TEACHING VOCABULARY USING ENGLISH SONGS TO THE SECOND GRADE OF JUNIOR HIGH SCHOOL AT SMPN 1 BANDAR LAMPUNG

Undergraduate Thesis

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT
Teaching Vocabulary Using English Songs to The Second Grade of Junior High School at SMPN 1 Bandar Lampung

By

FALIZA SALSABILA YULIANTO

This study examines whether there is an improvement in students' vocabulary achievement after being taught using songs. To achieve this objective, students in class VIII.7 of SMPN 1 Bandar Lampung were involved, and the data were obtained by using a vocabulary test. Through data analysis, it was shown that the t-value was higher than the t-table, at the significant level $0.00 < 0.05$. The difference in the mean score between the pretest and posttest was 18.7 (from 70.5 to 89.2). Noun was noted as the most improved among other content words. Teaching English through song is recommended for teachers because it provides a fun activity that is needed by students to enhance their motivation to learn English vocabulary. Teaching English by using songs as media serves to motivate students since it provides a relaxing environment to learn language, which makes students more interested.

Keywords: *improvement, students' vocabulary, achievement, songs.*

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FALIZA SALSABILA YULIANTO

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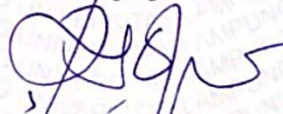
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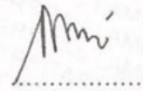
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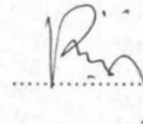1. Examination Committee

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CURRICULUM VITAE

Faliza Salsabila Yulianto was born on February 25th, 2000 in Bandar Lampung. She is the first child of Yulianto Widoto and Marlina Mia Sari, with two brothers, Fatan Alvin Athallah and Fairel Alvian Athariz.

She graduated from Elementary School of SD Harapan Indonesia Bekasi in 2012. She continued her study in SMP Negeri 4 Bekasi, then she moved to SMP Negeri 1 Bandar Lampung, and graduated in 2015. She entered SMA Negeri 10 Bandar Lampung and graduated in 2018.

In 2019, she was accepted in English Education Study Program of Teacher Training and Education Faculty in Lampung University through SBMPTN program. She accomplished her KKN in Way Mili, Gunung Pelindung, Lampung Timur, and teaching practice at SMA Mutiara Natar. At the end of college, she teaches at Azzahra Elementary and Junior High School as an English teacher.

DEDICATION

The script is proudly dedicated to

My beloved parent:

Yulianto Widoto and Marlina Mia Sari

My beloved siblings:

Fatan Alvin Athallah

Fairel Alvian Athariz

My almamater:

English Education study program, Lampung University

MOTTO

Indeed, what Allah has for you

is best for you, if you only knew.

(An-Nahl 16:95)

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

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

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

Bandar Lampung, Juni 2023

Faliza Salsabila Yulianto
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I. INTRODUCTION

This section contains important points for a brief explanation of the research. Those points are background of the research, research questions, the objectives of research, uses of the research, scope of the research, and definition of key terms.

1.1. Background of the research.

English is used as a broad international communication tool and can be carried out in various countries according to its nature as a language. It is supported by Ur (1996: 60) that vocabulary is one of important things to be taught in learning a foreign language because it will be impossible to speak up without a variety of words. Many activities can be done at work, trading, or just looking for relationships with a wider scope if we can master English to communicate. There are still many who do not know or understand learning English is very important and can provide good benefits for life. In fact, many still do not attach importance to learning English because they find it difficult to learn English as a second language.

Language is a collection of words that are spoken and expressed; thus, mastering vocabulary, is very important as a basic for understanding a language. Vocabulary is a set of words in a language understood by the people who use them (Nordquist, 2019). With such a large number, of course, a person will go through a difficult time and take a lot of time to learn it, therefore, English should be made a compulsory lesson for young learners. Since 1994, the Department of Education has stated that English should be taught early, starting in Elementary School, but ironically their skills are stuck in a basic stage because of some of the difficulties the students are experiencing.

The researcher found some difficulties in learning vocabulary after reading several previous studies, such as; students felt unenthusiastic and unmotivated to learn English; students experience difficulties in memorizing the given vocabulary; and students are afraid of making mistakes when using English vocabulary in spoken or written form. It can be concluded that students lack sufficient direction and motivation from the teacher. In addition, students are not given the time and opportunity to practice the English they are studying. In line with the observations of the researcher Hadi, M.S (2019), suppose that one of the few problems of language teaching is the lack of practice. Students spend a lot of time learning the theory of language, but they are feel less confident and tend to avoid practicing it.

Teachers need to pay attention to how they teach vocabulary to their students and make them aware that vocabulary is more than just words, because each word has its own meaning and significance. Nation (1990) reveals more useful goals for teachers than simply having students memorize the word's form and meaning. Of all the problems faced by students, the most important thing to discuss is the selection of the right methods and media for learning. Warrington and Jeffrey (2005) found that one significant reason behind passivity and demotivation toward English learning was that students did not like the way English was taught. Students need something to make them interested in the teaching and learning process, which can make them enjoy being in the classroom. The song is one of the media that can be used by the teacher to improve the student's English skills.

Songs are a way to attract students' attention when practicing their English fluency. Most previous studies have concluded that using music or songs to teach students creates a good habit of practicing for students. Students really like songs because they think it feels like entertainment compared to work, and they can find a lot of vocabulary through songs without getting bored (Sulaymonova, D.H. 2019). The use of songs also provides students with an interesting activity for exploring their understanding of the English language.

Dale (1992:5) states that songs are good at introducing vocabulary because the song provides a meaningful context for the vocabulary. Songs are also effective in helping students remember the words and feel more motivated in class because they are learning in an engaging way (Zatnikasari, 2008). In the learning process, teachers should bring joy, and one way to get it is to use songs as learning instruments. Teachers also need to be creative and pay attention to the songs that students like so that they are more memorable and the goals of learning English can be easily obtained.

Through the lyrics in the song, the student gets words that they can learn even unconsciously, so the process they go through does not feel like a compulsion to memorize. The students will find word for word exactly what is contained in the lyrics of the song, and this will cause curiosity about the meaning of the lyrics. That way, students can master English vocabulary one by one. In addition, while the students enjoyed the songs they heard and sang, at that time they practiced speaking and imitated the correct pronunciation.

Based on the problems experienced by the students, the researcher tried to make use of English songs as a media to improve students' vocabulary and focus on all parts of the song, such as lyrics, rhythms, and others, to be used as a learning media that can lead the students to build their enjoyment, interest, motivation, and confidence while in the teaching learning process. Therefore, the researcher decides to design a problem to be researched with the title: "Teaching vocabulary using English songs to the second grade of junior high school at SMPN 1 Bandar Lampung."

1.2. Research Questions.

Based on the above problems, the problem formulation of this study:
Is there any significant effect of English songs to increasing students' vocabulary achievement at the second grade of junior high school?

1.3. The Objective of Research.

In relation to the problem formulated above, the objective of the research was :
To find out if the use of English songs could increase vocabulary achievement in the second grade of junior high school.

1.4. Uses of the Research.

The uses of this research are:
1. Theoretically, the result of this research is useful for supporting the theory about the effect of vocabulary achievement after being taught through using song in teaching English.
2. Practically, this research might be useful for English teachers as a reference to find alternative media when teaching vocabulary for senior high school students

1.5. Scope of The Research.

This research was focused on the implementation of English songs to increase vocabulary achievement at the second grade of junior high school students. In this research, the researcher focused on content word of vocabulary. This research was conducted at the second grade students of SMPN 1 Bandar Lampung. The researcher used one pre-test, a set of treatments and post test to find out the increasing of students' vocabulary achievement

1.6. Definition of Key Term.

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

1. Vocabulary is a list or set of words (Hatch and Brown, 1995), that are divided into several content words contained in the English song lyrics.

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

3. Song is a short composition, usually for a single voice, based on the lyrics of a poem Redlich (1975: 28).

4. Lyrics are a collection of words that have meaning for a song that can make students curious about the meaning of the words in the song and make them understand the lesson easier (Mega, 2011).

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of: concept of vocabulary, content words, teaching and learning, teaching and learning vocabulary, teaching media, concept of song, english song as vocabulary teaching media, procedure of teaching vocabulary through song, advantages and disadvantages of song as a teaching media, theoretical assumption, and hypothesis.

2.1. Concept Of Vocabulary.

Language is used as a communication tool consisting of sentences to convey meaning, and to master a language means that we can automatically master its vocabulary because vocabulary is a basic element of a language. Hatch and Brown (1995:1) says that vocabulary refers to a list or set of words for a particular language or individual speakers of a particular language might use. Moreover, Richards and Renandya (2002: 255) says vocabulary is a core component of language proficiency and provides much of the foundation for how well learners speak, listen, read, and write. Without an extensive vocabulary and methods for learning new words, learners struggle to reach their potential and can feel discouraged from taking advantage of the language acquisition opportunities that surround them.

Vocabulary is central to second language (L2) acquisition. According to McCarthy (1990: 140), communication in L2 is impossible without words to express a broader range of meanings. Bridge and Burton (1982:98) explain that the larger our vocabulary is, the better we can perform in the language. The statement is reinforced by Napa (1991:6), which states that vocabulary is one of the language additives and that no language exists without words. Through these statements, it can be concluded that the number of words we have allows us to express the ideas we have, so that we can communicate these ideas more effectively. Vocabulary allows people to share their thoughts.

Setiyadi (2006) argues that structure and vocabulary are inherent in foreign language learning, so to master a language automatically, we must master its vocabulary.Based on the statement above, the researcher assumes that vocabulary plays an important role in learning a language. The linguist Wilkins states in Thornbury (2002:13) that without grammar, not much meaning can be conveyed, while without vocabulary, nothing can be conveyed. Vocabulary is central to the English language because, and grammar is a complement to it.

Based on the statement above, the researcher assume that vocabulary is a fundamental element in learning a language, occupies a significant role for language learners, and important in order to be able to communicate in a language. As the foundation of a language, vocabulary should be the first item that needs to be learned before any other elements. To communicate effectively, the learners need adequate mastery of vocabulary. Even though we master the grammar of a certain language but do not have any knowledge of its vocabulary, we will not be able to communicate or express our ideas using the language.

2.2. Types of Vocabulary.

Vocabulary can be classified into spoken and written forms.The form of vocabulary when someone speaks or reads orally is included in the spoken form. Conversely, when someone reads silently or writes something, the vocabulary will be seen in written form. Therefore, Hatch & Brown (1995) classified vocabulary into two kinds; receptive vocabulary and productive vocabulary. It is explained as follows:

1. Receptive vocabulary or also called a passive vocabulary is words that the learners recognize and understand when they occur in contect, but which cannot produce correctly. Learners recognize this vocabulary when they see it and hear it in content but do not use it in speaking and writing. In language application, it is considered as the basic vocabulary and much larger than productive vocabulary.

2. Productive vocabulary or also called active 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 at the appropriate time.

Fries (1970: 45) classified English words into four groups; they are:

1. Content words represent nouns (the name of a person, place, or thing), verbs (actions someone or something is doing, or expressing a state of being), adjectives (describe a noun), adverbs (change or simplify the meaning of a verb, adjective, other adverb, clause, or sentence),

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

3. Substitute words are those that represent an individual thing or specification as a substitute (anyone, anybody).

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

The researcher assumes that the material is focused on content words for the junior high school level, especially in the second grade students. The researcher will conduct the research dealing with content words focused on finding the students' achievement in English vocabulary.

2.3. Content Words.

Vocabulary is a meaningful word that emerges from the mind. Fries (1970:45) divided content words into four types: nouns, verbs, adjectives, and adverbs.

1. Nouns are defined in terms of the grammatical categories to which they are subject. Nouns do not have the same categories in all languages. Nouns refer to a person (sister, friend, Alex, Stephanie, you, me, dog), place (house, beach, New York, playground, the store), thing (chair, pencil, thoughts, memories, and knowledge), event (ceremonies, picnics, weddings, dinners, presentations), substance (plastic, diamond, gypsum, and iron), quality (comfort, consistency, detail), and quantity (time, length, temperature, mass)

2. Verbs are actions done by those things which have a part of speech without case inflection, but inflected for tense, person and number, signifying an activity or process performed or undergone. Examples of verbs: run, sing, watch, play, sleep, study, walk, and think.

3. Adjectives provide details about an object's size(big, small), shape(circle, oval, square), age (young, old), color (red, blue, black), and origin (Indonesian, Japanese)

4. An adverb is how the action is performed. Adverbs do not change shape, but have their own characteristic form. It is used to modify anything except nouns and pronouns. Example: Beautifully, Quickly, Randomly, There, Somewhere, Today, Last)

2.4. Teaching And Learning Vocabulary.

Teaching and learning vocabulary should support the development of language skills in students. Thornbury (2002) states that teaching words is a crucial aspect of learning a language, as language is based on words. In line with the statement, Cross (1992:5) argues that the aim for every language teaching is to make the students know a great amount of vocabulary. This statement illustrates how important vocabulary is as an introduction to learning English. If students do not know the meaning of these words, they will have difficulty understanding them. 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).

It is absolutely impossible to learn a language without knowing the words first. Therefore, the learning and teaching process must have a good strategy to start because vocabulary is an important part in learning language. The development of vocabulary is a crucial component of teaching a language, according to both teachers and students (Walters, 2004). Foreign language learners should know that to master vocabulary means they also understand the meaning and how to use the words according to the context. McCarten (2007: 21) claims that vocabulary

mastery is mostly about remembering the words, as well as seeing, writing, listening, or saying the words many times before the learners are said to have mastered the vocabulary.

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

1. Presentation

There are four steps that can be followed in teaching vocabulary. They are:

   a. Sound and meaning.

   The teacher says the new word for their students repeatedly. 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.

   c. Written form

   The teacher can write down the new words on the white board, then choose one to two students to read it out 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, the teacher can make an illustrative sentence to give an example for the students of the use of the new words in a sentence. The teacher 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 students related to the new words that have been presented.

3. Production

After being given some exposure to the new words, the students can be considered to have mastered 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 teacher 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.

In addition, teachers also need to pay attention to teaching methods that are in accordance with the media used. There are five methods of teaching vocabulary, according to Kustardjo (1988), which are described here.

1. Using creativity. Therefore, the instructor should let the students choose what they want to learn. The teacher can use a method that encourages pupils to use their imaginations while creating vocabulary, such as pictures (flashcards), crossword puzzles, games (word association), music (pop songs), etc.

2. Using derivation, which involves nouns, adjectives, and adverbs, For example: prefixes (impossible, autobiography, extraordinary) and suffixes (arrival, flexible, identify).

3. Using translation. The instructor explains the words' meanings via translations. For instance, the word wonderful in Bahasa Indonesia is indah. As in, "Bali has wonderful views" has meaning Bali memiliki pemandangan yang indah.

4. Using a guess method. The teacher can advise the students to hazard a guess before consulting a dictionary. A student needs a good reason to make the correct estimate. Five images may be drawn on the board by the teacher. The teacher next says the word out loud and asks a student to point out an image that they believe relates to the word that was just uttered.

5. Using context clues. The teacher can use a context clue in word recognition by determining the meaning of a word based on clues in the surrounding context, such as by providing a synonym or antonym.

    For example: - funny = humorous, happy = joyful, intelligent = smart,

        - Achieve >< fail, arrive ><depart, arrogant><humble

In teaching vocabulary, teachers need to have the right techniques so that learning is more effective. Good techniques will make students feel interested in learning and will assist them in mastering what they learn. In all five ways of learning vocabulary above, researcher are interested in using creativity in teaching vocabulary. In addition, to teach vocabulary, it is necessary to process so that students understand the meaning and meaning of words in different languages from their daily language by using several types of techniques and media.

2.5. Teaching Media.

Media is things that deliver information from source to the receiver (Haimich in Azhar 2006: 4). 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 media is a device used to deliver content of material which includes some books, recorder, videos, film, photography, picture, television, and computer. Based on the statement above, it can be concluded that the media is a tool to support the teaching learning process to deliver the material to the students.

Media in the teaching and learning process are used to help the teacher teach a lesson in order to make the learning process more interesting. The students in the English as a second language classroom tend to be passive because they are just controlled by the teacher, and their creativity is less developed, whereas in fact they need something to make them interested in the learning process, which can make them enjoy the classroom.

Sudjana and Rivai (2005:45) list six criteria for selecting media, there are:
1. The media matches the teaching objectives.
2. The media support the content of teaching materials.
3. The media are easily obtained.
4. Teachers are able to use the media.
5. There is time to use the media.
6. They are relevant to students' cognitive level.

There is a lot of media in the teaching and learning process. Those media can be classified in three kinds, they are:

1. Visual aids, it is a media of teaching that can be seen such as pictures, flashcards, newspapers, etc.
2. Audio aids, it is media of teaching that can be heard such as radio, music or song, tape, MP3 player, etc.
3. Audio visual aids, it is a media of teaching that can be seen and can be heard such as video clips, film, TV news, etc.

2.6. Concepts Of Song.

Music is one way people can express their thoughts relating art and inspiration. Music uses musical instruments, which become the finishing touches to give a real impression of the mind in such combinations and arrangements (Gardner, 1983:133). Music affects motivation, emotion, enjoyment, memory, accent, language, and grammar. Properly composing words and rhythms can help bring the song together and improve the mind's ability to remember it. When using a song to teach vocabulary, it begins with listening and ends with communication. They are marked by richness of content, poetical metaphor, and symbols that emotionally reflect the world we live in. Songs can motivate a positive emotional influence on the listener. According to Weikart (1988:12), a song is a short poem or sequence composed with music and intended to be sung. Songs can have a positive emotional influence on the listener.

Richard (2002) states that a song is a relatively short composition for the human voice, which features words or lyrics. Sometimes it has rhymes and is used in a scientific or formal text. In line with Redlich (1975: 28) adds that a song is a short composition, usually for a single voice, based on the lyrics of a poem. Based on these statements, it can be concluded that songs have lyrics that can be added to a list, and the music in a song has a way of expressing or communicating through the use of words. That way, songs can be a technique to improve language skills, especially mastery of vocabulary.

Song also contains some elements of language that are 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). Siskova (2008) states 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. 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), students were curious about the meaning of the words in the song and made them understand the lesson easier.

English songs are authentic material for teaching a second language. Song lyrics that are fully English-language provide vocabulary, grammar, and target patterns for students to learn. By listening to English songs, students can learn to listen to the original pronunciation and also develop their listening skills. Melodies and rhymes help students use good pronunciation like native speakers. (Stansell,as cited in Šišková, 2008). Singing is an important tool for building students' confidence. It gives students a level of fluency before they manage to speak. Words usually occur in context in the lyrics; the sounds of new words are easy to remember through the melody of the song. While listening to the song, students will hear some new vocabulary many times.

2.7. English Songs As Vocabulary Teaching Media.

In the teaching and learning process, the achievement of learning objectives requires media that will assist teachers in the learning process so that it is more attractive to students. The teacher is expected to use suitable media to teach effectively because teaching is a basic factor for the success of the learning process that is included in learning vocabulary. In the explanation of Kustardjo (1988), there are five ways of learning vocabulary, and one of them is creativity through songs.

Lozanov (2002:18) states that the atmosphere created by the song increases the ability to remember new vocabulary. In addition, songs help maintain students' attention and concentration, so they find it much easier to understand something pleasant and melodic than a normal sentence.. Using songs as a teaching media can motivate students, make them feel much less frustrated than standard textbook instructions, and create a peaceful classroom environment. (Brewer, 2005). With the large amount of vocabulary that is also constantly growing for students to learn, it takes a fun and motivating learning atmosphere for students

According to Griffee (1992:5), songs are "especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary." It is the same statement as Hancock (1998:7), "Song can be used to focus on the form of the language, including grammar, vocabulary, and pronunciation." By using songs, students can understand the definition of a word by looking at the meaning of the lyrics. Song helps sustain students' attention and concentration, by using song as a teaching media can motivate students and make them feel much less frustrating than standardized textbook instruction and create a peaceful classroom environment (Brewer, 2005). That statement is proven by Zatnikasari (2008) who found a positive mood during the lesson , because songs for students are natural and fun. Also by using songs, Mega (2011) found a more pleasant and comfortable learning atmosphere despite the boring routine class, because they could sing along to the song in the class. From the statements above, it can be concluded that the use of songs as a media for the learning and teaching process is believed to make students more active and interested because they provide a relaxed atmosphere. By singing songs, students are taught lessons with a pleasant atmosphere that can have a very positive effect on language learning (Murphey, 1992). So, not only to learn vocabulary, the use of songs can also encourage students to practice learning and can develop their pronunciation through singing.

There are many popular songs that are played with music videos containing lyrics that can help students understand the content of the lyrics. Students also listen to words by listening to songs over and over again and figuring out their meaning (iková, 2008). Everything in the song can help students learn new vocabulary. They

sing the lyrics of the song which are said repeatedly making it easier for them to memorize the vocabulary they found. The use of songs in learning and teaching media is carried out in the classroom as a form of learning with creativity. Students are allowed to bring their favorite songs, or the teacher can prepare songs related to the topic and subject of learning at that time (Harmer,2000, p.243). With that being said, there are several aspects that can be used as a song selection. They are:

1. Songs are less than 20 minutes long or the equivalent of 4 songs.
2. The singers have good pronunciation in English, so they are easy to understand.
3. Songs that are popular and trending among teenagers, and
4. The song has moral value for the students.
5. Songs must be used correctly as a learning media for students.

According to Haycraft (1978), the procedure for applying English songs is as follows:

1. Play the song as many times as necessary and ask questions.
2. Show students the lyrics of the song and ask them to sing it alone or in groups.
3. Divide students into groups and have each of them sing a line
4. Bring out the students to conduct different combinations until the song is familiar, so it makes students catch the words in the song.
5. Play and sing whenever you want to revise. It is a good idea to play a song at the beginning of class while everyone is settling down.

2.8. Procedure Of Teaching Vocabulary Through Song.

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

According to the procedure of applying songs in vocabulary learning from Haycraft (1978), the researcher makes steps of teaching vocabulary by using English songs by adding a few things with consideration so that students better understand the

meaning of the song and they can better understand to catch a word from the song. The steps of teaching vocabulary by using songs are stated below:

1. The teacher informs the students that they will listen to the song.

2. The teacher divides students into several groups and invites students to listen to the 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 lyrics of a 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 discuss about words that is found

7. The teacher guide the students to conclude the topic

2.9. Advantages and Disadvantages of Song as a Teaching Media.

The use of song in the teaching and learning process has good implications (Gunawan, 2004), including:

1. Creating a circle of students who are expected to be enthusiastic about learning.

2. Create a positive learning atmosphere and motivate students to learn, as well as focus and concentrate on the material covered.

3. Students are expected to understand the topics they learn through song lyrics.

4. May reduce the stress level of learning.

5. Deepen understanding and strengthen students' memories.

6. It stimulates imagination and creativity.

7. Enriching their vocabulary after listening to a song.

8. They create a relaxed atmosphere and keep learners motivated.

On the other hand, the use of songs in the teaching and learning process has disadvantages. Those are:

1. People who cannot study in a noisy classroom claim that using music during the learning process is ineffective because it irritates and disturbs them. They find it difficult to practice.
2. They also say that it is difficult for them to divide their minds into two parts: the music and the lesson. As a result, they believe that using music during the learning process will be ineffective.

To overcome the disadvantages of using songs in the learning process, the researcher thought of making the class atmosphere quieter at the beginning so that students would be more ready to listen and focus on the songs. The researcher chose songs with simple harmonies so students don't feel the class atmosphere is too noisy. In addition, the researcher plays the song twice, the first to make students are carried away by enjoying and being entertained while listening to the song so that they are more enthusiastic and motivated, and the second to make students focus more on the words from the song lyrics.

2.10. Theoretical Assumption.

Vocabulary is a set of words that have meaning and significance. On the other hand, a song is a creation with lyrics in the form of a collection of words. So the song is something that will be complete if it has words as the lyrics. That way, the use of songs as a learning method will automatically make students learn the vocabulary of the song's lyrics.

2.11. Hypothesis.

There is a significant effect of English songs to increasing students' vocabulary achievement at the second grade of junior high school.

III. METHOD

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

3.1. Research Design.

This research was a quantitative study which uses One Group Pre-test Post-test Design in order to find out the effect of the use of English songs in increasing students' vocabulary achievement. The design uses one class, as the experimental class which received the treatment uses English Song as media in teaching. The design of the research is described as follows:

$$T1 \ X \ T2$$

with the following explanation:

T1 : The Pre Test

X : Treatment by using English Songs as media in teaching.

T2 : The Post Test

In this research, pre-test (T1) was given before the researcher teaches by using English songs as media in teaching and in order to measure the students competence before they were given the treatments. Then, treatments were given three times by using English songs to see the significant differences in the students' vocabulary achievement. Post test (T2) was given after the researcher teaches the students by using English songs and to measure how far the students increase after they got the treatments.

3.2. Population and Sample.

A population can be defined as the whole subject of the research. A population is all individuals who are being targeted in research, while a research sample is an individual who gives the data (Setiyadi,2006:38).

The population of this research was the students of second grade at SMP Negeri 1 Bandar Lampung. The sample was one of the VIII classes as an experimental class. The experimental class has a pre-test, a post-test, and treatments.

3.3. Variables.

The research consist of the following variables:
1. Students' achievement on vocabulary as dependent variable (Y)
2. The use of English songs to teach vocabulary as independent variable (X)

3.4. Data Collecting.

The researcher applied several techniques to collect data as follows:

- Pre Test

  The researcher gave the before the researcher conduct the treatments by using song. The test was in multiple-choice form about vocabulary with four option (a,b,c,d) and the total number of items was 40. The time allocation was 60 minutes.

- Treatments

  Treatments were conducted after given the pre-test. Treatments were the process of teach the student by using songs as media. Treatments were conducted three times during the research.

- Post Test

  The post test was given after the treatment. The test was in multiple-choice form about vocabulary with four option (a,b,c,d) and the total number of items was 40. The time allocation was 60 minutes.

3.5. Try out the instrument.

In this research, the researcher wanted to find out students' achievements in vocabulary before and after being treated with songs. The researcher organize a try-out test in order to prove whether the test has good quality or not. These tests were several options and were given at the first meeting. The test could be said to be of good quality if it has good validity, reliability, level of difficulty, and discrimination power. There were some elements that tested as follows:

3.5.1. 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 analyzed the test from content and constructs validity. According to this validity the test should represent the material which was taught in the class. To fulfill this validity, the researcher saw all the indicators of the instrument that represents 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).

• Content Validity

To support good validity, the researcher obtained the validity of the content by the materials that were suitable with the school curriculum. As Hatch and Farhady (1982:251) state, the validity of the content needs to be expanded to its representative sample test size of the subject matter content. The validity of the content focuses on the adequacy of the sample and exists only in the appearance of the test. It can be concluded that the researcher conducted tests based on the material in the curriculum adopted for the second grade of junior high school.

• Construct Validity

The validity of the construct focuses on the type of test used in measuring ability with research that has many indicators. According to the view of Setiyadi (2006:26), if the instrument measures only one aspect, in this study's vocabulary, the validity of the construct can be measured by the evaluation of the items in this test. If all items have been measured, the validity of this instrument has

been met. This study used the vocabulary test as the only instrument, and all items in the test measured vocabulary achievement so that they met the validity of the construct. In addition, the researcher created a vocabulary specification table to assess the content of the test.

Table 3.1. Table of Specification of Vocabulary Test of Pre-Test

No	Aspect	Spread Items	Percentage
1.	Noun	1,2,17,21,23,31,32,38,39,40.	25%
2.	Adjective	7,8,12,24,25,29,30,33,34,37.	25%
3.	Adverb	11,13,14,16,19,22,26,35,36.	22.5%
4.	Verb	3,4,5,6,9,10,15,18,20,27,28.	27.5%
	TOTAL		100%

Table 3.2. Table of Specification of Vocabulary Test of Post-Test.

No	Aspect	Spread Items	Percentage
1.	Noun	2,11,20,21,25,30,31,34, 38,40	25%
2.	Adjective	8, 13,15,18,23,27,28,32,33,37	25%
3.	Adverb	6, 10,12,14,17,22,24,29,39	22.5%
4.	Verb	1,3,4,5,7,9,16,19,26,35,36	27.5%
	TOTAL		100%

3.5.2. Reliability.

Reliability refers to the extent of consistency in the score, which gives one indication of how accurate the score is (Shohamy, 1985:70). A student's score consists of a true and false score. Reliability helps estimate the error part of the score because there are various sources of error in different types of tests. Of the various types of reliability, the researcher use the Split Half Method to find out the reliability of this test, which has two steps, namely:

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

With the following explanation:

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 y (total score of even number)

xy = total Score of odd and even number items

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

$$r1 = \frac{7189}{\sqrt{(7424)(7183)}}$$

$$r1 = \frac{7189}{\sqrt{53326592}}$$

$$r1 = \frac{7189}{7302.50}$$

$$r1 = 0.98$$

After getting the reliability of half the test, the researcher used "Spearman Brown's Prophecy Formula (Hatch and Farhady, 1982:286) to determine the reliability of the whole test, as follows:

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

With the following explanation:

rK = the reliability of the whole class

rxy = 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

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

$$rK = \frac{2(0.98)}{1 + 0.98}$$

$$rK = \frac{1.96}{1.98}$$

$$rK = 0.98 \text{ (high)}$$

3.5.3. Level of Difficulty.

The difficulty level of the item describes whether it is difficult or easy for the item to be performed by the participants. Such items should not be too easy or too difficult for students. The researcher used the following formula to find out the level of difficulty of this test:

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

With the following explanation:

LD = level of the difficulty

R = number of the students answer correctly

N = total number of the students

The criteria of level the difficulty:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985:79)

Table 3.3. Table of Level of Difficulty of Try-Out

Number	R	N	LD	
1	15	24	0.63	Average
2	16	24	0.67	Average
3	16	24	0.67	Average
4	15	24	0.63	Average
5	16	24	0.67	Average
6	16	24	0.67	Average
7	18	24	0.75	Easy
8	16	24	0.67	Average
9	19	24	0.79	Easy
10	15	24	0.63	Average
11	16	24	0.67	Average
12	16	24	0.67	Average
13	17	24	0.71	Easy
14	16	24	0.67	Average
15	17	24	0.71	Easy
16	17	24	0.71	Easy
17	16	24	0.67	Average
18	17	24	0.71	Easy
19	16	24	0.67	Average
20	15	24	0.63	Average
21	16	24	0.67	Average
22	17	24	0.71	Easy
23	15	24	0.63	Average
24	18	24	0.75	Easy

25	16	24	0.67	Average
26	19	24	0.79	Easy
27	16	24	0.67	Average
28	16	24	0.67	Average
29	17	24	0.71	Easy
30	15	24	0.63	Average
31	16	24	0.67	Average
32	14	24	0.58	Average
33	11	24	0.46	Average
34	17	24	0.71	Easy
35	16	24	0.67	Average
36	16	24	0.67	Average
37	15	24	0.63	Average
38	15	24	0.63	Average
39	16	24	0.67	Average
40	14	24	0.58	Average
41	16	24	0.67	Average
42	19	24	0.79	Easy
43	18	24	0.75	Easy
44	16	24	0.67	Average
45	16	24	0.67	Average
46	13	24	0.54	Average
47	15	24	0.63	Average
48	12	24	0.50	Average
49	13	24	0.54	Average
50	15	24	0.63	Average

3.5.4. Discrimination Power.

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

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

With the following explanation:

DP = discrimination power

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

Lower = proportion 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 = enough

DP = 0.41-0.70 = good

DP = 0.71-1.00 = excellent

Table 3.4. Table of Discrimination Power of Try-Out

	U	L	U - L	DP	
1	10	5	5	0.42	good
2	11	5	6	0.50	good
3	11	5	6	0.50	good
4	10	5	5	0.42	good
5	10	6	4	0.33	enough
6	9	7	2	0.17	poor
7	10	8	2	0.17	poor
8	10	6	4	0.33	enough
9	10	9	1	0.08	poor
10	11	4	7	0.58	good
11	10	6	4	0.33	enough
12	11	5	6	0.50	good
13	12	5	7	0.58	good
14	12	4	8	0.67	good
15	10	7	3	0.25	enough
16	10	7	3	0.25	enough
17	11	5	6	0.50	good
18	9	8	1	0.08	good
19	10	6	4	0.33	enough
20	9	6	3	0.25	enough
21	11	5	6	0.50	good
22	10	7	3	0.25	enough
23	10	5	5	0.42	good
24	10	8	2	0.17	poor
25	10	6	4	0.33	enough
26	10	9	1	0.08	poor
27	11	5	6	0.50	good
28	10	6	4	0.33	enough
29	11	6	5	0.42	good
30	10	5	5	0.42	good
31	10	6	4	0.33	enough
32	9	5	4	0.33	enough
33	6	5	1	0.08	poor
34	9	8	1	0.08	poor
35	10	6	4	0.33	enough
36	11	5	6	0.50	good
37	10	5	5	0.42	good
38	10	5	5	0.42	good
39	11	5	6	0.50	good
40	9	5	4	0.33	enough
41	11	5	6	0.50	good
42	10	9	1	0.08	poor
43	10	8	2	0.17	poor
44	11	5	6	0.50	good
45	11	5	6	0.50	good
46	9	4	5	0.42	good
47	10	5	5	0.42	good
48	9	3	6	0.50	good
49	9	4	5	0.42	good
50	10	5	5	0.42	good

3.6. Scoring System.

In scoring students' test results, the researcher uses Arikunto's formula. Ideally in a test the highest score is 100. The scores of the pre-test and post-test were calculated by using the formula as follows:

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

With the following explanation:

S= denotes as score of the test

R= relates to total of the right answer

N= refers to total items (Arikunto, 1997:212)

Table 3.5. Table of scoring system of Pre-Test and Post-test

No	Name	Pre-Test		Score	Post Test		Score	Improvement
		R	N		R	N		
1	ASI	19	40	47.5	24	40	60	12.5
2	AQT	32	40	80	39	40	97.5	17.5
3	APF	25	40	62.5	37	40	92.5	30
4	APK	31	40	77.5	40	40	100	22.5
5	ADN	32	40	80	40	40	100	20
6	ANA	30	40	75	39	40	97.5	22.5
7	AZM	35	40	87.5	38	40	95	7.5
8	BPA	31	40	77.5	40	40	100	22.5
9	DNP	28	40	70	36	40	90	20
10	FA	30	40	75	37	40	92.5	17.5
11	FAA	24	40	60	30	40	75	15
12	GL	29	40	72.5	37	40	92.5	20
13	KPA	34	40	85	40	40	100	15
14	MAF	17	40	42.5	27	40	67.5	25
15	MRF	12	40	30	24	40	60	30
16	MISA	36	40	90	38	40	95	5
17	NF	30	40	75	37	40	92.5	17.5
18	QNF	32	40	80	38	40	95	15
19	RWG	31	40	77.5	40	40	100	22.5
20	RNK	39	40	97.5	40	40	100	2.5
21	RKB	27	40	67.5	38	40	95	27.5
22	RJ	15	40	37.5	22	40	55	17.5
23	SK	89	40	72.5	38	40	95	22.5
24	SNF	39	40	97.5	40	40	100	2.5
25	TKF	22	40	55	38	40	95	40
26	TD	30	40	75	37	40	92.5	17.5
27	ZT	22	40	55	29	40	72.5	17.5

3.7. Research Procedure.

The procedure of the research is as follows:

1. Identifying the population and sample. The research sample was determined randomly, and there was no priority class at SMP Negeri 1 Bandar Lampung.

2. Selection of instrument material. The material was taken from the second grade handbook and added from the internet.

3. Administering the pre-test. The pre-test was given before treatments for about 60 minutes in the first week to check students' vocabulary. It was contains 40 questions with four options, namely A, B, C, and D.

4. Giving treatments. Treatments were a class activity given by the teacher to teach vocabulary using the media of English songs. It was three meetings for treatment.

5. Conducting Post-test. Post-test was conducted to find out whether there was an effect of the students vocabulary comprehension achievement after the treatments. It is administered for 60 minutes.

6. Analyzing the data. This step was to find out the students' vocabulary comprehension achievement using English songs as the media of teaching. The data would be computed through the statistical package for social sciences (SPSS) version 16.0.

7. Hypothesis Testing. The hypothesis test would be taken from the comparison mean of the pre-test and post-test of the experimental class.

3.8. Data Analysis.

The data gained from the pre-test and post-test was analyzed through the following steps:

1. Scoring the pre-test and post-test

2. compared the average score (mean) of the pre-test and post-test. The statistical formula for counting the average score was as follows:

$$X = \frac{\Sigma x}{N}$$

With the following explanation:

X= denotes as mean

relates to total score

N= refers to number of students

3. Take conclusion from the tabulated results of the pre-test and post-test administered, that was, statistically analyzing the data using statistical computerization, i.e., a matched t-test of the statistical package for social science (SPSS) version 16.0 for Windows to answer the question "Is there any significant effect of song in increasing students' vocabulary achievement at the second grade of junior high school?" In order to know whether the students were making any progress, the formula was as follows:

$$I = X2 - X1$$

With the following explanation:

I= relates to the increase of students' vocabulary mastery

X2= denotes as the average score of post-test

X1= refers to the average score of pre-test

3.9. Hypothesis Testing.

Hypothesis testing is used to test whether the hypothesis proposed in this study is acceptable or not. The hypothesis was also statically tested by using statistical computerization (SPSS 16), in which the significance was determined by p 0.05 to answer the question "Is there any significant effect of song in increasing students' vocabulary achievement at the second grade of junior high school?". Therefore, the hypothesis, which could be stated as follows:

H1: There is any significant effect of English songs to increasing students' vocabulary achievement at the second grade of junior high school. The criteria H1 is accepted if the alpha level is lower than 0.05 (0.05).

H0: There is no significant effect of English songs to increasing students' vocabulary achievement at the second grade of junior high school. The criteria H1 is accepted if the alpha level is lower than 0.05 (0.05).

V. CONCLUSIONS AND SUGGESTIONS

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

5.1. Conclusions

After doing vocabulary learning using English Songs at VIII.7 SMPN 1 Bandar Lampung, the researcher found the results of data analysis and discussion, and want to state the following conclusions:

1. The increase of the students' vocabulary achivement after being taught by using English songs was significant. Songs were applicable to encourage the students to increase their vocabulary achivement. It was proved by the increase of the students, mean score in the post-test was higher than the pre-test. The students' mean score was increased from 70.5 to 89.2 with gained gain was 18.7 specifically.

2. The content word that mostly increased in students' vocabulary achievement after being taught through English songs was nouns. Nouns were more common and simple for students because nouns were the most basic words in learning vocabulary. Moreover, noun was the subject in a sentence so it appears very often and students could find it more in song lyrics.

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 English teacher must prepare well about the material to be taught to students before entering the classroom

2. The English teacher must be more creative in applying teaching and learning activities, especially in learning new vocabulary.

3. The English 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 technique that the writer used by using English songs in teaching vocabulary to improve students' vocabulary.

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

5. The English teacher need to prepare tools that can be used in class such as a good audio sound system so that students can hear the song clearly every word.

5.2.2 Suggestion for further research:

1. In this research, the researcher only focused on using Pop songs only. Therefore, the researcher recommended for further researcher 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. Further research can find out whether English songs can increase other types of vocabulary besides content word.

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