

IMPROVING VOCABULARY MASTERY USING SONG

AT SEVEN GRADE OF MTs AL-BURHAN BANDUNG

A RESEARCH PAPER

Submitted to the English Education Study Program Language and Arts
Department of STKIP Siliwangi Bandung in Partial Fulfilment of Requirements
for the *Sarjana Pendidikan Degree*



By

Vera Listi Ramaniah

Reg. No : 13220224

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
SEKOLAH TINGGI ILMU KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) SILIWANGI BANDUNG
2017**

STATEMENT

I hereby certify that this research paper entitled “IMPROVING VOCABULARY MASTERY USING SONG AT SEVEN GRADE MTs AL-BURHAN BANDUNG” is completely my own work, except where due references are made in the text and the cotaints no material which has been submitted for the awards of any other Degree of Diploma in any University or Institution.

I am fully aware that I have cited some statements and ideas from many source, and all of the citations are properly acknowledge. If any claims related to this paper persists in the future. I will be fully responsible for clarification.

Cimahi , September 2017

The Researcher

Materai 6000

Vera Listi Ramaniah

APPROVAL SHEET

**Improving Vocabulary Mastery Using Song
At Seven Grade MTs Al- Burhan Bandung**



By:

Name : Vera Listi Ramaniah

Reg. No : 13220224

Approved by:

Supervisor I,

Dr.H.Odo Fadloeli, M.A
NIP. 19540804 197702 1 001

Supervisor II,

H. Sudiyono.S.Pd,M.M
NIDN. 0425105705

Acknowledge by

Head of English Education Study Program

Dasep Suprijadi, S.Pd., M.Pd
NIP. 0416107103

ABSTRACTS

The objectives of the research entitled “improving vocabulary mastery using song at seven grade of MTs Al-Burhan Bandung. the objective of the research of this study are to prove that the method of the song can improve the mastery of vocabulary student in seven grade of MTs Al-Burhan Bandung. Vocabulary is one of speaking skills component which have to be mastered. This research conducted because of a problem which the writer has found. The problem is lack of vocabulary ability among students in the junior high School. As we already know that having wide range in vocabulary very important in communicate, it is important for the teacher to find an appropriate teaching method in teaching vocabulary, the writer interested to find an appropriate method to improve students knowledge and memory vocabulary through song. song technique is chosen in conducting this research. As the objective of the research, the writer would like to improve students vocabulary through song. the writer uses quantitative approach with quasi – experimental method. The writer took 7th grade students of MTs. Al-Burhan Bandung as population. The sample was 30 students as experiment class and 30 students as control class. The pretest given to both class to know the basic knowledge of both class. The treatment in experiment class with 2 meetings which use games technique during the program while in control class the writer use traditional method. After that, the post test given to both classes to know the significant difference of achievement between classes, continued by analyzing it with *IBM SPSS ver.16* and *microsoft Excel 97-2003* as the result, null hypothesis is rejected and alternative hypothesis is accepted which means song technique can improve students knowledge and memory of vocabulary.

Key words: *Song, Vocabulary Mastery*

PREFACE

Allhamdulillahirabil'alamin, in the Grace and Blessing of Allah SWT, the most Merciful, Finally the writer can complete this research paper entitled "Improving Vocabulary Mastery Using Song At Seven Grade Of MTs Al-Burhan Bandung" Quasi Experimental of the Seven Grade of Mts Al-Burhan Bandung"

This research is written to fulfill the requirements for the Sarjana Pendidikan Degree of English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung.

The writer realized that this paper is far beyond the expectation so the writer would be grateful and welcome for those who need and want to share ideas to the betterment for this paper. Hopefully this research paper will be beneficial to whoever reads it.

Cimahi, September 2017

Vera ListiRamaniah

ACKNOWLEDMENT

Allhamdulillahirabbil'alamin, praise to Allah SWT who has enabled me to finish this research paper. Peace and salutations are always for Rasulullah SAW, during completion the paper, writer obtained much helps, suggestion, and motivations from many people. For that reason the writter would like to express her gratitude to:

1. Dr. Heris Hendriana, M.Pd the head of STKIP Siliwngi Bandung
2. The Head of English Education department, Dasep Suprijadi, S.Pd.,M.Pd
3. Dr. H. Odo Fadloeli,M.A the first supervisor who has guaided her patiently event in her busy schedule and also for her support, advice, and correctio in writting this paper.
4. H. Sudiyono,S.Pd,.M.M the second supervisor who has given helpful correction during the process of writting this paper
5. All lecturers of English Education Department of STKIP Siliwangi Bandung
6. The administrative staff of English Department for helping her in the administrative process.
7. Her beloved parents Agung Suhara and Puji Erna Safitri and her sister Dinda Wulandari . Thankyou so much for your affecion, support, prayer, advices, guidances, instruction and help in all her live, their love is beyond any words. Tanks also to her beloved sister who always support the writer in the processof making this research paper.

8. Her thankfully to headmaster of MTs Al-Burhan Bandung who has given her permission, helps for present study. Also for all teachers and staff and all students seven grade of MTs Al-Burhan Bandung for their contribution.
9. Her beloved boyfriend Septiawan widi hantoro and her my best friend Winarti sri Nuraeni, Anwar Saeful, Seni Pathonah, Devi and All my friend class B2/2013 . Thank for your help, support, motivation and thank you for the good times and lovely times you share to her during the college years.

Finally, thanks are due to all people who have prayed and supported the writing this research paper who cannot mention one by one. May Allah bless you all. Thank you so much.

Cimahi, September 2017

Vera Listi Ramaniah

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MOTTO AND DEDICATION

*“Better to feel how hard education is at this time rather than feel
the bitterness of stupidity, later.”*

*I dedicated this research paper to my beloved parents
and everyone who supports me.*

AUTOBIOGRAPHY



The researcher name is Vera Listi Ramaniah. She lives in Cimindi, Kota Cimahi. She was born in Bandung on Maret 26, 1995. She is the first daughter in her family. Her father is Agung Suhara her work in companies, and her mother is Puji Erna Safitri, she works as a house wife. She has one sister name Dinda Wulandari. She was graduated from Elementary school of SDN Mandiri 1 Cimahi in 2006. Then in 2009 she completed her junior high school of SMP PGRI 1 Cimahi. In 2012 she graduated from senior high school of SMAN 6 Cimahi. After she completed her education in Senior high school she communited her study at STKIP SILIWANGI BANDUNG and she took English education Study Program as her major.

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the research, research question, objectives of the research, limitation of the research, benefits of the research, definition of key terms, and Organization of the Research Paper.

A. Background of the Research

Language is very important means of communication in daily human life. Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. English has become an international language. People of different countries speak English to communicate. English is a key, which opens the door to scientific and technological knowledge. The Indonesia government has chosen English as the first foreign language to be taught in the school. Vocabulary is really important element of the language to be concerned with in order to master the four language skills, there are listening, speaking, reading, and writing. Vocabulary is a basic need in communication (Krashen, 1988 : 155) in learning a second language, there is a fundamental challenge that has to be faced by the learner, namely, vocabulary knowledge Thronburry (2002). Based on the opinions of expert then vocabulary is one factor important in learning.

There are several ways to improve language teaching the first is “ use technology to help you” watching DVD is a great way to help you understand native speakers of English. Using all the fancy options watching individual scenes can help make DVD use into a vocabulary learning exercise. The second is “Visual Dictionaries” a picture is worth a thousand words it’s also very helpful for learning precise vocabulary. There are a number of excellent English learn visual dictionaries for sale, he is a online version of a visual dictionary dedicated to jobs. But from both ways the writer chose using song for to improve vocabulary mastery students’ first grade junior high school. Why should use songs, the answer for this question for one reason is that the students’ need something fun and easy to access the vocabulary quickly when it required to use. The techniques of teaching vocabulary like substitution drills and memorizing words do not make student interested in English lesson. To improve vocabulary mastery teacher should make the English to be interesting and fun to study. Variety of learning media can increase students’ interest in learning English. One of the ways to improve students’ vocabulary is by using song. As stated by Zatnikasari (2008).that “Songs is effective to make the students to remember the words easily and feel more motivated in the class because they learn in an interesting way”. Using song to teach English vocabulary to kindergarten (enny soebagiarsih, 2002) .In this case the writer taught vocabulary using songs. Songs is very interesting for student to improve vocabulary mastery of junior high schools, but the teachers should choose the appropriate technique to get the achievement of students’.

B. Research Question and hypothesis.

1. Research question

Could song improve vocabulary mastery students' in seven grade of MTs Al-Burhan Bandung?

2. Hypothesis

Based on the research question, the writer found the hypothesis of this research.

There are two hypothesis of this research:

a. Null hypothesis (Ho):

Song media technique can not improve students' vocabulary mastery

b. Alternative hypothesis (Ha):

Song media technique can improve students' vocabulary mastery

C. Objectives of the Research.

The objective of the research of this study to prove that the method of the song can improve the mastery of vocabulary students' in seven grade of MTs Al-Burhan Bandung.

D. Limitation of the Research

Relating to the use of method song with can increased ability to vocabulary mastery students' seven grade junior high school.

E. The Benefit of the research

The result of the research is expected to give contribution to the following people involved in teaching and learning activities:

1. For the teacher : the result is expected to give contribution in innovative teaching to improve student vocabulary in studying English. Teacher should be able to use many kinds of media, so that teaching learning process can run well. One of the media that the teachers can use is by using English song.

2. For the student : the student are expected to improve student's vocabulary and enjoying in study English.

3. For the writer : the conduct of the research will increase the writer knowledge and experience in improving students' vocabulary by English song.

F. Definition of Key Terms

1. Teaching is showing or helping someone to learner how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1994:7).
2. "Vocabulary is the basic component of language, one should have a sufficient vocabulary in order to communicate and express his/her idea effectively" (Barska,2006)
3. Songs add a whole dimension to children's classes, and make it easier for the children to remember words and patterns and natural chunks of language. (David Paul 2003: 58)

G. Organization of the Research Paper

This paper present into five chapters, each chapter has some sub topics to elaborate the problem investigated.

1. **Chapter 1** is an Introduction. This chapter presents the discussion on the background of the research, research question, objectives of the research, limitation of the research, benefits of the research, definition of key terms, and organization of the research paper.

2. **Chapter 2** is Literature Review. This chapter discusses literature that are relevant to research. It is intended to provide some theoretical concepts which could support this research. The discussion presentes under the following sub headings: Definition of song, definition of vocabulary, and hypothesis action.

3. **Chapter 3** is Research Methodology. This chapter deals with research methodology, which includes the research method, research subject, research instrument, research procedure, research data collections.

4. **Chapter 4** is Finding and Discussion. This chapter including the data description and the result of research analysis as well.

5. **Chapter 5** is Conclusion and Suggestion.

CHAPTER II

LITERATURE RIVIEW

This chapter present several theorist that relevant to this study. This chapter explain about Definition of song, Why song, Teaching song as media, Advantage of using song, The influence of using song on the student vocabulary mastery, The importance of vocabulary, Definition of vocabulary, Types of vocabulary, The important of vocabulary, The principle of teaching and learning vocabulary, Teaching vocabulary to young learners, and Previous study.

A. Song

1. Definition of Song

Song is regarded as the most effective ways in teaching vocabulary due to many reasons. songs are useful for helping the students' with their “ song can motivate a positive approach to language learning (Orlova, 2009) There are some definition of a song from some sources : (1) Paul (2003:58). Songs can add feeling and rhtym to language practice that otherwise be flat, help children remember more easily and draw children more deeply into a lesson, (2) Parto (1996:99), a song is a group of arrangements which consist of lyric and elements of music like rhtym, melody, harmony, and expression, (3) Jamalus (1998:5) states that songs can be said as arts work if they are sounded (sung) with the accompainment of musical devices,

(4) Song is a short musical composition with words:“ a successful musical must have at least three good songs” (5) Song is a piece of music with words that are song (Oxford Advanced Learner’s Dictionary, Oxford University Press, 2000). Song is one of the most enchanting and culturally rich resources that can be used to teach a variety of language items and present to prosodic features of the language in order to improve the main English skills of the students’. From those definition it can be conclude that song is a kind of literary works that is used to entertain people. We can conclude that songs is a piece of music with words that intended to be sung. Living without song and music will make the world very lonely.

2. Why Song

There some reasons of using song in language learning given by Rost (1991:23) “ Song has a great tender to attract the attention of people that other forms of mass media may lack. Student are often willing to learn to sing a song in a foreign language not fully understand or partially understand the meaning of words. Songs will give or share the student with amount of dramatic departure from the normal pattern that they can use in a brief moment of time. Songs introduce an atmosphere of gaiety, fun and informality in the classroom, which is far more conducive environment for language learning. Songs can allow the student to have a great and whole participation during classroom takes process because at least all of the student will using song. There are some things needed to be taken into consideration while choosing a song for a classroom setting. Furthermore, Lynch (2008:5) provides three principal song selection criteria, they are :

- 1) Use song that are popular with the student whenever possible. Unfortunately, student frequently select song for classroom use which are objectionable in some way making the song unusable.
- 2) Song must have clear and understandable whenever possible. Nothing is worse than a song almost no body can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- 3) Song should have a appropriate themes. There is enough bad news negativity and violence in the world already. Songs with any negative theme should be avoided. There are plenty of positive, up beat, even, humorous song.

Song is one of the interesting media for teaching vocabulary to junior high school students' can memorize the words because it is familiar and easy to listen and repeat for them. Song also provides enjoyable situation for students': hopefully the student will comprehend the vocabulary better. Song are good at introducing vocabulary because a song provides a meaningfull context for vocabulary. States that it is undeniable that most learners vocabulary grows though incidental learning, such as through continous exposure to comprehend language in listening, speaking, reading, and writing exercise. Without having sufficient of vocabulary learners cannot express their idea in both spoken an written from. In conclusion, there careful selection of the songs used will determine the success of using them in reinforcing the language teaching and learning process.

B. Teaching Song as Media

Media is a technical tool used to mediate or convey a message, in other words, the media is a tool or a form of communication and channels that can be used in a process of presenting information. Media is also considered as an instructional system of the teaching learning process. So instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal of the teaching learning process.

According to Derek Rowntree (1998:40) educational media have functions to :

- 1) Motivate the student to study
- 2) Review what student has learned
- 3) Give stimulus of study
- 4) Active students responses
- 5) Give a feedback soon

When the song is introduced, the first skill that the junior high school is listening. This section will focus on activities which will practice the skills of listening. The activities include detailed listening comprehension, listening for summarizing or writing, listening to isolated vocabulary and listening for word order (Hedge, 2002:16)

C. Advantage of Using Song

Gunawan (2008:58) explains about some other advantage in using song:

- 1). When singing, the children would be quite happy to repeat the same words over and over again without getting bored.
- 2). With the song exposing very students' to help them against the risk of stress.
- 3). The songs often contain many repetitions and repeat the same grammatical structure repeatedly. Therefore, a song which contains many example of specific language point is a very good medium for teaching and grammar.

Gunawan (2008:58) said that it is important that songs be used as an integral part of lesson rather than simply as time- filler or back up materials. We can teach the songs in several ways. We can get the children to recite the words after the teacher and then add melody later, or the teacher can sing the song and get the children to sing the melody.

D. The Influence of Using Song on The Student Vocabulary Mastery

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown 1987:7). English song is one of the media that can help student to develop their vocabulary, because the song contained word related to the materials presented to student. With a song in English, student are supported to

remember the miraculous vocabulary given by the teacher in the hope students' will be more interested in learning English especially vocabulary learning. By using song the students' would be more happy, because the songs are interesting aspect in fun activities. As stated by Zatnikasari (2008:25). Also by using song, Mega (2011) found more pleasant and comfortable learning atmosphere despite the boring routine class, because they could sing along the song in the class. Thus, song evokes positive emotions which can bring and increases student confidence in the language acquisition (Medina, 2002) that song effective to make the students' to remember the words easily and feel more motivated in the class because they learn in an interesting way. The song will be more effective and useful for teacher and students'. Teachers can easily convey his knowledge in English language teaching and learning activities and vocabulary student will be better.

E. Vocabulary

Vocabulary is all contained words in a language, especially for foreign languages. Vocabulary is one of the materials studied by students' of all levels of schools in Indonesia. When we want to master English well by understand the many meanings of the word. In this research, the writer presents some theories or ideas which are as follows."Vocabulary is the basic building block of language" (Brown:2001:137) .

Cameron (2001:73) states vocabulary development was learning formulate of phrases or chunks and finding words inside them. Without sufficient vocabulary, people

cannot communicate effectively or express his ideas in both oral and written form. Brown (2001:37) “vocabulary is the basic building block of language”

Namaghi and Rajaei (2013) also state that without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse. Thornbury (2002) in learning a second language, there is a fundamental challenge that has to be faced by the learner, namely, vocabulary knowledge. From all the definitions above, it can be concluded that vocabulary is set of words that are used by person as a basic component, and it has meaning and recognized in particular skills that are known by individual.

1. Types of Vocabulary

Osborn and Hiebert (2004:17) explain two kind of vocabulary description as follows :
First word come in two form : oral and print

1) Oral vocabulary includes those words that we recognize and use in listening and speaking.

2) Print vocabulary includes these word that we recognize and use in reading and writing. Second word knowledge also come from in two forms, receptive and productive.

1)Receptive Vocabulary includes word that we recognize when we hear or see them. Is the ability to comprehend passive vocabulary in which vocabulary which in used and obtained in listening and reading context.

2) Productive vocabulary is the words that we recognize vaguely but they are not sure of the meaning, however using them in either speaking or writing and we just know that we have seen before.

Which are made up of the words, recognized in the context of reading materials he does not actually use it himself. Finocchiaro (1984) explains that “the students vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary” active vocabulary refers to the words in which the students can understand and pronounce correctly. Can use them speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while that are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.

2. The Importance of Vocabulary

Vocabulary is the basic component of language, one should have a sufficient vocabulary in order to communicate and express his/her idea effectively (Barska:2006). This statement has the same idea as Horby (1995:1331) that stated “Vocabulary is the total number of word in a language, all the words known to a person or used in a particular book, subject, etc; a list of word with their meaning, especially one that accompanies a textbook”.

Besides, vocabulary has essential componen that links the four main skills in learning is very important in order to develop one is ability to use vocabulary items in free and meaningful conversation (Barska,2006).

This if there is no adequate vocabulary, no effective communication can be built. In addition, as it is stated before, vocabulary is an important thing to build a communication. Therefore, "Vocabulary is the basic unit of language form" (Barska, 2006).

3. The Principle of Teaching and Learning Vocabulary

According to Wallace (1982:207) in his book entitled vocabulary building word study, there are three principles on which teaching learning vocabulary is to be based, they are :

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the student.

2) Quantity

The teacher may have to decide the number of vocabulary items to be learn. How many new words in a lesson can be learnt by learners if they are too many words, the learner may become confuse.

From the statement above, it means that the teacher should limit the number of words that will be taught to the students, Therefore, in teaching vocabulary words to be learnt underlying words or make a certain mark on the words occurred on song lyrics.

3) Need

In some cases, one hopes that the choice of vocabulary will relate to the aims of a course and the objective of an individual lesson, it is also possible for the teacher to take responsibility of choosing the vocabulary to be taught for her or his students. In other words, the student's put in a situation where they have to communicate and get the words that they need.

4) Meaningful Presentation

The teacher must have a clear and specific understanding of what it denotes or refers to i.e.s it is meaning involves many other things as well. This requires that the words can be presented in such a way that is denotation or references is perfectly clear and ambiguous. The teacher must have a clear understanding about the words or phrases given to the student.

4. Teaching Vocabulary to Young Learners

Teaching vocabulary to young learners is different from teaching it to adults. In this case, the vocabulary teaching is focused on teaching vocabulary as a second language for young learners. According to McCarthy, "As few as eight to twelve new items maybe be appropriate (eight for elementary, twelve foe advance) sixty minutes lesson for truly productive learning to take place "(Mc Charty,1990:17). It means that in teaching vocabulary to young learners we must give them new vocabulary less than ten, so that it become easier for student's in learning vocabulary. "Teaching vocabulary to student's will be better if the words are given related to children world" (Suyanto, 2007:47). It implies that the teacher should give the vocabularies in simple

words or words usually used by young learners to talk to and to be heard. According to Suyanto (2007:48) there are four steps to teach vocabulary:

- 1) Introducing

It is the first step that the teacher should introduce vocabulary. The teacher should mention new words clearly and correctly pronunciation. In introducing new words to young learners, the teacher can use picture or real things in class.

- 2) Modeling

The second step is modeling. After the teacher introduces the new words, the teacher can give example as a a model. For example, when the teacher introduces “run”. The teacher should run in the class while he says “run”. In this step,the student’s can imagine the new words in real activity.

- 3) Practicing

The third step is practicing. In this step, the student’s are asked to repeat and practice the words the teacher says. The teacher should pronounce the words many time in order to make the student’s can repeat it correctly and remember it easily.

- 4) Applying

The last step to teach vocabulary for student’s is applying. The student’s are asked to apply the words in a situation with the teacher’s help. In this step, the teachers should create an interesting situation in order to make student’s easy in applying the new words. The teachers also should make the student’s active. Applying step can make the student’s understand how to use and express the words

the teacher tells. It implies that the teacher should consider the step to teach vocabulary to student's because it can help the student's who need specific process in learning vocabulary. Those step also cannot be done separately. If the teacher only follows less than four steps, the teaching vocabulary processes will not be successfull.

F. PREVIOUS STUDY

The frist research comes from Sevik (2015) entitled "*improving the student vocabulary mastery through teaching song media* ". The purposes of his research was to explore the views of Turkish state primary school EFL teachers about songs and using songs in teaching English to young learners. He used a questionnaire as an instrument and was administered in 24 different Turkish state primary schools in the southern cities of burdur and isparta. The questionnaire consisted of 18 questions. He chose 52english language teachers as a sample. The research design used was a descriptive study. According to his research, it was concluded that Turkish EFL teachersbelived that songs were an important and necessary part of EFL teaching and learning in young learners contexts. Song was a very motivating and entertaining way of teaching English including vocabulary. Songs speed up the memorization of vocabulary because songs supply a large amount of repetition.

Another study is a research done by Iin (2013) who conducted the research at seven grade students of SMP Kristen kanansungairayadalam in academic year 2012/2013 entitled "*improving student vocabulary by using song and game*" the aim of her research was to know songs and game improve student's vocabulary achievement.

She used classroom action research as the method. The subject was consisted of 24 students. She used the observation and measurement technique by using written assessment in every meeting and she used student's score to know whether the songs and game can improve the students' vocabulary. Based on the analysis of the students test result, she described the qualification of student mean score in the first cycle, the student's mean score was 51.7. in the second cycle, the students' mean score as 66.7. in the last cycle, it raise to 90.0. it mean that teaching vocabulary using songs and game can improve the achievement of students' vocabulary.

in academic years (2016) conducted research a entitled "improving students' vocabulary mastery using song at the grade X of TKR. E Of SMKN 2 SUKOHARJO" the result of the research show that using pictures can improve the quality of the English teaching and learning process. The tests indicate that the mean score of post-test 1 (cycle1) is 7.0 and the mean score of post test 2 (cycle2) is 8.5. so there is a significant difference between score. Therefore, it can be concluded that using song vocabulary can improve the student' vocabulary mastery.

CHAPTER III

RESEARCH METODOLOGY

In this chapter, the writer discusses the method that was used in the analysis. The discussion divided into six parts, they are research design, research method, population and sample, research instrument, research data collection and data technique of data analysis.

A. Research Design

In the research, the writer used quantitative method with quasi experimental one group pre-test posttest design. It was to reveal whether or not the method was effective to improve the students' vocabulary mastery. One group pretest- posttest design can be seen as follow. This kind of design tries to compare the condition of student before after the treatment through the pre- and post-test result. As proposed by Arikunto (2008:78) .According to Muijs (2004:18), The traditional experimental design, known as the *pre-test post-test control group design* works as follows: participants (often known as 'subjects' in experimental research) are placed into two groups, the experimental and the control group. The experimental group will receive the 'treatment', the control group will not. Both groups will receive a pre-test on whatever instrument is used to assess the effect of the experiment (e.g. a test) before the treatment is given, and a post-test, usually on the same instrument, after the

treatment has been given). Pretest and posttest control group designed is applied in this research. The research uses two groups; experimental and control group. The experimental group will be given particular treatment after pretest. The treatment will be song media technique. In the other hand, the control group will not be given the same treatment as experiment group. The writer will conduct explanatory method towards control group. After that, the posttest will be given to the two groups. The table below describes how the research will be conducted.

Sample	Pretest	Treatment (Song media)	Posttest
Experiment group	✓	✓	✓
Control group	✓	X	✓

B. Research Method

Research method may be understood as all methods that are used for conduction of research (Kothari, 2004:7). Further Kothari (2004:3) states that :

“Quantative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. On the other hand, qualitative research is concerned with qualitative phenomenon, phenomena relating to our involving quality or kinds”

The method use this research was quantitative research.”Quantitative method is the numerical representation and manipulation of observations for the purpose and describing and explaining the phenomena that those observation reflect. (Brown, 2001: 13). The quantitative analysis of the best score was undertaken in this research, however an discussion of the effect also committed to inform what aspect of the teacher teaching ability that could be improve and developed by improving English vocabulary .

C. Population and Sample

1. Population

According to Arikunto (2002: 108),”Population is the whole of research subject, where as sample is a part of population, as a population means a set of all element possessing one more attributes of interest”

The research population were the 150 students of seven grade students of MTs Al-Burhan Bandung.

2. Sample

Crowl (1996:8) “Samples, which are subsets of people use to represent populations”. The sample of research was the seven grade students at MTs Al-Burhan Bandung. Consist of 30 students 7D as experiment class and 30 students 7E as control class.

D. Research Instrument

The instrument of the research was English vocabulary test in before and after treatment or one group pretest and posttest.

1. Pretest

The Pre-test consists of 20 questions of translating vocabulary in lyrics song the bold. so the highest score is 100. Time allocation for Pre-test is 40 minutes. The purpose of giving Pre-test to students is to know the level of students' vocabulary mastery. both experiment class and control class. After Pre-test is done, then, the writer can determine which class is experiment class and which class is control class

2. Treatment

The treatment was conducted two meetings by using song in class seven grade. Every meeting spent about 90 minutes. First meeting the teacher used song in title "FLY TO YOUR HEART" by Selena Gomez Ost. Tinkerbell..

The procedure in give the treatment as follows:

- a. The teacher asked the student to listen song.
- b. The teacher asked the student to sing a song together. It purposes to improve student motivation in learning English.
- c. The teacher asked the student to translate the entire song lyrics.
- d. After all done, teacher discussed the translating an entire of songs lyrics.

e. The teacher selected students randomly in a class, the teacher gave the word, and asked the student to make simple sentence with that word.

3. Posttest

The post test will be given after treatment. It is given to both experiment and control class. The aim of Post-test is to see significance differences between experiment class and control class in vocabulary mastery achievement after song media technique is developed in experiment class. Time allocation for the test is 40 minutes for both experiment and control class.

E. Research Data Collection

The data of this research were collected by giving English vocabulary test to the student sample. The writer collecting data using one instruments. they were the pretest and posttest. It was given to the student before the teaching learning process.

F. Technique of Data Analysis

After giving the test, the writer use SPS and find the result by using T-test formula. It Is a calculating through the following steps.

1. Data Table

Table 3.1

The following in the table on which data t are presented

Subject N	Experimental		Difference X	Difference SquaredX ²
	Group			
	Pretest	Posttest		
1				
2				
3				
4				
N = ...			$\Sigma \times$	$\Sigma \times^2$

2. Data Analysis

After collecting the data, the writer will analyze it by using t – test formula using *IBM SPSS version 16* and *Microsoft Office Excel 2007*. According to Sudjiono (2005:278), t-test is a test which used to test null hypotheses that stated there is no significant differences between two means sample which randomly taken from the same population. The collected data of Pre-test and Post-test will be analysed through the following formulas:

3. Descriptive Statistic

According to Kaswan and Suprijadi (2013: 185), Descriptive Statistic is a wide variety of technique that allow us to describe the general characteristic of the data we collect.

a. Mean

The mean is total of score divided by number of score. The mean is simply the arithmetic average of all the score. As for how to calculate the mean using the formula. To calculate the mean score from the pretest that was given to sample (Crown, 1996:140).

According to Sudjiono (2005:314), the following is mean formula

$$M_x = \frac{\sum X}{N}$$

explanation:

M = Mean

$\sum^x$ = Sum of the scores

N = the number of Scores

b. Standard Deviation

Standard Deviation is the most widely used measure of variability of a set of data inferential statistical procedures (Kaswan & Dasep, 2013:189). Standard Deviation is refers to average of the difference between individual score in a distribution and average score for the distribution. Therefore, to calculate the standard deviation of result of average score (Crown, 1996:140).

c. Range

Range is the size of the different between the largest and the smaller score in a set of score (Kaswan&Suprijadi, 2013 :127). According to Hinton et al (2004:32) the test procedures of the Descriptive Statistic in SPSS are :

From the Analyze drop-down menu select Descriptive Statistic and then Descriptive.

1. Select a variable 'variable' and 'variable2'
2. Send them to variable(s) box.
3. Click OK

4. Inferential Statistic

Inferential Statistic “ Refers to the branch of statistic which deals with generalization from samples to the population of values” (Kaswan&Dasep, 2013:190). There are two categories of inferential statistic, that are Parametric and Nonparametric test. If the data normally distributed, the test statistic selected are parametric (T-test) and if the data are not normally distribute, the test statistic chosen are nonparametric (Wilcoxon signed rank test)

a. Normaly test

Normality test was conducted to determine whether the research data obtained was normally distributed or not. Measure to the test normality by using SPSS with a level of 0,005 or 5% is as follow :

- 1) Opening worksheet Variable View. Then create two variables of adata (the first variable to the value of the average pre-test and the second variable to the average value of the post-test.
- 2) Inputting all the data on the worksheet the Data View.
- 3) For the data analyze selecting and clicking analyze menu, and select Descriptive Statistic, then select explore, Explore dialog box will appear.
- 4) On the Explore dialogue box clicking two variables (pre-test and post-test) that will be analyzed in the form Dependent list.
- 5) Then clicking the button to perform the test plots with Kolmogorov Smirnov of the data, and tick Normality Test Plots with a dialog box will appear Explore plots.
- 6) Next clicking Continue the Ok so it would appear normality test results Kolmogorov Smirnov.
- 7) Testing criteria are as follow :

If the value of the sig. or significance or probability values $< 0,05$ the data distribution is not normal.

If the value of sig. or significance or probability values $> 0,05$ the data distribution is normal

If the data distribution is normal, the test will be continued by T-test. If the data distribution is not normal, the T test can not be conducted. It will be continued by Mann Whitney U Test.

b. T-Test

The T-test for non independent samples is used to determine whether there is probably a significant different between the means of two matched or non independent samples or between the means for one sample at two different times. When samples are non independent, the error term of the t-test tends to be smaller and therefore there is a higher probability that the null hypothesis will be rejected. According to Kaswan and Suprijadi (20113: 138), T-test or students' t-test is a parametric test which is used to discover whether there are statistically significant differences between the MEANs of two group (e.g., men and women).

the following is t – test for uncorrelated formula.

$$t = \frac{M_x - M_z}{\sqrt{\left[\frac{\left(\sum X^2 - \frac{(\sum X)^2}{N_x} \right) + \left(\sum Y^2 - \frac{(\sum Y)^2}{N_z} \right)}{N_x + N_z - 2} \right] \cdot \left[\frac{1}{N_x} + \frac{1}{N_z} \right]}}$$

Explanation:

$\sum$ = summation (sum up)

X = the score of one person

X^2 = the squared score of one person

$\sum X^2$ = square each score and sum the square

$\sum(X)$ = sum the score and square the sum

N = the number of scores

M = Mean of scores

c. Posttest analysis of students' reading ability

1. Normality test

Normality test was conducted to know whether the data distribution is normal or not. *Kolmogorov-Smirnov* test was conducted to determine normality of the data with level of significance $\alpha = 5 \%$

2. Homogeneity test

if the normality test shows the data distribution is normal then the homogeneity test is conducted to know whether the experiment class and control class have homogeneity of variance or not. Homogeneity test is conducted by *Levene's Test Statistic* test in *SPSS* software with level of significance $\alpha = 5 \%$

3. Significance test

Significance test was conducted to know the difference between the mean score of experiment class and control class. Did the experiment class gain the better achievement than control class or not. If the data distribution is normal and homogenous, the test will be continued with *t* – test. If the data distribution is normal but not homogenous, the test will be continued with *t'*-test. If the data distribution is not normal and homogenous, the test will be continued by using *Mann-Whitney U* test.

CHAPTER IV

Result and Discussion

This chapter discusses about the description of the data based on the finding and calculating the data and the result of the research.

A. Result

1. Description of Data

. From the calculated scores, the writer got total score (Σ) and Mean ($\bar{x}$) value of both experiment and control class.

Table 4.1

The Score of Experiment Class

NO	Subject	Pre-Test	Posttest
1	student 1	55	75
2	student 2	60	80
3	student 3	45	70
4	student 4	65	85
5	student 5	55	70
6	student 6	60	75
7	student 7	70	85
8	student 8	50	65
9	student 9	75	90
10	student 10	65	70
11	student 11	60	80
12	student 12	55	70
13	student 13	65	75
14	student 14	65	85
15	student 15	65	65
16	student 16	60	70
17	student 17	75	85
18	student 18	80	95

19	student 19	60	65
20	student 20	60	80
21	student 21	50	65
22	student 22	50	65
23	student 23	65	75
24	student 24	60	80
25	student 25	65	75
26	student 26	50	70
27	student 27	60	60
28	student 28	70	85
29	student 29	65	75
30	student 30	60	75
Total		1840	2260
Mean		61.3	75.3

The data shows the total pretest score is 1840 and the total posttest score is 2260. The mean score of pre test is 61,3 and the post test is 75,3. In can be inferred that the post test score is higher than post test score.

Table 4.2

Students' Score of Control Class

NO	Subject	Pre-test	post-test
1	student 1	50	55
2	student 2	65	75
3	student 3	70	85
4	student 4	65	70
5	student 5	65	75
6	student 6	60	65
7	student 7	55	60
8	student 8	50	65
9	student 9	55	60
10	student 10	55	65
11	student 11	60	60
12	student 12	60	65
13	student 13	75	85
14	student 14	60	65
15	student 15	65	70

16	student 16	65	70
17	student 17	65	65
18	student 18	50	65
19	student 19	60	65
20	student 20	70	75
21	student 21	60	65
22	student 22	60	70
23	student 23	65	70
24	student 24	65	70
25	student 25	75	80
26	student 26	60	70
27	student 27	70	75
28	student 28	65	75
29	student 29	60	70
30	student 30	65	75
Total		1865	2080
Mean		62.1	69.3

From the data calculation above, it can be inferred that the total value of pre test score in control class is 1865 while the total post test score is 2080 and the Mean value of pre test score is 62.1 while the Mean score of post test score is 69.3

Table 4.3

The Comparison Statistical Data between Students' of Experiment Class and Control Class

Eksperiment Class			Control Class	
`	Pre Test	Post tes	Pre Test	Post Test
N	30	30	30	30
$\bar{x}$	61.3	75.3	62.1	69.3

According to the data calculation in table above, the pretest score shows the experiment class got lower score than control class while the post test score shows the experiment class got higher score than control class.

2. Normality Test Analysis

a. Pre Test Normality Score

The writer conducted normality test for experiment and control class to know whether the data distribution of pretest in both class is normal or not. The *software IBM SPSS Statistic Version 16* was used for statistical *Kolmogorov-Smirnov* test with 0.05 level of significant by the following hypothesis:

H_a : Sample data distribution is normal

H_0 : Sample data distribution is not normal

With the assumptions as follows:

1. If the level of significance $< 0,05$ that H_a is rejected and H_0 is accepted
2. If the level of significance $> 0,05$ that H_0 is accepted and H_a is rejected

The pre test normality score is presented in table below.

Table 4.4
Pretest Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
experiment	.168	30	.031	.954	30	.212
Control	.191	30	.007	.923	30	.031

a. Lilliefors Significance Correction

According to the data above, the significance level of experiment class is 0.031 and control class is 0.007. It can be concluded that the significance level of experiment class is less than 0.05 while the significance level of control class is less than 0.005 which means H_a is rejected because the data distribution of control class and experiment class is not normal.

b. Post Test Normality Score

The post test normality score was computed by *IBM SPSS version 16* software which aimed to know whether the data distribution of post test in both experiment and control class is normal or not by the following hypothesis.

H_a : Sample data distribution is normal

H_0 : Sample data distribution is not normal

With the assumptions as follows:

1. If the level of significance $< 0,05$ that H_a is rejected and H_0 is accepted
2. If the level of significance $> 0,05$ that H_0 is accepted and H_a is rejected

The post test normality score is presented in table below.

Table 4.5
Post Test Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.149	30	.088	.955	30	.233
Control	.180	30	.014	.934	30	.065

a. Lilliefors Significance Correction

Based on the data above, the post test normality score of experiment class is 0.088 and control class is 0.014 which means the score of experiment class is higher than 0,05 and control class is less than 0.05 level of significant. It can be concluded that H_a is rejected and H_o is accepted. As the conclusion, the data shows that the data distribution of both pre test and post test is not normal. For further computation, the writer used *Mann Whitney U* test by using *IBM SPSS version 16* software to test the significant difference of achievement in students' reading comprehension for the experiment and control class.

3. Mann Whitney U Test Score

To know the significant difference of students' achievement in Vocabulary after the post test, Mann Whitney U test was conducted in both experiment and control class. The following table is the result of the test:

Ranks			
class	N	Mean Rank	Sum of Ranks
song_method 1	30	36.22	1086.50
2	30	24.78	743.50
Total	60		

Test Statistics ^a	
	song_method
Mann-Whitney U	278.500
Wilcoxon W	743.500
Z	-2.589
Asymp. Sig. (2-tailed)	.010

a. Grouping Variable: class

the following are the hypothesis of significant difference of experiment and control class after post test:

$H_a : \mu_1 < \mu_2$ (there is significant difference of Vocabulary Achievement between experiment class and control class)

$H_0 : \mu_1 > \mu_2$ (there is no significant difference of students' vocabulary achievement between experiment class and control class)

The followings are the criteria of the test.

1. If the level of significance < 0.05 that H_0 is rejected and H_a is Accepted
2. If the level of significance > 0.05 that H_0 is accepted and H_a is Rejected

According to the table above, the data shows that the Sig. (2-tailed) score of post test is 0.10 which less than 0.05 level of significance. By comparing the score of 0.10 with 0.05 level of significance, it can be concluded that H_0 is rejected regarding to Sig. (2-tailed) score of $0.10 < 0.05$ which means there is significant difference between the students in experiment and control class after post test. The Mean rank score of experiment class is 36.22 higher than Mean rank score of control class is 24.78. the writer concludes that the experiment class who were taught by song in Vocabulary mastery got better achievement than control class.

B. Discussion

This part consists of the discussion about how songs media Technique can improve students' vocabulary mastery based on the research findings.

The finding of the research showed that song media Technique can improve students' vocabulary mastery by comparing the post test Mean score of both experiment and control class. The post test Mean score of experiment class was 75.3 while the Mean score of control class was 69.3 which means the experiment class got higher score than control class ($75.3 > 69.3$).

The pre test normality score of experiment class was 0.031 while the post test score was 0.007. For control class, the pre test normality score was 0.088 and post test normality score was 0.014. Because of the normality test scores of both experiment and control class was less than significance level of 0.05 that, the data distribution was not normal. So, for further calculation the writer used non parametric test using *Mann Whitney U* test with *IBM SPSS version 16* to found the significant difference of students' improving vocabulary using song of experiment and control class.

Based on the result of equality variances test, the writer found that the sig.2 tailed score is 0.10s less than level of significance 0.05 which means the *Ho* is rejected and *Ha* is accepted. It can be concluded that students' improvement vocabulary mastery using song Technique is better than traditional method.

CHAPTER V

Conclusion and Suggestion

This chapter consists of final conclusion of the research and suggestions.

A. Conclusion

After the writer do the analysis and interpretation of the data achievement from the research in doing it proved that song can improving the vocabulary student's at Seven Grade MTs Al-Burhan Bandung.

The conclusion is strengthened by to the calculation of the data, on chapter IV The value of Mean score of experiment class was 75.3 and mean score of control class was 69.3. Based on the data calculation, the alternative hypothesis (H_a) song media technique can improve student's vocabulary is accepted because the P-value of Mann Whitney U test = 0.010 which less than significant level 0.05 it means.

In addition to the above reasons the author can also see the naked eyes after the given treatment of songs there is a change in the ability of student's in vocabulary at seven grade and they enjoy the teaching and learning process.

B. Suggestions

Based on the conclusion above, the writer gives some suggestions as follows:

1. To the teachers

In teaching vocabulary mastery by using English songs should have well prepared. The preparation include checking electronic equipments, and organizing the class. Selecting suitable English song which considers students' interest. Choose the popular English song to make them familiar about what song they heard, to make them understand quickly. The teaching must motivated the students' to have fun and enjoy in studying.

2. To the student

The student should use English song in learning vocabulary to ease them understand the lesson. The students' should apply vocabulary every day at school. The students' should listening song to get more same vocabulary.

3. To other researchers

Hopefully, the use of English song aid can be applied in any level of school it also can be used for teaching other skills such as listening, writing, and speaking. For the researcher who will conduct a study related to English song in teaching learning process can conduct the study in other language skill, such as listening, writing and speaking.

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