success”

(Malcolm Forbes)

“Don’t lose the faith, keep praying, keep trying!”

(Denti Susanti)

DEDICATION

This script is fully dedicated

The greatest inspiration of my life, my beloved father and mother:

Suhanda and Siti Masitoh

My beloved brothers:

Dahlia and Mashudi

My friends:

Sri Adelina Sinaga, Sitta Audita, Hikma Patricia, Selvi Destiana, Eti Septiani, Desti Ariska, Vivi Rosanti, Mega Widyawati, Sri Dwi Ayu, Nuriasih and my big family of English Department 2015.

My special one:

Rangga Hermawan

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In composing this script, the writer got a lot of guidances, suggestions, and many valuable things from various sides. Therefore, I would like to thank to the following people for their ideas, times, and guidances in completing this script:

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Finally, I realize 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, 19 Juli 2019
Researcher,

Denti Susanti

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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 terms.

1.1. Background of the Research

One of English elements of language that has to be taught to the students is vocabulary. Vocabulary is one of the most important language components. It plays the role as an important part in language skills; listening, speaking, reading, and writing. By learning vocabulary first the students will be able to communicate well in English. According to Edward (1997:149) vocabulary is one of the important factors in language teaching, student must continually be learning words as they learn structure and as they practice sound system. That is why vocabulary is one of important aspect in teaching language.

According to Lado (1979:50), vocabulary is considered as an important language component because it can support the learners' ability in developing language skills . In other words, if the students master vocabulary, the students will be able to produce many sentences easily either in spoken or written in learning English. It is difficult for the learners to express their opinions, ideas, and feelings if they have limited vocabulary. They will find difficulties to arrange a sentence or mastering their language skills because of having too limited vocabularies.

Therefore, vocabulary mastery must be the first priority in English teaching and learning.

Wilkins as cited in Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is one of important aspect in learning English. We should have an adequate vocabulary to improve the four language skills. Only with sufficient vocabulary we can express our idea effectively, we also can understand the language task and foreign language conversation. With the limit vocabulary, the students will have the difficulties in learning and understanding the foreign language.

Based on the 2013 curriculum of senior high school, the goal of foreign language learning is to learn how to communicate by using the target language orally or written. Thus, learning vocabulary is essential for successful foreign language because without an extensive vocabulary we will not be able to use structure and function well. However, in reality, most of learners often get difficulties in learning English because they have low mastery of vocabulary. However, many of students in senior high school are expected to master English communicatively. 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 will make them unable to communicate by using English effectively. It is because they have to master sufficient vocabulary which mostly are complicated.

Based on the interview with the English teacher of SMAN 5 Bandar Lampung the researcher found that there were difficulties for teaching vocabulary in the class. Most of the students of SMA 5 Bandar Lampung have several problems in mastering English vocabulary, especially in terms of content words. The problems were caused by several reasons; first, the students have problem in memorizing and understanding vocabulary. They easily forget some new words that have been taught and sometimes they can not remember how to pronounce the words. Second, the students were not interested in learning English because they assumed that English was difficult and tedious subject. Third, the students have low motivation when they learn English, because the teacher taught the material by using boring techniques.

Based on those reasons, the researcher assumed that the learners who learn English as a foreign language find it not easy to learn vocabulary. Thus, the researcher thinks that their English teachers need to find better technique to make learning vocabulary more enjoyable.

In line with the problems faced by the students in mastering vocabulary, this research is interested in using 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.

Nowdays there are many types of media for teaching vocabulary to the student, one of that media by using English song. The use of English song can improve the quality of vocabulary in teaching learning process. It is supported by Dale (1992:5) that songs are good media to introduce vocabulary because song provides meaningful context for the vocabulary.

Shen (2009) states that there are some criteria which make English song can be an impeccable tool for language teaching. This is because song has: kaleidoscopes of culture, expressiveness, recitability, and therapeutic functions. It can be assumed that English songs can provide the opportunity for vocabulary practice. A song is usually based around a theme or topic that can provide the context for vocabulary learning. In order to enlarge students' vocabulary, teacher needs to help them to ease the way.

The teacher 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 song 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.

In vocabulary mastery, song can provide the opportunity for practicing vocabulary. Hill-Clarke and Robinson (2003) cited in Becerra (2013) assumes that “music is good to increase vocabulary and comprehension skills, and make lexical repetitions more dynamic”. Also, in sentence structure and sentence pattern, “the students can reinforce or demonstrate the grammatical elements which the teacher have taught their students” (Nellija, 2011). With song, structure or pattern of sentence can be set in the mind of the learner (Millington, 2011: 136). From the explanation above, it can be concluded that song is an effective media to teach English vocabulary.

A research has been done by Muflihah, (2014) dealing with the use of Song to Improve Students’ Vocabulary Mastery. The result showed that students responded positively to this activity and indicated improvement in their vocabulary mastery. The result shows that students responded positively to this activity and indicated improvement in their vocabulary mastery. Thus, the study suggests that the use of English song is an effective media to improve the students’ vocabulary mastery.

Based on the explanation above, the researcher applies song in teaching vocabulary. Applying song as media for teaching vocabulary can lead the student build their enjoyable, interesting, motivation and confidence while in teaching learning process. Furthermore, the students can be easier to increase their vocabulary by using English song as the media. Therefore, the researcher decides to conduct a research with respect to 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 are formulated as follows :

1. Is there any significant improvement of students' vocabulary mastery after being taught through English song at the first grade of SMAN 5 Bandar Lampung?
2. What types of content word that improves the most after the implementation of English song at the first grade of SMAN 5 Bandar Lampung?

1.3. The Objective of Research

In relation to the problems formulated above, the objectives of the research were :

1. To find out whether there was significant improvement of students vocabulary mastery after being taught through English song at the first grade of SMAN 5 Bandar Lampung.
2. To find out which type of content words improved the most after the implementation of English song at the first grade of SMAN 5 Bandar Lampung.

1.4. Uses of the Research

The uses of this research were:

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 research, the researcher focused on content word of vocabulary. This research was conducted at the first grade students of SMAN 5 Bandar Lampung. The researcher used try out test, one pre test, a set of treatments and post test to find out the increasing of students' vocabulary achievement before and after the use of song as teaching media in learning vocabulary.

1.6. Definition of Term

In order to specify the topic of the research, the researcher provide some definition of terms related to the research. These are 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 questions, objectives of the research, uses of the research, scope of the reseacrh, and defenition of terms.

II. LITERATURE REVIEW

In this chapter, some important points which include lots of relevant conceptions or theories from many related literature are concisely described to support this study. Those points include: the conception of vocabulary, types of teaching vocabulary, teaching of vocabulary, learning of vocabulary, concept of media, types of media, concept of Song, English Song as media in teaching vocabulary , procedure, advantages and disadvantages of English song, the applicability of Procedure of Teaching Vocabulary Using Songs, previous study, theoretical assumption, and hypothesis.

2.1. Concept of Vocabulary

Many experts agree that vocabulary is the base of the language that can make the person able to communicate in a language. To master vocabulary means learning new words and to increase the vocabulary knowledge. Mastering vocabulary also supports the four language skills namely listening, speaking, reading, and writing skills. Richards and Renandya (2002: 255) assert that vocabulary is a language main element and provides the learners of the language to be able to speak, write, read, and listen in a particular language. McCarten (2007: 21) claims that vocabulary mastery is mostly about remembering the words, as well as seeing, writing, or saying the words in many times before the learners are said to have mastered the vocabulary. Nation in Cameron (2001: 84) suggests new words need to be met at least five or six times before it has a chance to be learnt. Limited

vocabulary mastery can become an obstacle in teaching and learning process. It makes the students do not comprehend a text or produce their thought. Lynne (2001) claimed that vocabulary teaching can be focused to help learners build up knowledge of words in ways that will enable them to use the language efficiently and successfully. In addition Caroline and Nunan (2005) claimed that vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting.

Finally based on the experts' statements above, it can be concluded that vocabulary is a fundamental element in learning a language, occupies a significant role for language learners, and it is important to learn vocabulary in order to be able to communicate in a language. Since it is the foundation of a language, it provides the base for the learners to communicate. Vocabulary should be the first item that needed to be taught for language learners before any other elements, even grammar. It does not mean that grammar or other elements of a language are less important. This is because when the learners know the vocabulary, they can at least convey their ideas, while if they only know the grammar they cannot express their ideas at all.

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 are words that name objects of reality and their qualities. They signify actual living things (dog, cat, etc.), family members (mother, father, sister, etc.), natural phenomena (snow, Sun, etc.) common actions (do, make, come, eat, etc.), characteristics (young, cold, dark, etc.), etc. They consist mostly of nouns, lexical verbs and adjectives, but certain adverbs can also be content words
2. Function words are words that express a grammatical or structural relationship with other words in a sentence. Function words include determiners for example, (*the, that*), conjunction (*so, however*), preposition (*at, of*), pronouns (*she, they*), auxiliary verbs (*be, have*), modals (*may, could*) and quantifiers (*some, both*).
3. Substitute words those that represented individual thing or specification 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*.

According to the explanation above there are four types of English vocabulary content words, function words, substitute words and distributed words. It can be concluded that vocabulary is words that has meaning each and can be used to transfer the message from the speaker/writer for the listener/reader in the communication network. Therefore, the students have to learn vocabulary well. So that they are able to master the language (speaking, writing, listening and reading).

In this research, the researcher focuses her intention on the vocabulary that is classified into content word, because the vocabularies of real objects, occupations, and supports are included in this group, especially nouns, verbs, and adjectives. Beside that content words also are able used well in the classroom. According Fries (1974:45) divides content word into four types, there are concrete nouns, verbs, adjectives and adverbs, there are:

1. Noun

Words that name people, places, and things are called nouns. Nouns can be found anywhere in a sentence, and most sentences contain several nouns. Harmer (1998:36) defines that there are some nouns may belong to more than one of given type, such as;

a. Countable and uncountable Nouns

A countable noun can usually be made plural by the addition of *-s* (one boy, two boys). An uncountable noun is not used in the plural. Mass nouns form one type of uncountable noun. They are words for concrete objects stated in an undivided quantity (coffee, iron). Abstract nouns (including names of school subjects and sports) are uncountable. For example:

Countable: *My father has two cars*

Uncountable: *To make this cake we need sugar and milk*

b. Proper Nouns

A proper noun begins with a capital letter in writing. It includes (a) personal names (Mr. White Smith), (b) names of geographic units such as countries, cities, rivers, etc. (Italia, Paris); (c) names of nationalities and religions (a Dutchman, Christianity); (d) names of holidays (Easter,

Thanksgiving Day); (e) names of times units (Saturday, June); (f) words used for personification – a thing or abstraction treated as a person (Nature, Liberty). For example: *Her name is Sofie.*

c. Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses – we can see, touch, smell the object (flower, girl). Abstract noun is a word for a concept – it is an idea that exists in our minds only (beauty, justice, and mankind). For example:

Concrete: *The yellow flowers flowed from a glass red vase.*

Abstract: *We can't imagine the courage it took to do that*

d. Collective nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples of collective nouns are audience, committee, class, crew, crowd, enemy, faculty, family, flock, folk government, group, herd, jury, majority, nation, orchestra, press, public, and team. For example: *There is a network of computers in Joseph's office.*

e. Compound Nouns

A compound is a fixed expression which is made up of more than one word and functions as noun. Such expressions are frequently combinations of two nouns. Examples of compound nouns are address book, human being, science fiction. For example: *Teachers teach in school*

2. Verb

One of the main parts of every sentence is verb. Here some characteristic of verb.

First, a sentence is not a sentence without at least one verb. Then, verbs usually

tell about an action. The next, verbs are often found in the middle of sentences. Then, verbs may consist of one word. Frank (1972:48) divides the types of verb into three:

a. Intransitive Verbs

A verb which does not need an object to make complete sense is called an *intransitive verb*. An intransitive verb expresses action (or tells something about the subject) without the action passing to a receiver or object. It can stand alone in the predicate because its meaning is complete.

For example: *The department store opens at six o'clock.*

b. Transitive Verbs

A transitive verb expresses an action directed towards a person, place or thing. The action expressed by a transitive verb passes from the doer or the subject to the receiver of the action. Words that receive the action of a transitive verb are called objects. For example: *The potter has made a beautiful pot.*

c. Linking verb

Linking verb is a verb of incomplete predication. It means that the verb cannot by itself or it still needs the real predication to follow them. For example: *The flowers are bright.*

d. Auxiliary verb

Auxiliary verb is two or more words that may be joined together into single verb phrase that function as full verb of the predicate. For example:

The door was green.

e. Reflective verb

Reflective verb is a verb requiring one of the compound with “self” as its object. For example: *They bought the book by them self.*

3. Adjective

Adjective is a word which describes or modifies a noun or pronoun. A modifier is a word that limits, changes, or alters the meaning of another word. Therefore, an adjective limits, changes, or alters the meaning of a noun or pronoun. Adjectives are usually placed before the noun. Adjectives are describing words which add details about the nouns in a sentence. Adjectives are usually placed before the nouns or pronouns they modify.

a. Descriptive Adjectives

Adjectives of quality describe a person, a place or a thing and hence are also known as descriptive adjective. They show quality, size, origin, colour, shape, taste, acts, feel, look or some other quality of nouns and pronouns. For example: *The green grasshopper is sitting on the flower.*

b. Proper Adjectives

Adjective formed from proper nouns, like Swiss chocolates and Italian pasta, are called proper adjectives. However, they are generally considered as adjectives of quality. For example: *American jeans are probably the best jeans in the world.*

c. Possessive Adjectives

The adjectives that show possession or belonging are called possessive adjectives. My, your, his, her its, our and their are possessive adjectives used with nouns to show ownership. For example: *The dog is licking its paws.*

4. Adverb

An adverb is a word that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase with the exception of determiners and adjectives that directly modify nouns.

a. Adverbs of Time

An adverb of time tells us the time when an action took place. To identify it we can ask a question starting with “when”. For example: *Eat your lunch now.*

b. Adverbs of Place

An adverb of place tells us where the action was carried out. To identify it we can ask a question starting with “where”. For example: *There was snow everywhere.*

c. Adverbs of Manner

Most adverbs of manner are closely related to the corresponding adjectives. Although some words can be used as either adjectives or adverbs, in most cases, adverbs of manner are formed by adding “ly” to the corresponding adjectives. To identify them we can ask a question starting with “how” or “in what manner”. For example: *The boy played the guitar loudly.*

d. Adverbs of Degree

An adverb of degree tells us to what degree, extent or intensity something happens. To identify it we can ask a question starting with “how much”. For example: *A cheetah runs extremely fast.*

e. Adverbs of Frequency

An adverb of frequency tells us how often an action is carried out. To identify it we can ask a question starting with “how often”. For example:

He is always present.

2.2. Types of Vocabulary

Some experts have classified types of vocabulary. Shepherd (1980: 1) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes.

Harmer (1998: 159) adds that active vocabulary refers to vocabulary that students have been taught or learnt and which the students will recognize when they meet them but which they will probably not be able to produce. Haycraft quoted by Hatch & Brown (1995) divide two kinds of vocabulary, namely receptive and productive vocabulary.

1. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking

and writing. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learners listen.

2. Productive Vocabulary

Productive Vocabulary is the words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

2.3. Teaching of Vocabulary

Thornbury as cited by Alqahtani (2015: 24) states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words. Introducing vocabulary to the students helps them to understand as well as to communicate in the target language. In line with that statement, Cross (1992: 5) argues that the aim for every language teaching is to make the students know a great number of vocabulary. If the teacher gives a high priority to vocabulary learning, it does not mean that the teaching and learning process is abandoning grammar. Rather, it gives the students the chance to learn and use grammar (Cameron, 2001: 72).

According to Cross (1992: 5) there are three phases in teaching vocabulary. They are namely presentation, practice, and production.

1). Presentation

In this phase, there are four steps that can be followed in teaching vocabulary.

They are sound and meaning, repetition, written form, and illustrative sentence.

a). Sound and Meaning

The teacher says the new words for their students around two or three times. The meaning of the words also can be shown to the students at the same time. The teacher needs to make sure that the entire class can listen and understand the words clearly.

b). Repetition

The teacher instructs the students to repeat the words a few times and also check their pronunciation. If there are any media used in this step, the teacher needs to ensure that the whole class have a clear view to it.

c). Written Form

The teacher can write down the new words on the white board, then choose one to two students to read it loud to their classmates. This step is to manage the students to associate the written form of the new words with its pronunciation.

d). Illustrative Sentence

After following the three steps above, in this stage the teacher can make an illustrative sentence to give an example for the students of the use of the new words in a sentence. He can choose the simplest sentence in order to make the students understand the new words completely.

2). Practice

In the second phase, the teacher can give the students exercises in order to make them more familiar with the words that they have learnt. The teacher can ask questions to the pupils related to the new words that has been presented.

3). Production

After being given some exposure to the new words, the students can be considered mastery the vocabulary already. Therefore, in this step the students are expected to be able to apply the new words in the speaking and writing activities.

There are some guidelines suggested by Brown (2001: 377) in relation to the teaching vocabulary. First, teachers need to allocate time to specifically learning vocabulary in the classroom. Then, they can help the students understand the vocabulary within context. Next, the teachers also can minimize the bilingual dictionaries in the classroom. It is to reduce the temptation to find the words in the dictionary to get an instant answer, and make them recall and use the words later on. Another point is that teachers can encourage the students to develop their self-strategies for determining the meaning of words. Furthermore, the teachers need to engage in incidental vocabulary learning. From these guidelines, vocabulary teaching can be planned or unplanned by the teachers.

2.4. Definition of Media

Haimich in Azhar (2006: 4) states that medium is things that deliver information from source to the receiver. Usman and Asnawir (2002: 11) said that “media is anything used to send messages from the sender”. In addition, Gagne and Briggs (2008: 4) in Arsyad Azhar’s book said that “medium is device used delivering

content of material which includes some of books, recorder, videos, film, photograph, picture, television and computer”. Based on the statement above, it can be conclude that media is tool to support teaching learning process to deliver the material to the students.

2.5. Types of Media

There are a lot of media in teaching and learning process. “Media is the accessories that can send and transmits learning messages” (Azhar, 2003: 4).

Those media can be classified in three kinds, they are:

- a. Visual aids, it is media of teaching that can be seen such as picture, flashcard, newspaper, etc.
- b. Audio aids, it is media of teaching that can be heard such as radio, music or song, tape, MP3 player, etc.
- c. Audio visual aids, it is media of teaching that can be seen and can be heard such as video clips, film, TV news, etc.

2.6. Media in Teaching of Vocabulary

Media in teaching learning process is 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 that can be used 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.

2.7. Concept of Song

Richard (2002) states that 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. 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 find 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 can motivate students and make them feel much less frustrating than standardized textbook instruction and create a peaceful classroom environment (Brewer, 2005). He also states that 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. It

is proven by Zatnikasari (2008) who found a positive mood during the lesson, because songs for students are natural and fun. 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).

Song also contains some elements of language that is used in everyday communication. Therefore a variety of new vocabulary, grammar, a wide range of accents and cultural aspects can be introduced in a natural way (Lynch, 2005). In line with Siskova (2008), songs can be used to understand and produce language, remember words over time and be able to recall them readily, and also strategy development for coping with gaps in word knowledge, including coping with unknown words or unfamiliar uses of known words. Song, for some people, has become an element in their daily that could not be separated, especially to most young people. Mauliyanti (2010) found it is a part of the students' way of living and it can be used as a mean for a teacher to get into his or her students world, to get closer to them in the aim to meet the students need in the teaching learning process.

This indicates that song is a subject of everyday communication and it is something that is present in people's lives intentionally and unintentionally. It can be very beneficial for the method of using songs to teach English vocabulary since it increases the possibility that students will come across the taught material comprehensible (Siskove, 2008). In line with Mega (2011) found students were

curious about the meaning of the words in the song and makes them understand the lesson easier.

2.8. Song as Media in Teaching Vocabulary

The use of media is important in teaching and learning process. The use of appropriate teaching media would help to attract the students' attention. One of teaching media which could be used is song. Song is very effective especially when someone needs to memorize something. Often, when music is used in the process of learning, a certain concept or lesson is more easily to be understood by the students. In Indonesia, most of English students have difficulties in learning English; they have less motivation in studying English because they believe that English is difficult to learn. In that case, an English teacher needs to be responsive to the students' condition, a teacher should make the students enthusiastic in learning English. The teacher also should consider some factors in teaching and learning process, Brown (2001) states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, a teacher as a facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant.

English is foreign language, so English learning for Indonesian students is not easy. The teacher is expected to use suitable media to teach effectively because an affective teaching is basic factor for the successful of learning process that is including in learning vocabulary.

There are many kinds of teaching media for teaching English, one of them is song. Song could be used to teach vocabulary because of its lyrics, teacher can choose song which has appropriate vocabulary that would be taught.

From the explanation above, the researcher uses song lyrics. It can be classified as audio visual aids because it can be seen and can be heard. In Arsyad's Sudjana and Rifai said that they have benefits in it, they are:

1. The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students' attention to the material given by him/ her. From explanations above, it is expected that by using media in teaching learning process, students will be motivated in the learning the material given by the teacher by heart. If they learn by heart automatically they will get maximum result.
2. The material will be clear if the students can understand the material easily. Media make students easy in catching the material given by the teacher. Here, media acts as the means used by the teacher to make the teaching material easily. If the students can catch the material easily so, automatically they can understand too.
3. The teaching and learning process will be variety. It makes students enjoying the teaching learning process. Students will be bored if the teacher only uses the explanation when present the material during teaching and learning process. Students will not feel bored if the teacher uses media in teaching learning process. From references and definition above, the researcher

concluded that teaching media are needed in teaching learning process because students are motivated to study. Students easily to catch the material from the material clearly. The teaching learning process will be more varieties so that the students enjoy it. Students also will be more active in giving responses to the material given by the teacher.

2.9. Advantages and Disadvantages of Song

Dale (1992:5) point out that song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication, those are:

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 are boring teacher can stimulate them by playing music to make they active again
5. Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. 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. Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song. Embed new vocabulary. Students can enrich their vocabulary after listen to a song.
8. Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.
9. Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

On other hand, the use of song in teaching learning process has disadvantages.

Those are:

1. Music disturbs concentrations when applying to people who hate a genre of music.
2. Music can hurt eardrums if it is set up so loud. According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effect than bad effect. It gives good effects to activate understanding and make students easy to memorize the material.

2.10. 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.

2.11. The Implementation of Procedure of Teaching Vocabulary Using Songs

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

1. Pre-activity:

- Teacher greets the students

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.*

- Teacher gives 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!*

2. Whilst-activity:

- Teacher asks the students to listen a song, the title is just the way you are
- 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*

- Teacher distributed the lyric which consist of missing word to the students.
- 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!*

- Teacher plays the song one more time
- Teacher asks the students to practice with their peers to sing a song.
- Students can sing a song that they prefer.
- All of the students have to come in front of the class to sing the song.

3. Post-activity

- 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*

- Teacher concludes the lesson.

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

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

2.12. Previous Study

Concerning the topic discussed in this research, there are several studies which have been conducted . The first previous study was conducted by Muis (2017), English Education of Lampung University. The result of his research showed that there was an effect on students' vocabulary mastery after being taught through English songs.

The second previous study was conducted by Muflihah (2014), English Education of Universitas Nahdlatul Ulama Surabaya. The result of her research showed that students responded positively to this activity and indicated improvement in their vocabulary mastery. Thus, the study suggests that the use of English song is an effective media to improve the students' vocabulary mastery.

The third previous study was conducted a thesis by Safaatun (2015), English Education of IAIN Surakarta. The result of this study showed that the students who are taught by using song lyric had higher achievement than the students who are taught without song lyrics. Song lyrics can be applied to teach students speaking ability for Junior High School.

2.13. Theoretical Assumption

Vocabulary is an important element of the language; it consists of the total number of words to make a language. Therefore, to master language students should master the element of the language that is vocabulary. In teaching

vocabulary, the teacher should choose the appropriate materials that will be taught for students and it should be based on the need of the students. Besides that, the teacher should select the appropriate technique that can make students interested in learning vocabulary.

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. One of the way is by using English song as teaching media. By using an english song, the students will be more interested and enjoyable in learning vocabulary process and it will make the students easier to remember and to understanding the material in class. Also, at the same time it provides 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. So the researcher assumes that the use of English song can improve students' vocabulary achievement.

2.14. Hypothesis

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

1. There is significant improvement students vocabulary mastery after being taught using English song, in terms of content words at the first grade of senior high school.
2. Noun is type of content word improves the most after the implementation of English song at the first grade of senior high school.

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

III. RESEARCH 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 was quantitative study which used *One Group Pretest Posttest Design* in order to find out the significant improvement of students' vocabulary mastery before and after being taught by using English song as teaching media. The design used one class as the sample of the research. In this research, pretest (T1) was given before the researcher taught the students by using English song as media in teaching. It was conducted in order to measure the students competence before they received the treatment. Then, treatment was given for three times by using English song to see the significant differences effect on the students' vocabulary achievement. Post test (T2) was given after the students were taught by using English songs. Post test was aimed to measure how far the students improvement after they received the treatment. The design of the research is described as follows:

T1 X T2

The formula above can further be illustrated as follows:

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

(Setiyadi:2013)

Based on the explanation above, the subject of this research was given the treatment of teaching vocabulary through English 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 song was implemented. The post-test was administered afterward to analyze the improvement of the students' vocabulary mastery through English song.

3.2 . Population and Sample

The population of this study are first grade students of SMAN 5 Bandar Lampung in academic year 2018/2019. There are 4 classes of the first grade students of SMAN 5 Bandar Lampung. The sampling technique of this research was purposive sampling. In the sense that the sampling is determined by certain considerations. The researcher chose 2 classes: X2 as an experimental class and X1 as tryout class. This research was conducted in six meetings which were one

meeting for try out, one meeting for conducting pretest, three meeting for conducting treatment, and one meeting for conducting posttest.

3.3 . Variables

Arikunto (2006: 139) argues that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments. In this study there are two variables. They are independent variable (x) and dependent variable (y). Independent variable is variable that affects the dependent variable. The independent variable of this research is the use of English song to teach vocabulary(X). The dependent variable is the response or the criterion variable presumed to be caused by or influenced by the independent treatment conditions and any other independent variables (Creswell, : 217)". Dependent variable(y) in this study is the use of vocabulary achievement score of students for the first grade of students at SMAN 5 Bandar Lampung.

3.4. Data Collecting Technique

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

1. Pretest

Pretest was given before conducting the treatment in order to see the initial condition of the student. The students were given multiple choice test about vocabulary . This test consisted of 40 items. The time allocation for the test was 60 minutes.

2. Treatment

Treatment was conducted after giving the pretest. Treatment is the process of teaching the student by using song as media. The treatment was conducted three times during the research.

3. Posttest

The Post test was given after the treatment. For vocabulary mastery, the students were given multiple choice test about vocabulary. This test consisted of 40 items. The time allocation is 60 minutes. They did the same activity in pretest. This test is designed to find out the improvement of students' vocabulary mastery after the implementation of English song in teaching vocabulary.

3.5. Research Instrument

Instrument of this research is vocabulary test. The writer gave multiple choice questions during the test pre-test and post-test. Each of pre-test and post-test consists of 50 multiple-choice items. Before the pre-test and post-test are given to the students, the writer conducted a try out at the try out class in SMAN 5 Bandar Lampung. Try out is aimed to check validity and reliability of the test. The total number of items from the result of validity and reliability test are 40 from 50 items. In other words, 10 items are not valid and reliable.

3.6 .Try Out Test

Try out is carried out to know whether the items have good quality or not, before using them for pretest and posttest. The test was designed with multiple-choice question with four options (a, b, c, or d). The total number of tests are 50 multiple-

choice question. The test can be said as a good quality if it has a good validity, reliability, level of difficulty, and discrimination power. There are some elements tested as follows:

Validity

The validity of the test is the extent to which it measures what it is supposed to measure and nothing else (Heaton, 1991:159). To measure whether the test has good validity, the researcher analyze the test from content and construct validity. According to this validity the test should represent the material which were taught in the class. The items in the test of vocabulary are based on the 2013 Curriculum of Junior High School. To fulfill this validity, the researcher see all the indicators of the instrument that represented the material. In this research, the researcher arranged the instrument and made the instrument related to vocabulary of content words (noun, adjective, adverb, and verb).

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 was taught to 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	1, 2, 3, 4, 5, 6, 8, 9, 11, 14, 16, 18, 19.	26%
2.	Vocabulary of Adjective	28, 29, 30, 31, 36, 40, 41, 42, 43, 44, 45, 46, 50.	26%
3.	Vocabulary of Adverb	7, 10, 12, 13, 15, 17, 20, 24, 38, 39, 48.	22%
4.	Vocabulary of Verb	21, 22, 23, 25, 26, 27, 32, 33, 34, 35, 37, 47, 49.	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, moreover all the items in the test measure vocabulary mastery, so it has fulfilled construct validity.

Reliability

Shohamy (1985:70) states that reliability refers to the extent to which is consistent in its score and given an indication of how accurate the test score. The students' score of the test consist of true score and false score. Reliability help the researcher to estimate the error part of the score since there are different sources of error for different types of tests, there are also different types of reliability. And to find out the reliability of this test, the researcher used Split Half Method as described as follows:

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

r_1 = coefficient 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:

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

r_K = the realibility of the whole class

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

And the criteria of the reliability as follow:

0.90-1.00 = high

0.50-0.89 = moderate

0.0-0.49 = low

Level of Difficulty

The level difficulty relates to how easy or difficult the item taken from the point of view of the students who do the test. It is important since the test items which were too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985:70). It was calculated by the following formula:

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

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

Discrimination Power

Discrimination power refers the extent to which the items differentiates between high and low 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 :

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

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 were as follow :

1. *Determining the population and sample of the reseacrh*: the population of this research was the first grade of SMAN 5 Bandar Lampung. The

researcher chose on to be an experimental class, and one class as tryout; X IPS 2 as an experimental class, and X IPS 1 as a tryout class.

2. *Selecting the instrument material:* The material were adapted from internet and based on the students' handbook of senior high school.
3. *Adminestering the pre-test:* pre-test was administered for about 60 minute on first week, it was conducted before the treatment, it was done to check student vocabulary.
4. *Giving treatment:* the treatments was given by using English song as media in teaching learning the vocabulary, it was given in three times in three meetings for the treatments, the treatments are classroom activity.
5. *Conducting post-test:* post-test was conducted to find out whether there was an effect of the students vocabulary comperhension achievement after the treatments. It is administered for 60 minuetes.
6. *Analyzing the data:* this step was to find out the students' vocabulary com,perhension achievement using English song as the media of teaching. The data was analyzed by using (SPSS) version 16.0.
7. *Testing Hypothesis:* the hypothesis test was 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 were analyzed through following steps:

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 was 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 achievement after being taught through using English Song as media in teaching, the researcher used statistical calculation to analyze the data using the statistical computation, it was 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 improvement of students vocabulary comprehension achievement after being taught by using English song as media.

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

H_0 : There is no significant improvement on students vocabulary mastery after being taught using English song in terms of content word at the first grade of

senior high school. The criteria H_0 (null hypothesis) is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

H_1 : There is a significant improvement on students' vocabulary mastery after being taught using English song in terms of content word at the first grade of senior high school. The criteria H_1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

Those are the explanations of whole chapter about the method and the data analysis that will be used in conducting this research.

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 improvement of the students' vocabulary mastery after being taught by using song. 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 pretest. The students' mean score was increased from 57.81 to 73.58 with gained gain was 15.77 specifically. 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 should be well prepared, it means that before entering the classroom, the teacher should prepare the materia that is going to be taught to the students.
2. The teacher can select songs in teaching vocabulary as the alternative ways in teaching because using songs can motivate the students to mastery vocabulary. It has been proved by the the technique that the writer used by using English songs in teaching vocabulary to improve students' vocabulary.
3. The English teacher should be more creative in applying teaching and learning activities espicially in learning new vocabulary.
4. 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.
5. 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 interestingtone in order to attract students' attention in teaching learning process.

5.2.2 Suggestion for further 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.
3. For the other researchers who are interested in the same field as the researcher did, the result of this study is expected to give them a little insight of conducting the similar study. It is also suggested to the other researchers to continue and develop this action research in order to find out other efforts to improve students' vocabulary mastery. They could use English song to help the students in learning new vocabulary, and integrated it into several engaging activities for the students.

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