

**IMPROVING STUDENTS' CONTENT-WORDS MASTERY THROUGH  
SONGS AT SMP NEGERI 4 BANDAR LAMPUNG**

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ARTS AND LANGUAGE EDUCATION DEPARTMENT  
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**ABSTRACT**  
**IMPROVING STUDENTS' CONTENT-WORDS MASTERY THROUGH SONGS AT**  
**SMP NEGERI 4 BANDAR LAMPUNG**

**By**  
**Melita Fisilia Olani**

The objective of this research is to find out whether there is an improvement in students' content words after they are taught by using songs at SMPN 4 Bandar Lampung.

This research was conducted at the second-grade students of SMPN 4 Bandar Lampung in the academic year 2019/2020. There were eleven classes in the second grade of SMPN 4 Bandar Lampung. Each class consisted of 32 students. The researcher took class VIII D. This research used one group pretest-posttest design by giving the pre-test, treatments, and the post-test. The instrument used to get the data in this research was vocabulary tests. Vocabulary tests in the forms of pre-test and post-test were done to collect the data. Then, the t-test was used to test the hypothesis.

The result of the hypothesis test proves that using songs can improve students' content-words mastery. It can be seen from the mean score of the pre-test and post-test which was analyzed through SPSS 16.00. The mean score of the pre-test was 73.4 and it was improved to 81.3 in post-test and the gain was 5. The result of the t-test shows that the level of significance is  $p < 0.05$  and the significant two-tail is  $p=0.000$ . It can be said that using songs can improve students' content words.

**Keywords:** improving, vocabulary, songs

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SONGS AT SMP NEGERI 4 BANDAR LAMPUNG**

**By  
Melita Fisilia Olani**

**A Script**

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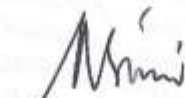
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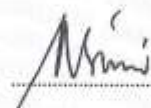


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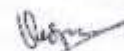
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Memastikan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 16 Desember 2021

Yang membuat pernyataan,

  
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## **CURRICULUM VITAE**

The writer's name is Melita Fisilia Olani. She was born in Pemalang, on July 7<sup>th</sup>, 1995. She is the first daughter of a great couple, Cayani and Rini Wati.

She enrolled SD Negeri 2 Muncang in 2001 and graduated in 2007. After that, she continued her studies at SMP Negeri 3 Bodeh and graduated in 2010. Then, she continued her studies at SMA Negeri 1 Petarukan and successfully finished in 2013.

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## **DEDICATION**

This script is entirely dedicated to:

My beloved father and mother

Cayani and Rini Wati

My sibling

Bili Anggriyanto

My Almamater

Lampung University



## **MOTTO**

Apa yang ku lakukan saat kenyataan kacau ?

NGE-FANGIRL

-exo-

Kita bisa dapat yang terbaik, tapi bukan yang sempurna

-Rintik sedu-

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All praises are rendered only to Allah SWT, the almighty God, for the gracious mercy and blessing that enabled me to finish this work. The greeting is never forgotten, peace be upon Prophet Muhammad SAW and his family, followers, and all Muslims. This script entitled “Improving Students’ Content Words Vocabulary through Songs at SMPN 4 Bandar Lampung” is submitted as partial fulfillment of the requirement for S-1 Degree at the Department of Language and Arts Education Faculty of Teacher Training and Education, University of Lampung.

In this case, the writer would like to express her deep gratitude and respect to those who have a valuable contribution to helping and supporting her to finish this script.

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

Bandar Lampung, December 2021

The Writer

Melita Fisilia Olani

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## **I. INTRODUCTION**

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

### **1.1. Background of Problem**

Today, English has become a really important tool in order to succeed professionally in our society; it is the language for business, research, public relations, and the Internet. For this reason, teachers are looking for better strategies to teach this subject. This subject has several skills which not only include listening, speaking, reading, and writing skills but vocabulary competence. Vocabulary is one of the key elements in learning a foreign language, especially English language.

Vocabulary is very important for other skills such as listening, speaking, reading, and soon because without vocabulary we cannot understand what someone said. When we have a wider vocabulary in our target language it also helps support all four language skills: reading, writing, listening, and speaking. As Paul Nation (2015) noted in his paper on vocabulary learning: “Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.” We cannot speak to convey our ideas or replay what someone said if we do not understand what someone said. For reading and writing skills, without vocabulary, we cannot get the information from the text and cannot write anything.



Ideally, SMP students, based on English Curriculum are supposed to acquire around 800 to 1000 words and also be able to use them in daily communication. However, in accordance with certain studies, the students are not able to acquire the target.

Improving vocabulary is one of the difficult competencies, but it is very important. If learners do not know how to expand their vocabulary, the learners gradually lose interest in learning. Generally, they have a lack of interest in learning English language as they find it a dry and difficult subject to learn. As a result, most students dislike learning English; and although they attend English lessons, they are not interested in learning or speaking English properly. So, songs can be directly used to teach vocabulary in English language lessons.

There are some problems in learning vocabulary faced by the students. Roger (1995: 43) states that the ease or difficulty of vocabulary items depends on several factors. They are:

#### 1. Similarity to L1

The difficulty of vocabulary items often depends on how a similar item is in form and meaning to the students' first language. There are many examples of these: someone described as sensible in English will be understood sensitive by many European and if you say an embarrassed to a Spanish speaker, they may think that you are expecting a baby. Similarity to English words already known once the students have some English words that relate to an English word that they are already familiar which is easier than one, which is not. For example, if students have already met the word *friendly*, they should be able to guess the meaning of *unfriendly*.

#### 2. Connotation

Connotation of the word is another difficult aspect that the learners have to get to grip. For example, either *skinny* or *slim* could be used to describe someone who is

*thin*. But those two words are very different in their connotation and by choosing one of them, however; the speaker actually conveys a particular attitude. The word *skinny* sends a negative connotation, whereas the word *slim* has a positive one.

### 3. Spelling and pronunciation

The spelling of English words can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also confuse where the pronunciation is concerned. For example: *through, tough, tough*.

### 4. Multi-word items

A lexical item may consist of more than one word, as in a compound like *tennis shoes*, or *rally car*, or a phrasal verb such as *to put someone up*.

### 5. Collocation

How a lexical item collocates can also cause difficulty. For example, we say that people are *injured* or *wounded* but things are *damaged*.

Problems faced by the Indonesians learning English are concerned with the ear, the matter of making foreign sounds, the distribution of the sounds, fluency, and the relation between pronunciation and conventional spelling. Therefore, they should overcome the problems by deeply understanding the theory of phonology and practicing pronouncing the words correctly. Here, some problems which are faced by the students of SMP N 1 Negeri Jaya :

#### 1. Mispronounce

The students still use the wrong sound of some words, here are the example :

- a.) Example : /æksæmpəl/ it should be /Ig'za:mpl(ə)l/
- b.) As : /ʌs/ it should be /az/

c.) In front of: /in frʌnt ɒf/ it should be /in frʌnt əf/

## 2. Misuse of the word

### a.) Accept, Except

Accept is a verb meaning to receive.

Except is usually preposition meaning excluding.

For the example :

She will *accept* the job offer.

I will *accept* all the packages.

No one is allowed to enter my room, *except* you

Please take all the books off the shelf *except* for the red ones.

### b.) Affect, Effect

Affect is usually a verb meaning to influence.

The effect is usually a noun meaning result.

For the example :

The drug did not *affect* the disease.

Certain foods may *affect* our mood.

She wants to know the *effect* of television on children

Only the president can *effect* such a dramatic change.

Song has always played a big part in humans' lives, beginning with a child's birth and mothers singing lullabies to their children. It is used during all important occasions of human lives beginning with child's christening, through weddings, to funerals. I noticed, almost all people like songs. In my mind, using songs make students relaxed and enjoyable in learning vocabulary.

Lynch (2005) points out in his article that language teachers should use songs as part of their English language teaching because songs contain natural language, are easily obtainable and are natural and fun. Songs have also a variety of new vocabulary that can be introduced as well as cultural aspects and even different types of English accents.

Based on the fact above, listening to the songs is fun, in accordance with improving vocabulary, it can be a great help. When we listen to the music automatically we can sing it together with the singer of the songs. It means at once we practice our listening; we catch new words we never heard before. The song is necessary and important for anyone who concerns about teaching English to find out the easier technique which can improve students' motivation for improving their vocabulary competence.

To solve this problem, the researcher tries to offer an alternative solution in teaching vocabulary which aims to derive meaning with the help of the songs and lyrics. For the classroom application, we can apply one of the interesting songs and lyrics that have a relation with the material in their book, syllabus, and curriculum while teaching and learning process. The teacher then asks them to find some new vocabularies or students can glean the meaning of a particular sentence with their own interpretation. By using this technique, the teacher just becomes the facilitator of the students because the teacher lets the students read and comprehend the lyrics as the text consist of new words.

Harmer (2001: 242-45) names music "a powerful stimulus" for language learning. He classifies the song as one of the tools for teaching listening. It is a versatile technique, as it enables the teacher to present the words graphically (printed song lyrics),

verbally (listening to the song), and contextually (song lyrics) at the same time. The song can change the learners' mood and it can positively influence their motivation for vocabulary learning. As Harmer (2001:242) states, "it can make a satisfactory connection between the world of leisure and the world of learning." The text of each song is a source of new vocabulary in a specific context. Lexical phrases introduced in this way are easier to remember and are stored in the learners' memory for a longer period of time.

In short, songs are just another way to add some variety to their lessons and expose students to a different genre's music. Like other learning activities, using songs to improve students' vocabulary competence will only be effective if it is properly planned. It is indeed an interesting and effective method. With proper planning and song selections, students will be able to learn more new words effectively.

Based on the explanation above, the researcher is interested in applying this aid for teaching vocabulary at junior high school. So, the researcher conducts the activities of teaching the learning process through song at the second grade of SMP N 4 Bandar Lampung.

## **1.2 Research Question**

Based on the background of the problem, the researcher formulates the problem as follow :

Is there any improvement of students' content-words mastery after they are taught by using songs at second year of SMPN 4 Bandar Lampung?

### **1.3 The Objective of the Research**

Concerning the research problem, the objective of this research is to find out whether there is an improvement in students' content-words mastery after they are taught by using songs at SMPN 4 Bandar Lampung.

### **1.4 The Uses of the Research**

This research is useful both practically and theoretically.

#### **1. Theoretically**

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

#### **2. Practically**

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

### **1.5 Scope of the Research**

The research was conducted at second-grade students of SMPN 4 Bandar Lampung in the second semester of the academic year 2019/2020. The researcher focused the research on teaching vocabulary through song as a technique of vocabulary teaching. The research focused on the vocabulary of content-words mastery. The increase of students' vocabulary achievement was measured by a set of pre-test and post-test in form of multiple-choice tests. There were five times of treatments. The class got the material and evaluation based on curriculum competency.

## **1.6 Definition of Terms**

- a) Vocabulary is a set of lexemes including a simple word, compound word, and idiom. Lamb (1963:19) defines a simple word that may or may not have a prefix and/ or suffix, the compound word is, a word joined from two or more other words, an idiom is a group of words with a meaning, which is different from the individual words and often difficult to understand the individual words.
- b) The song is a single (and often stand-alone) work of music intended to be sung by the human voice with distinct and fixed pitches and patterns using sound and silence and a variety of forms that often include the repetition of sections. According to Grolier, “Song is a short musical work set a poetic text with equal importance given to music and to the words”.
- c) Content words are words that have meaning. They can be compared to grammatical words, which are structural. Nouns, main verbs, adjectives, and adverbs are usually content words.
- d) Improving is making progress in what is desirable. Bringing into a more desirable or excellent condition.

## **II. LITERATURE REVIEW**

This chapter discusses the concept of vocabulary, concept of teaching-learning vocabulary, the concept of song, procedures of teaching English vocabulary through song, advantages, and disadvantages using song, theoretical assumption, and hypothesis.

### **2.1. Concept of Vocabulary**

Vocabulary is the total number of words which with rules for combining them to make language. We cannot develop four language skills, namely listening, speaking, reading, and writing without having enough achieved vocabulary. Therefore, this becomes an English teacher's task to help students enlarge their vocabulary achieve. The teacher of language should increase the students' vocabulary because vocabulary is an important part of the language.

Vocabulary has an important role in learning a language because it allows you to communicate clearly with other people. Vocabulary is a tool that must be mastered by people to express their feelings, ideas, thought, opinions, etc in both spoken and written (Edge, 1993).

Vocabulary is a list of words that are used to build up a language. Vocabulary is a list of words usually arranged alphabetically and defined, explained, or translated into the range of language (Webster, 1988:110). This idea is supported by Hornby (1984:959) who states that a vocabulary is a total number of words with the role of combining them to make a language.



In learning language, students used vocabulary to communicate, share their ideas and opinion with others. On the other hand, language is nothing without knowing the vocabulary.

Schmitt (1997) gave the definition of vocabulary as follows. Vocabulary is a basis of language which is very important to be mastered first. We cannot speak well and understand written materials if we do not master them. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any range of meaning.

Vocabulary is a set of lexemes including a single word, compound word, and idiom. A simple word is a single word that may not have a prefix and suffix, for example, book, pen, bag, etc. (Lamb, 1963). A compound word is two or more existing words, which are simply combined. An idiom is a group of words with meaning which is different from the individual words and often difficult to understand, for example: move on, look up, look at, look in, etc.

Wilkins (1983:11) adds that without grammar, little things can be conveyed without vocabulary nothing can be conveyed. It means that the students will not be able to communicate if they do not achieve enough vocabulary but if they do not understand grammar, they are still able to communicate although they have less vocabulary. Meanwhile, Hornby (1984:959) states that vocabulary is the total number of words with the role of combining them to make a language. Learning vocabulary has an important contribution in the learning of language, which must be considered by the teacher in order to be careful in selecting the vocabulary that will

be taught. The teacher must decide which word will be taught. Since there are many kinds of words that belong to types of vocabulary.

Dealing with the ideas above, the researcher assumed that we have to learn vocabulary in order to express our idea. One needs to understand an adequate number of words. It is supported by Rivers (1970:462) who says that it would be impossible to learn a language without words or vocabulary. This shows that people do nothing to communicate if they do not know the words or vocabulary. In other words, vocabulary is important for the students to learn in order that they can express their minds, make sentences, speak and get knowledge from the context.

There are some types of vocabulary in English. Fries (1970:4) classify is English words as follows:

1) Content words represent the name of a subject or thing.

That is the concrete nouns (kitchen, market, bedroom, bathroom, etc) action done with these things for example she cooks in the kitchen. Verbs (buy, arrive, etc) for example she buys vegetables and fruits. And the quantities of these things that are adjectives (clever, delicious, etc) for example mother always cooks delicious food for us.

2) Function words

Function words are those words, which are used as a means of expressing a relation of grammar structure, such as conjunction (and, but, because), article (a, an, the),

auxiliaries (do, does, did).

for example, she brings a bag of full vegetables and fruits, article (a, an the) for example a magnifying glass is one of his properties, and the auxiliaries (do, did, does) for example: Does Mr. Bobby conduct his research in the laboratory?

### 3) Substitute words

Substitute words are those, which represent the individual things or specific actions as substitutes for whole form classes of words, that is, identifies (anybody, anyone).

For example, Everybody can buy daily needs in the market.

### 4) Distributed words

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

From the explanation above, the researcher conducted the research dealing with content words because content word consists of words that can be associated with, and other types cannot be well associated as they have limited words. So, these typical words will be discussed in the next section.

#### **2.1.1. Concept of Nouns**

Fries (1970: 45) points out that nouns are defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language-specific

since nouns do not have the same categories in all languages. Nouns are described as words that refer to a person, place, thing, event, substance, quality, and quantity. Furthermore, according to Frank (1972: 6) nouns can be classified into five types:

### **1. Concrete noun**

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

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

*b. She is my brother's girlfriend. (Girl)*

### **2. Abstract noun**

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

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

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

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

### **3. Proper noun**

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

*a. Mr. Smith is an English lecture in my college. (Mr. Smith)*

*b. Paris is the - capital city of French. (Paris)*

*c. My parents celebrate Thanksgiving day with my younger sister.  
(Thanksgiving Day).*

#### **4. Countable and Uncountable noun**

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

*a. She has a dog. (A dog)*

*b. He has three dogs. (Three dogs)*

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

*a. I need some sugar for a cup of tea. (Sugar)*

*b. My brother makes a sand palace on a beach. (Sand)*

#### **5. Collective Noun**

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

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

### **2.1.2. Concept of Verbs**

Frank (1972: 47) Verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, and exclamations. A verb is a kind of word that usually tells about an action or a state and is the main part of a sentence. Every sentence has a verb. In English, verbs are the only kind of word that changes to show past or present tense. English sentence has a rule that sentence must consist of at least two words: Subject and Verb. From grammar books available at school, library, or any other resources, it is common that verbs are divided into two categories: Regular Verbs and Irregular Verbs. Like the noun, the verb has grammatical properties of person and number. Verbs typically have two forms: 1) regular verb, and 2) irregular verb.

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

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

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

a. *I go to school (go)*

b. *She went to Jakarta yesterday (went)*

c. *They have gone to school (gone)*

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

### **1. Finite and non-finite verb**

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

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

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

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

### **2. Auxiliary verb**

A sentence or phrase can have two interlocked verbs. The main verb gives the primary action, whilst the auxiliary verb adds subtle detail. Common auxiliary

verbs include the verbs to be (*am, are, is, was, were*), to have (*have has, had*), to do (*do, does, did, done*). Auxiliary verbs, which are sometimes called helping verbs, act as helpers to other verbs. They appear in front of action verbs and linking verbs. Let's view some examples:

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

### 3. Reflexive verb

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

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

### 4. Transitive verb and intransitive verb

Transitive verbs are action verbs that have an object to receive that action. For example: *hit, want, paint*, as in sentences:

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

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



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

## 5. Linking verbs

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

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

### 2.1.3. Concept of Adjectives

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

1. Demonstrative is an adjective that points out which item, object, person, or concept. Demonstrative adjectives always come before the nouns they refer to. For example, *this*, *that*, as in sentences:

- a. *I bought this book yesterday. (this)*
- b. *I like that cake very much. (that)*

2. Possessive adjective is a part of speech that modifies a noun by attributing possession (or other sense of belonging) to someone or something. For example *my*, *your*, *the girl's*, as in sentences:

- a. *My laptop is broken. (my)*
- b. *Your hair is so beautiful. (your)*

c. *The girl's bag is so cute. (the girls)*

3. Numeral adjective is the adjective that describes the amount of something, for example, *thirty-six, fourth*, as in sentences:

a. *I have thirty-six students in a class. (thirty-six)*

b. *This is the fourth event in the past few days (fourth)*

4. Adjective of indefinite quantity is the adjective that describes the undefined amount of something for example *some, few*, as in sentence:

a. *I buy some beautiful flowers. (some)*

b. *The doctor will be in to talk to you in a few minutes. (few)*

5. Proper adjective is an adjective that takes an initial capital letter, for example, *a Catholic church, Japanese*, as in sentence:

a. *Obama built a wonderful Catholic church in a central town.*  
(wonderful Catholic church)

b. *Japanese people generally don't have middle names. (japanese)*

6. Participial adjective is an adjective with –ed or –ing endings. For example, *An interesting book, computerized*, as in sentences:

a. *He gives me an interesting book. (an interesting book)*

b. *The new Toyota Camry features an entirely computerized dashboard.*  
(computerized).

#### **2.1.4. Concept of Adverbs**

Adverbs provide a description of how, where, when, in what manner and what extent something is done or happen. Adverb has a part of speech without inflection, in modification of or in addition to a verb. Adverb also does not change the form but

has characteristic forms of their own. It is used to modify anything but nouns and pronouns. Macfadyen (2007: 1- 21) summarizes the category of adverbs into five, they are:

### **1. Adverb of manner**

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

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

### **2. Adverb of place**

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

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

### **3. Adverb of time**

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

- a. *Goldilocks went to the Bears' house yesterday. (yesterday)*
- b. *I'm going to tidy my room tomorrow. (tomorrow)*
- c. *I saw Sally today. (today)*

*d. I will call you later. (later)*

*d. I have to leave now. (now)*

#### **4. Adverb of frequency**

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

*a. The incubator turns each egg hourly. (hourly)*

*b. He is often late for work. (often)*

*c. I always go to bed before 11 pm. (always)*

*d. I usually have cereal for breakfast. (usually)*

*e. I sometimes forget my girlfriends' birthday. (sometimes).*

#### **5. Adverb of degree**

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

*a. The water was extremely cold. (extremely)*

*b. The movie is quite interesting. (quite)*

## **2.2. Concept of Teaching Learning Vocabulary**

Achievement of English vocabulary is very important in order that we can communicate with others. Vocabulary is also an important factor in all languages. In teaching vocabulary, there are some important points to be considered. They are spelling, meaning, pronunciation, use, and the number of words. In addition, in this research, the aspects that the researcher will take about meaning, pronunciation, and use. Students must continually learn words as they practice the sound system (Allen and Rebecca (1997:149).

Knowing the new words is very important for the students in enriching their vocabulary. For this reason, there are two ways that can help the students to get the meaning of the words. Firstly, they should consult or ask for new words from the teacher. Secondly, they are allowed to bring and use a dictionary, in this case, it is better if the students are encouraged to use a dictionary during studying English (Allen & Rebecca 1997:155). Moreover, the students may ask the English teacher if they do not know the meaning of the new words, but firstly, they should guess by themselves. Therefore, the students must be trained to solve their problems themselves.

Rivers (1970: 326) explains teaching-learning of foreign language especially new vocabulary must be emphasized on the class of words; it is nouns, verbs, adjectives, adverbs, or all of these aspects. Therefore, the writer would like to say that learning vocabulary concerns learning the real language, which is learned in

useful utterances where the students are employed immediately in communication and use in the classroom. That is why; in teaching new words or vocabulary, English teachers need an interesting way or technique.

In the teaching- learning process, the teacher may also use gestures or commands because it will make the students able to infer the meaning of the word easily. Sutarjo (1988:24) states that there are five ways of teaching vocabulary:

1) Teaching vocabulary through creativity

In this way, the teacher may allow the students to decide what they want to learn. The teacher can use any techniques that enable the students to be creative in producing the vocabulary, such as games, pictures, songs, etc.

2) Teaching vocabulary through derivation

The teacher involves nouns, adjectives, and verbs then asks the students to make the derivation of the words for examples: work (verb), worker (noun).

3) Teaching vocabulary through contexts clues

Here the teacher may use context clues in words recognition by figuring out the meaning of the words based on the clues in the surrounding context For example: by giving synonyms or antonyms.

4) Teaching vocabulary through translation

This way is considered the ancient one, where the teacher teaches the meaning of the words by translating them. Such as the words run in Indonesia means “lari”.

#### 5) Teaching vocabulary through guessing

Here the teacher can encourage the students to guess first and then consult their dictionary. To guess correctly the students have a good rationale. The teacher can give any sample of the words and ask the students to point out one of the pictures.

All of the possible ways above can be used in teaching vocabulary but in this research, the writer will use the teaching vocabulary through creativity by using song because the writer assumes that the song is interesting and suitable for students at the junior high school level.

Based on the explanation above, it can be concluded that teaching is important and should have appropriate media; the teacher creates a good atmosphere in the classroom. The students will have more motivation to give their attention to the lesson. The students will not be bored with the lesson, which is given by the teacher. This enjoyable situation can unconsciously make the students eager to learn vocabulary.

### **2.3. Concept of Song**

The song is very helpful in the language learning process. They are good not only for audiovisual but also for kinesthetic learners. They can give good training in listening. The song consists of lyrics or poetic text. The lyrics and the text are

various. Redlich (1975: 28) adds that a song is a short composition usually for one voice, based on lyrics poem. According to Weikart (1988: 12), that song is a short poem or a sequence of verses which is composed with music and intended to sing. Song, which belongs to genre including both lyrics and music, can be added to list. They are marked by richness of content, poetical metaphor and symbol that emotionally reflect the world we live in. songs can motivate a positive emotional influence on listener.

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

#### **2.4. Teaching Vocabulary through Song**

For many vocabulary memorization techniques, it believes that songs can be one of very useful media for introducing new English words to increase the English foreign language students' vocabulary. If we use songs in teaching English, we will find lots of vocabulary. Through its lyrics and repetition rhyme, it is possible for us to know and learn some new words subconsciously and increase our vocabulary while enjoying the music. As a matter of fact, while enjoying music, the class situation will be more fun and alive than the traditional ways. Murphey (1992:3) states that "Anything you can do with a text you can do with a song". It means that



everyone can learn or teach the English text using songs.

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

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

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

There are many factors that go into what is considered to be a great song. Here are the criteria of a good song :

a. chord progressions

Chord progressions throughout the music are a key part of making popular songs. Part of this is making use of repetition, with the verses using the same chords, and then having the melody or chorus using the same chord progressions. This gives it more catchiness since it will be easy to pick up on the notes and chords.

b. strong lyrics

Good lyrics also have to go with the chords. A song can't connect to its audience on notes alone, though instrumental or non-lyrical music does evoke emotions and there can be hit songs that have no lyrics.

However, when you are able to pair the melodies with some good lyrics as well within a song, you create a two-toned effect. Emotional and heartfelt lyrics can really create a lasting impact.

c. solid song structure

Chords and lyrics have to be put together in some shape or form. That's where having a solid song structure comes in. Clearly being able to map an intro, chorus, verses, and possibly a bridge (or melodic leap) outline the overall shape of your song.

d. reaction and emotion

Not only does a good song need to have great chords, melodies, and lyrics, but also should create some sort of reaction, or evoke a specific emotion. A lot of songwriters craft their music from specific events or experiences that they have had, making it very relatable to others.

The example of a pop song can be seen as follows:

*Just the way you are*

*Her eyes, her eyes*

*Make the stars look like they're not shining*

*Her hair, her hair*

*Falls perfectly without her trying*

*She's so beautiful*

*And I tell her every day*

*I know, I know*

*When I compliment her She won't believe me And it's so, it's so*

*Sad to think she don't see what I see*

*But every time she asks me do I look okay I say*

*When I see your face*

*There's not a thing that I would change*

*Cause you're amazing*

*Just the way you are*

Based on that song, it could be categorized in the table below:

<b>adjectives</b>	<b>adverbs</b>	<b>Verbs</b>	<b>Nouns</b>
Beautiful	Perfectly	Make	Eyes
Amazing	Every day	Falls	Stars
Sad	Every time	Tell	Hair
Shining		Think	She
		Compliment	Face
		Believe	You
		Change	I
			Thing
			Time

From the reason above, it can be concluded that using songs in teaching vocabulary was very good for the students. The characteristics of song were suitable with the students. Songs can affect people's emotions. In language learning song brought enjoyable and amazing experiences for the learner. Using song in teaching-learning process made students more motivated in learning since songs create pleasure and boredom.

## **2.5. Procedure of teaching vocabulary through song**

Nation (2008: 5-6) states that the principle should guide the direct teaching of vocabulary.

- 1.) Only high-frequency vocabulary and vocabulary learning strategies should be systematically taught, and the teacher should know where the learners are in their knowledge of these words.
- 2.) The amount and strength of the learner depend on the quality of mental processing. The quality of mental processing can be increased by giving attention to a range of aspects involved in knowing a word, generative use, and by giving attention to word part and helpful etymology.
- 3.) There are many ways of communicating word meaning. The best are clear, simple, and brief.
- 4.) The meaning given should describe the underlying meanings that include most of the word uses and sense.
- 5.) Words should not be taught with others that belong to the same lexical set, are near synonymy or opposite.
- 6.) There should be repeated opportunities for increasingly spaced retrieval of each word. Direct teaching as only part of one of the four strands that are word should be met in, and is only one way of giving deliberate attention.

7.)Learners should take control taught how to learn vocabulary and how to choose vocabulary to learn.

Below were 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 needed 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 were stated below:

- 1.) The teacher informs the students that they will listen to the song.
- 2.) The teacher let the students to listen to the song. In this session, the teacher is using pop songs.
- 3.) The teacher asks some questions related to the song. For example: asking about the singer, the title of song, etc.
- 4.) The teacher hands out the lyric of the 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 words in the text.
- 6.) The teacher asks the students to find the meaning of the missing word on task 1 and find the synonym of those words
- 7.) The teacher asks the students about their feeling after they listen to the song
- 8.) The teacher discuss the difficult word that students' found in the song
- 9.) The teacher guides the students to make a conclusion about the topic

Based on the steps above, the teacher supposed the following activities to be applied in the classroom. First, the teacher informed to the students that they would

listen to the song. Second, the teacher let the students listen to the song. Third, the teacher asked the students a question related to the song. Fourth, the teacher handed out the lyric of song to the students which consist of some missing words. Fifth, the teacher let the students listen to the song again, and asked the students to fill in some missing word in the text. Six, the teacher explained the meaning of song and let the students found out the meaning of each word.

## **2.6. Advantages and Disadvantages of Using Song**

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

### **2.6.1. Advantages**

The following were the advantages of teaching vocabulary using song:

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

- 6.) Stimulate imagination and creativity. Music is a good stimulus to imagine and it can explore students' creativity.
- 7.) Add new vocabulary. Students can enrich their vocabulary after listening to the song.
- 8.) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

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

### **2.6.2. Disadvantages**

The following was the disadvantages of teaching vocabulary using song:

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

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

## **2.7. Theoretical Assumption**

Vocabulary is a component of language containing information about the meaning and the use of a words in the language. Without mastering vocabulary, the students cannot communicate well with other people.

Teaching vocabulary is important. The objective of teaching vocabulary is more than memorizing the list of words. The students have to understand the meaning of words, how to pronounce them, and how to use them in sentences or in daily life.

There are many kinds of techniques in teaching English vocabulary and teacher should have the ability to choose the appropriate technique and implement it in the teaching-learning process to obtain the goal. The use of interesting aid is necessary focused on teaching English vocabulary especially content words at the first-year students of junior high school by using song.

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

Furthermore, the researcher believes that teaching English vocabulary through song creates a good atmosphere in the classroom so that the students are not bored and they are not realized that they are actually learning.



## **2.8. Hypothesis**

The researcher proposed the following hypotheses:

H<sub>1</sub>: There is an improvement on the students' content-words mastery after they are taught by using song.

### **III. METHODS**

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

#### **3.1. Research Design**

This research dealt with improving students' content-words mastery after they are taught by using songs. In conducting the research, the researcher applied a quantitative research design as the research methodology. The quantitative method is a method that is dealing with statistical analysis of the data in the form of scores and numbers. This research compared the result of pre-test and post-test scores in order to find out whether there is an improvement on the students' content-words mastery or not. This researcher used one group pretest-posttest design in this research tends to find out the improvement of the students because the researcher does not use a control group in this research. The research design is presented as follow:

**T1 X T2**

The above formula can further be illustrated as follows:

1. T1 denotes a pretest; it will be conducted to find out the students' vocabulary before getting treatments.
2. X refers to treatment; it will be conducted to improve students' vocabulary mastery through English Songs.

3. T2 relates to a posttest; it will be conducted to find out how far students' vocabulary mastery after getting treatments.

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

### **3.2. Population and Sample**

The population of this research was the second grade of SMPN 4 Bandar Lampung in academic year 2019/2020. There were eleven classes in the second grade of SMPN 4 Bandar Lampung. Each class consisted of 32 students. The researcher chose one class as the sample of this research by using random sampling. This research was conducted in five meetings, which are one meeting for conducting pretest, three meetings for conducting treatment, and one meeting for conducting posttest.

### **3.3. Research Instrument**

Instrumentation refers to the tools or means by which investigators attempt to measure variables or items of interest in the data-collection process. In this research, the instrument of this research was Vocabulary test.

The researcher used an objective vocabulary test as the instrument for collecting the data. The instrument was used for the pretest and the posttest.

There was pre-test before the treatments in order to identify how far the students' vocabulary mastery was. Posttest was given after presenting the treatments in order to identify the increasing the students' vocabulary mastery. The test was in form of multiple-choice tests. The items of pretest and posttest were related to students' level of proficiency. The test evaluated the mean of vocabulary and the vocabulary included in the test related to content words.

### **3.4. Data Collecting Technique**

Some techniques were used to collect the data in this research. They were as follows:

#### **1.) Pre-test**

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

#### **2.) Post-test**

A post-test was given after treatment. For vocabulary mastery, the student was given multiple-choice tests. They had done the same activity in pretest. This test was designed to know the increase of students' content-words mastery and to know the increase of students' vocabulary mastery after conducting the treatment.

### **3.5. Validity and Reliability**

#### **3.5.1. Validity**

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

##### **a.) Content Validity**

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the materials are suitable for the school curriculum.

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

**Table 3.1. Specification Used to Judge the Content Validity of Pre-Test**

<b>No.</b>	<b>Materials</b>	<b>Number of Items</b>
1.	Verb	1,2,3,4,10,11,13,15,25,27
2.	Noun	7,8,9,16,17,20,26,32,34,35
3.	Adjective	5,6,12,23,24,28,29,31,33,36,
4.	Adverb	14,18,19,21,22,30,37,38,39,40

**Table 3.2. Specification Used to Judge the Content Validity of Post-Test**

<b>No.</b>	<b>Materials</b>	<b>Number of Items</b>
1.	Verb	1,4,5,6,10,25,26,27,33,36
2.	Noun	7,8,9,11,13,16,19,24,28,31
3.	Adjective	2,3,14,15,17,20,22,23,32,34
4.	Adverb	12,18,21,29,30,35,37,38,39,40

#### **b.) Construct Validity**

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985:74). Construct validity focuses on the test that is used to measure the ability. It means that the test items should really test the students whether they have mastered the material that has been taught or not.

According to Setiyadi (2006:26), if the instrument only measures one aspect, for example, vocabulary, the construct validity of the vocabulary test can be identified by evaluating all items in the test. If all items could measure the vocabulary mastery of the students, this instrument has fulfilled construct validity.

### 3.5.2. Reliability

Reliability is a consistency of measurements or how far that measurements can measure the similar subjects in different time but show the same result (Setiyadi, 2006). This research used the Pearson Product Moment Formula (Arikunto, 1997), as follows.

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

Where:

- r1 : 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.

(Arikunto, 1997)

Then the researcher uses “Spearman Brown’s Prophecy Formula” (Hatch and Farhady, 1982) to know the coefficient correlation of whole items. The formula was as follows:

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

Where:

- r<sub>k</sub> : the reliability of the whole class
- r<sub>xy</sub> : coefficient of reliability between odd and even number.

The criteria of the reliability are as follow:

0.00-0.20	: Very Low
0.21-0.39	: Low
0.40-0.59	: Average
0.60-0.79	: High
0.80-1.00	: Very High

(Hatch and Farhady, 1982)

$$rk = \frac{2r1}{1 + r1}$$

$$rk = \frac{(2)(0.6)}{1 + 0.6}$$

$$rk = \frac{1.2}{1.66}$$

$$rk = 0.72$$

If the reliability of the test reaches 0.50 the researcher would consider that it has been reliable. Hatch and Farhady (1982: 223) state that level of reliability about 0.90 up to 1 is high reliability. It indicates that this instrument would produce a consistent results when administered under the similar conditions to the same participant and at a different times. Therefore, the student's" result of the tests were believed to the reflection of their reading comprehension which is accurate and consistent.

### 3.6. Data Analysis

After conducting pretest and posttest, the researcher analyzed the scores of the students. The researcher examined the students' scores by using the following steps:



1. Scoring the pre-test and post-test.
2. Tabulating the score of the student's vocabulary test results using repeated-measures t-test.
3. Drawing a conclusion from the tabulated result of administering the pre-test, that is statistically analyzed by using SPSS (Statistical Program for Social Sciences) in order to see the difference between the score of pre-test and post-test, in which the significance was determined by  $p < 0.05$ .

### **3.7. Hypothesis Testing**

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

The hypothesis of this research:

H<sub>1</sub>: There is an improvement of the students' content-words mastery after they are taught by using songs.

The criteria of those hypotheses are:

H1 is accepted if the significant level is lower than 0.05

H0 is accepted if the significance level is higher than 0.05

Those are the explanations of the method related to the research. The method used as guidance to conduct the research.

## **V. CONCLUSIONS AND SUGGESTIONS**

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

### **5.1. Conclusions**

Having conducted the research at the second grade of SMPN 4 Bandar Lampung and analyzing the data, the researcher concludes as follows:

There was an improvement in the students' content-words mastery after they are taught by using songs. Songs were applicable to encourage the students to improve their vocabulary mastery. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. The students' mean scores increased from 73.4 to 81.3.

The students have a better understanding and memorize new vocabulary, and when the teacher used songs the students were enthusiastic and enjoyable. They were very happy because they could relax and listen to music. Teaching English through songs is a good strategy in learning vocabulary. It could be an effective way to help the students' vocabulary mastery. Besides, it might be able to improve the students' way of learning to enrich their vocabulary. Then, it could be a fresh strategy that can attract the students' interest in learning English.

The difficulties that the students faced in learning vocabulary were comprehending the meaning of a word, pronunciations, writing the word or sounds spelling mismatches, and using the word based on the context. However, those difficulties are considered to be less disruptive and difficult to be resolved. The implementation of

songs in learning vocabulary can overcome the difficulties since this technique provides opportunities for students to enjoy the learning process and make students easy to remember new words by singing the song. In the learning process when the teacher uses English songs, the students were enthusiastic and enjoyable. They were very happy because they could relax and listen to music.

## **5.2. Suggestion**

Considering the conclusions, some suggestions were proposed to the teacher, student, and the researcher.

### **5.2.1 Suggestion to the teachers**

In order to minimize the students' problem in learning vocabulary through song, the teacher should give full attention to the students and give them feedback at the end of the class, such as explaining the meaning of words which exist in the song as a song's lyric, to make the students not only remember the new word by singing song but also to make the students comprehend the song well. The teacher should apply English songs in teaching vocabulary so that the students can be more active, enthusiastic, and enjoy the teaching learning process.

Referring to the class activity, the third concern is the teacher must be creative in giving the task. It might be varied as well. The class activity using songs tends to be stagnant. The teacher often gave the same exercise, like "fill in the blanks", particularly it would make the students feel bored with the class activity. So, the teachers need to be more creative in giving the task to the students and in conducting class activities in order to avoid class boredom.

### **5.2.2 Suggestion to the student**

The students must practice their vocabulary in the context to develop their vocabulary. Where vocabulary is very important for our communication. Practice whenever and wherever what they studied and always remember the vocabulary which they studied and always remember the vocabulary which they have.

### **5.2.3 Suggestion to the researcher**

In this research, the researcher only focused to find out the increase of the students' vocabulary achievement using pop songs only. Therefore, the researcher recommended for further researchers to 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. Further research should be conducted on a different levels of students. Furthermore, based on the problem the researcher faced in this research, the researcher recommended further researcher to bring a good loudspeaker to avoid the problem the researcher had. Therefore, the further researchers can add another instrument such as a questionnaire to find out students' responses towards songs in order to support the result of the research.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try using the song in teaching vocabulary and for further researchers who want to investigate the research about this technique.

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