

**THE USE OF ENGLISH SONG IN IMPROVING STUDENTS
VOCABULARY MASTERY OF
SMA MUHAMMADIYAH I CIMAHI**

A RESEARCH PAPER

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By:

DINAR SETIA LESTARI

Reg. No : 13220354

**ENGLISH EDUCATION STUDY PROGRAM
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ABSTRACT

This research entitled “The Use of English Song in Improving Students Vocabulary Mastery of SMA Muhammadiyah I Cimahi” aims to find out whether the use of English songs improve students’ vocabulary mastery and to reveal the responses of the students toward learning vocabulary by using songs of SMA Muhammadiyah I Cimahi. The participants of this study were the second grade students of SMA Muhammadiyah I Cimahi. The method of this study is qualitative method by taking three students as the sample selected by using random sampling. The data analyzed by descriptive qualitative research. In collecting the data were obtained through observation and interview with the students. The result of the research shows that a songs succeeded in constructing the students’ motivation to learn vocabulary easily. Songs were able to facilitate the students in improving their vocabulary mastery. And also the students can learn more through English song to improve their pronunciation. Thus the writer concluded that the implementation of song in improving students’ vocabulary mastery based on students’ needs and language level learning objectives. Song in learning activities positively promotes memorizing and gaining new vocabulary easier, developing listening skill, understanding the lesson more, and expanding knowledge.

Key words: English song and vocabulary mastery

CHAPTER 1

INTRODUCTION

This chapter explores background of the research, research questions, objective of the research, limitation of the problem, benefits of research, research methodology, definition of key terms, and references.

A. Background of the Research

In spite of the fact that English is still considered as a foreign language in Indonesia, students in Senior high School are expected to master English communicative competence as one of their provisions in becoming professional workers at national and multinational companies and institutions (Senior high School Curriculum).

Traditional language teaching methods high light vocabulary study with lists definitions, written and oral drills and flash cards. It is just a kind of memory that is involved in holding in a telephone number for as long as it takes to be able to dial it, or just to repeat a word of the teacher's example. But successful vocabulary learning clearly involves more than simply holding words into mind for a few seconds. For words to be intergrated into long- term memory, they need to be subjected to different kind of operations working memory (Thornbury, 2002).

Listening is a major component in language learning. In classroom, oftentimes, students do more listening than speaking. The students in English as Foreign Language traditional classroom tend to be passive, because they are just

controlled by the teacher and the students' creativity is less Presented as a partial fulfillment of the Requirement For the Degree of Sarjana Education of the English Language Education By Developed.

Whereas, in fact, "the students need something to make them interested in learning process which can make them enjoy in the classroom" (Maulaya, 2008). One of the ways to create those enjoyable learning is trough songs as teaching media. Songs offer a change from routine classroom activities. They are precious resources to develop students abilities in listening and other skills. Through its lyrics and repetition rhyme, it is possible for us to know and learn some new words subconsciously and increase our vocabulary while enjoying the music. Through the song, students will also learn vocabulary easier because song, indirectly, will attract them to find the meaning of difficult words in the dictionary.

Related to the study, "the use of song as one of teaching strategies can improve students' language skills, listening in particular" (Maulaya, 2008). Song also effective to make the students to remember the words easily and feel more motivated in the class because they learn in an interesting way.

B. Research Questions

The primary purpose of this research is to answer the following questions:

1. Does English Song improve students' Vocabulary mastery at the second year students of SMA Muhammadiyah I ?
2. What are the students' responses toward learning vocabulary through songs at the second year students of SMA Muhammadiyah I ?

C. Objectives of the Research

The study has the objectives as follows:

1. To find out whether the use of English songs improve students' vocabulary mastery of SMA Muhammadiyah I.
2. To reveal the responses of the students toward learning vocabulary by using songs of SMA Muhammadiyah I.

D. Limitation of the Problem

This study focuses on investigating the use of English songs students' vocabulary mastery in listening skill at the second year students of SMA Muhammadiyah I. In addition, the advantages and disadvantages on the use of song in teaching vocabulary will be analyzed.

E. Benefits of the Problem

1. Finding of this research is expected to contribute to language learners and language educators about informative inputs with empirical evidence on the use of English songs students' vocabulary mastery and students' responses toward learning vocabulary by using song at the second grade of Senior High School in SMA Muhammadiyah I.
2. Hopefully, by using this kind of technique students' vocabulary mastery can be developed well. Furthermore, the result of the study hopefully offers an alternative method for teachers to create their meaningful teaching-learning process students' vocabulary mastery.

F. Definition of key Terms

There are some terms used in this study that need clarification to avoid misconception.

1. Song

Song is short of music with words that be sung. Song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment. Song is an interesting media that offers the high imagination. The language song usually easy to be understood. It gives motivation and makes the relation between the teacher and students closer. And the relation will make the students have bravery to ask the teacher about everything including new vocabularies in song that they learn. (Oxford Learners Pocket Dictionary, 2000)

2. Vocabulary Mastery

Vocabulary mastery is the most important one to make easy in learning those language skills. Vocabulary is one of language elements which needs to be mastered. If students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing (Cahyono & Widiati, 2008).

G. Organization of the Research

This chapter, the writer present about organization of this study those are :

Chapter 1: Introduction (Background of the Research, Research Questions, Objectives of the Research, Limitations of the Problem, Benefits of the Research, Definition of the Key Terms, Organization of the Research)

Chapter 2 : Literature Review (Theoretical Framework, Previous Study)

Chapter 3 : Research Methodology (Research Design, Research Method, Population and Sample, Instrument (S) Data Collection Technique (S) and Analysis)

Chapter 4 : Result and Dicussion (Result and Discussion)

Chapter 5 : Conclusion and Sugestions (Conclusion (S), Sugestions)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter presents the conclusions from the study and the suggestions for the English teacher and/or other parties who have deep concern in teaching English for the second grade students in senior high school in general and also for further researchers to conduct further studies.

A. Conclusions

This study was intended to answer two basic questions in Chapter I, (1) Does English Song improve students' Vocabulary mastery at the second year students of SMA Muhammadiyah I ?, and (2) What are the students' responses toward learning vocabulary through songs at the second year students of SMA Muhammadiyah I ?

To answer the first question related to the implementation of English songs in improving the students' vocabulary mastery, the researcher conducted an observation and an interview as the source to gain the relevant data. In observing the student, the researcher discovered that learners gained an improvement in their vocabulary mastery and in their listening proficiency and also the students can learn more through English song to improve their pronunciation. In terms of practicing pronunciation, most of the students practiced their pronunciation with the help of songs. It was also investigated that the implementation of learning using songs also

had its influence in developing students' motivation to learn produce the new words actively.

The answer to the second research question revealed that learning vocabulary using songs can be makes students get interested and enthusiastic to follow the teaching and learning process because from the study, it was revealed that learners gained an improvement in their vocabulary mastery and in their listening proficiency. It was obvious that songs help the students memorize the meaning of the words better. The result showed that most students admitted that they were able to memorize the words better appeared in a song. Students were motivated in learning vocabulary using songs; their memorization improved through listening to a song. Songs were able to actively relax their mind to remember the words better, songs were able to the students free from stressful situation so that they are motivated to be engaged actively in the classroom. Moreover, the students not only feel happy in the learning process but also are able to do the teacher's instruction well.

B. Suggestions

1. Suggestions for Teacher

From this study, it was found out that in gaining successful listening depends on the materials given. Songs might be one of the authentic materials that are closely related to the students' daily life. Songs are the representation of a real world language context to learn new vocabulary. Therefore, teachers should spend a little time for the students to learn vocabulary after listening session was done. Students

should not only be taught about the vocabulary since songs offered the students to experience unpredictable and unfamiliar words. This is to say that a teacher should help students set their own goal in learning the target language and understand their learning strategies. Teachers also need to carefully select and adapt as many tasks as authentic materials, like songs, any material written or spoken in the target language based on the level of the students. This would provide more time for learners to have interaction rather than instruction preventing them to use and experiment with the language.

The use of English songs in teaching and learning process should be familiarized and improved since there are many things to learn through songs, songs are able to be applied to improve other language skills or other language focus. Nevertheless, teachers need to be aware of several weaknesses in applying this technique. The teachers should make a happy the atmosphere in teaching and learning process of english song. And the the teachers should improve the teaching quality in order the students could use English language in their daily communication, and they have to do big effort to increase students' vocabulary and knowledge actually by applying one of techniques in teaching and learning process.

2. Suggestion for Future Researchers

The current study is only limited to the implementation of the technique. The implementation of teaching learning using songs in other aspects is potent to arise several different problems in the Indonesian EFL context. It should be further investigated to find out the relation between the implementation of songs in

teaching learning process and L2 learning, also the learning difficulties that might arise using the implementation of this technique. Therefore, from this study the future researchers can carry out further research about the use of songs as one of the alternative teaching techniques.

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