

IMPROVING STUDENTS' VOCABULARY USING SONG

**(A Classroom Action Research at The Thrid Grade Students of Mis Idris Asadul Usud
Cimahi)**

A RESEARCH PAPER

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ABSTRACT

The objective of the research is to improve students' vocabulary using songs. This research was conducted at MIS Idris Asadul Usud academic year 2016-2017 as the subject of the research consisted of 17 students' of third grade. The method used in this study was Classroom Action Research (CAR) which was done based on Kemmis and McTaggart's design. It content of three cycles. Each cycle consists of planning, acting, observing and reflecting. The data were gathered through the interview, tests and questionnaire. The result showed that the mean score of pretest were 49,5 for the progress test 1 cycle 1, 90 for progress test 2 cycle 2, 87,1 and for progress test 3 cycle 3, 94,7. In addition, there were 3 students (23,5 %) who passed Minimum Mastery Criterion –*Kriteria Ketuntasan Minimum* (KKM) in pretest, 13 students (76,4 %) in the cycle 1, meanwhile 15 students (88,2 %) in the cycle 2 and cycle 3 who passed KKM is 16 students (94,1). So the criteria success is achieved. From the result of questionnaire it showed that there was positive responses from the students in teaching learning process of vocabulary using songs. Furthermore, the result of interview showed that the students were motivated in teaching learning process during implementation of teaching vocabulary using songs.

Keywords: *Vocabulary and Song*

CHAPTER I

INTRODUCTION

This chapter presents introduction concerning the background of the research, research questions, objectives of the research, limitation of the research, benefits of the research, and definition of key terms.

A. Background of The Research

In the era of globalization, English is required by every nation in the world. In Indonesia, English is used as foreign language. English is learned at schools from elementary school, junior high school, senior high school until university levels.

English is important to use for development of knowledge, technology, culture and build relationship with people from other countries in the world. There are four skills in learning English, namely; speaking, listening, reading and writing. Palmer and Rodgers (2001:37) state the important thing in learning language is learning vocabulary. Without vocabulary people cannot speak, write and understand what are reading and listening. Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read and write (Richards and Renandya, 2002: 225).

In Madrasah Ibtidaiyah Swasta (MIS) Idris Asadul Usud, English subject is learned 2 hours in a week. The students of the 3th grade learn English every Tuesday at 08.00-09.30 am.

The media of teaching English only are taken from a coursebook, the course book only limited chance to explore students vocabulary. That is why students do not have a lot of vocabulary. Using songs in learning English expected to help the students' improvement of

English vocabulary. This in line with this notion, Northern (2005) claims that the teaching vocabulary through song allows the students to learn vocabulary in alternate way. Teaching vocabulary through song is less threatening yet still provides the repetition needed to learn new vocabulary.

The students have learned English in elementary school English is replaced from the main subject to local content. In learning English, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together, it means vocabulary is the basic one to master all English skill. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Beside that vocabulary will influence to the way we learn grammar, learning word can take students a long way into grammar, vocabulary learning can serve as a stepping stone to learning and using grammar (Cameron, 2005:72). In addition, (Harmer, 1991: 154) says that teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize on and recommend in teaching vocabulary because of its importance in language teaching. It means that vocabulary has an important role in teaching process and such a worthy of effort and investigation, because learn English is not just learn about word but more than that, in this case Cameron (2001: 73) says that "Furthermore, vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words".

However, problem in learning and teaching English still exists at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For example students tend to forget the meaning of the word which have been taught or practiced before. Usually vocabulary is taught through

memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job, therefore that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality based on the writer experiments, learning English especially to memorize vocabulary is boring for some students it supported by Nation (1994:20)

The technique used in MIS Idris Asadul Usud is monotonous; the students just memorize the changes of verbs, the word related to nouns, adjectives and adverbs. There are many technique and methods of language teaching that can be selected for teaching vocabulary, some of the teachers are using kind of games such as: stick figure, puzzle, card game, wall cards, pictures and etc. And in this research the writer used song as a technique in teaching vocabulary. To support the technique above a suitable song is needed. Smaldino (2005:9) define medium as a means of communication and source of information. Derived from the Latin word meaning “between” the term refers to anything that carries information between a source and a receiver”.

Based on the background above, the writer would like to do a research entitled “Improving Students English Vocabulary Using Song at 3th Grade of Madrasah Ibtidaiyah Swasta (MIS) Idris Asadul Usud”.

B. Research Questions

The writer would like to state the problems as follows:

1. Is teaching using songs able to improve students' vocabulary at MIS Idris Asadul Usud?

2. How can songs improve students' vocabulary at MIS Idris Asadul Usud?

C. Objective of the Research

The purposes of the research are mainly to answer the questions previously stated on the statements of the research questions.

1. To find out whether teaching using sings can improve students' vocabulary in MIS Idris Asadul Usud.
2. To know and consider how well the students have learn to English vocabulary using songs and to know that students vocabularies increase or not.

D. Limitation of the Problem

In this study, songs are a strategy to teach vocabulary in MIS Idris Asadul Usud. The action research will be one of the ways to provide guidance or questions for teacher to use songs in improving students' vocabulary in MIS Idris Asadul Usud.

E. The Benefits of The Research

The result of the research is expected to give benefits for:

1. Students:

Students are easier to remember the words through songs and song is motivate students to learn English.

2. Teachers:

This research expectedto give idea for the teacher that song as a technique in learning English to increasing students' vocabulary and motivate to students to study English well.

3. The other researchers:

Songs can be one of the solutions to solve students' problems in learning vocabulary and it can be the reference for next research.

F. Definition of Key Terms

1. Song

According to Richard (2002) song is relatively short musical composition for the human voice, which features words or lyrics.

2. Vocabulary

According to Vygotsky in Harmer (2002), vocabulary is a microcosm of human consciousness (how to Teaching Vocabulary p 1). Furthermore "Vocabulary is the knowledge of meanings of words" (Hiebert & Kamil, 2005:2). The improved is to make something better, to grow better. The improved is an occasion when something gets better or when you make it better (Cambridge dictionary).

G. Organization of the Research Paper

This session presents arrangement of a research paper.

Chapter I: Introduction. This chapter covers background of the research, research questions, objective of the research, limitation of the problem, definition of key terms, and organization of the research paper.

Chapter II: Literature Review. This chapter discusses theoretical foundation on the literature as the references to support the writer in understanding the problem. Therefore, this chapter covers English vocabulary and using songs in teaching English vocabulary.

Chapter III: Research Methodology. This chapter contains research design, research method, population and sample, data collection and technique and analysis, instrument.

Chapter IV: Result and Discussion. This chapter discusses the result of findings and the discussion on how to analyze the data.

Chapter V: Conclusion and Suggestions. This last chapter summarizes all chapters which have been discussed in the previous chapter. This chapter consists of conclusion and suggestions.

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