IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING ENGLISH SONG AT EIGHT GRADE OF MTS ISLAMIC ZENDING MEDAN

SKRIPSI

Submitted to Faculty of Tarbiyah and Teachers Training UIN- SU Medan as a Partial Fulfillment of the Requirement for the (Degree of Sarjana Pendidikan) S-1 Program

By:

UMMI KALSUM BATU BARA
NIM:34.15.1.029

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY NORTH SUMATERA

MEDAN

2019

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STATE ISLAMIC UNIVERSITY NORTH SUMATERA

MEDAN

2019

Nomor: Istimewa   Medan,   Agustus 2019

Lamp :-   Kepada Yth:

Perihal:Skripsi   Bapak Dekan Fak.

A.n Ummi Kalsum Batu Bara   Ilmu Tarbiyah dan Keguruan UINSU

                                          di –

                                          Medan

Assalamu'alaikum Wr Wb Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi saudari:

Nama   **: Ummi kalsum Batu Bara**

NIM   **: 34.15.1.029**

Jurusan   **: Pendidikan Bahasa Inggris**

Judul   **:IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING ENGLISH SONG AT EIGHT GRADE OF MTS ISLAMIC ZENDING MEDAN**

Dengan ini kami menilai skripsi tersebut dapat disetujui untukdiajukan dalam siding Munaqasyah Skripsi pada Fakultas IlmuTarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikumWr. Wb

ADVISOR I   **ADVISOR II**

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SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama   : Ummi Kalsum Batu Bara

Nim   : 34.15.1.029

Jur/Program Study   : Pendidikan Bahasa Inggris / S1

Judul Skripsi   :**IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING ENGLISH SONG AT EIGHT GRADE OT MTS ISLAMIC ZENDING MEDAN**

     Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabiladikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, Maka gelar dan ijazah yang di berikan oleh universitas batal saya terima.

                           Medan,   25 Agustus 2019

                           Yang Membuat Pernyataan

                           Ummi Kalsum Batu Bara
                           34.15.1.029

ABSTRACT

Name	**: Ummi Kalsum Batu Bara**
Nim	**: 34151029**
Advisor I	**: Dr.Didik Santoso, M.Pd**
Advisor II	**: Utami Dewi, S.Pd, M.Hum**
Title	**: Improving The Student' Vocabulary Mastery By Using English Song At Eight Grade Of Mts Zending Medan**
Thesis	**: Tarbiyah Faculty UIN-SU of North Sumatera**
Motto	**: Tidak Ada Kesuksesan Melainkan Dengan Pertolonogan Allah**

This research was aimed to find out the improving students' vocabulary mastery by using english song . The subject of this research was eight grade of MTS ISLAMIC ZENDING MEDAN. It was consisted of one class and 21 students as respondents. The object of this research was to improve students' vocabulary mastery by using english song . The result of the analyzing the data showed that there was an improving on the students' vocabulary mastery from each cycles. It was showed from the mean of pre-test was 63,95. Where, there were 6 students got successfull score criteria or it was only 29 % and 15 students' got unsuccessful or it was 71 %. After doing cycle I by using english song , there was an improving of the result of the students' mean was 72,23 . Where, 8 students got successful criteria score or it was only 38 % and 13 students' got unseccessful criteria score or it was 62 %. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 83,19 . Where, 18 students' got successful criteria score or it was 86 % and 3 students' got unsuccessful criteria score or it was 14%. In other words, the students' vocabulary mastery was improved. And based on interviewed, observation sheet, and photographs, it showed that the expression and excitement of the students were also improve.

Keyword : *Vocabulary Mastery, and English*

ACKNOWLEDGEMENT

Bismillahirrohmanirrohiim

In the name of Allah, the beneficent, and the merciful. Praise and gratitude be to Allah for the health and strength that has given to the writer in writing this skripsi.

Peace and blessing be upon the Prophet Muhammad Shallallaahu 'alaihiwa salaam, his family, his relatives, and all his followers.

This skripsi is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, the writer encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. Ithe writer realized that without much help from numerous people, this thesis wouldn't finish effectively. That's why obviously writer would like to thanks to the following people:

1. **Prof. Dr. H. Saidurrahman, M.Ag** as the rector of State Islamic University of North Sumatera (UINSU).

2. **Dr. H. Amiruddin Siahaan, M.Pd** as a Dean of Faculty of Tarbiyah and Teachers' Training State of Islamic University of North Sumatera and all of the administration staff.

3. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as head master of English Department and **Maryati Salmiah, S.Pd, M.Hum** as a secretary for the facilities that given to me during the completion this

skripsi.

4. **Dr. Didik Santoso, M.Pd** the first advisor who providing careful guidance, helpful corrections, great advice as well as suggestion and encouragement during the consultation.

5. **Utami Dewi, S.Pd , M.Hum** as the second advisor who patiently guided and helped the writer to finish this skripsi.

6. All lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.

7. **Thoib Hasan, M.Pd.I** as the principal of MTs Zending Medan , **Rabitaah Ainun SS, M.Hum** as the English teacher and all students of VIII class who helped the writer during the research.

8. My beloved father **Samsul bahri Batu Bara ,** and my beloved mother **Saniyah,** and my beloved brothers **Muhammad Anshor Batu Bara S.Pd.I, Rahmansan Batu Bara, S.Pd.I, Muhammad Affan Batu Bara,** and all of my family who always given writer advices, suggestions, and spirits, so that writer can be finished this final task and also their prayer as the greatest power on this earth that makes me easy to do this skripsi, big thanks for your endless love.

9. My beloved Friends in PBI-6 (2015), especially my close friends: **Nur Mailan Lubis, S.Pd ,Irma Juwit Tanjung, S.Pd, Ihda Atira Muis,S.Pd, Aisyah Pratiwi Harefa,S.Pd, Indah Ratih Pertiwi, S.Pd, Halimatussyakdiyah, S.Pd, Sriwahyuni Hasibuan, S.Pd, Intan Armida, S.Pd** as my inspiration in learning, my favorite hello and my

hardest good bye, always support, and pray each other. See you on the top guys!

10. My beloved friennds in dormitori: **Nur Zayyana Qamara,S.Pd, Nety Ruhama, S.Ag** who help writer for finishing this skripsi.

11. And thank you for Gumri panawari Lubis, taht always give support, advice, always pray to me and motivation to finish this skripsi.

12. For all who helped writer and give spirit when doing this skripsi.

May Allah protect and give the great blessing for them. *Aamiin*.

Finally, the writer realizes that this skripsi is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, 25 Agustus 2019

Ummi Kalsum Batu Bara
34.15.1.029

TABLE OF CONTENT

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Study

The objective of teaching vocabulary is that the students are expected to be able to use vocabulary with appropriate of contexts. To be able to communicate both in oral and written , vocabulary is one of science to be master of vocabular the way to communicate such as linguistics competence, socio cultural competence, discourse competence and functional competence.

In order the students can produce many sentences in written or spoken form. The students also could be able to pronounce the vocabulary correctly. So, the teacher must anticipate how much vocabulary can be taught. In teaching vocabulary, the teacher can use this activity to make the students understand the meaning of words that students taught by the teachers. So that they can use vocabulary in their daily lives and they can communicate with immediate environment.

However, in reality, base on my experience when doing PPL at tenth grade students' of MTs laboratorium , the researcher found that most of students had low mastery in vocabulary, this can be proved by the fact that one of the students wrote the following sentence. I alwais eat nasi goreng, because my mother know I alwais like it. The word "alwais" is written incorrectly by the student. The correct one should be "always". In this case , the vocabulary mastery of the student is still low.

One of the methods that can be used to solve this problem is by using songs. By using songs in teaching English it is hoped that students will learn joyfully, enjoy, and interest in learning English, especially in mastering the vocabularies and of course it will help the learning purposes reached optimally.

Based on the problem above, the researcher is interested in conducting a research by the title''**Improving the Students' Vocabulary Mastery by Using English Song At Eight Grade Of MTs Yayasan Islamic Zending Medan**

B. Identifications of the Problem

Base on the background of the study, it can be identified problems related to this research

1. The students is low in memorizing vocabulary

2. The students are often seen difficult to understand English text and to make English sentence, because they have limited vocabulary.

3. The students motivation is less in english vocabulary

C. Limitation of the Problem

Base on identification of the problem above, the researher only limits the problem on improving students' vocabulary mastery by using english song in MTs Zending Medan.

D. Research Problem

Based on the background of the study , the research problems of this study are formulated as the following :

1. How is the improvement of the students vocabulary mastery taugh by using english song?

2. How can the english song to improve the students' vocabulary mastery?

E. Objective of the Study

The objectives of the study are :

1. To know the improvement of the students vocabulary after using english song at MTs Zeding Medan.

2. To describe the procces to improve the vocabulary mastery by using song at MTs Zending medan.

F. Significance of the Study

The results of this research are expected to be useful theoritically and practically. Theoritically, this research is to enrich the theory of teaching English vocabulary. Practically, this research is useful for:

1. For the students, this research is expected to be useful to make the students more interested and motivated in improving mastery their vocabulary.

2. For the teachers, this research is expected to be useful for English teachers as one of the alternative technique to teach vocabulary.

3. For the other researcher, this research is expected to be useful for those who are interested in conducting relevant studies with this various research objects.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms which are applied in this research. Some terms in this study and they need to be theoritical explained. Thus, the following explanation aimed toward the clear explanation.

1. **Vocabulary Mastery**

There are some definitions of vocabulary. According to Thornbury[1],Without vocabulary, nothing can be conveyed.It means that without vocabulary there is not value meaning that can be transferred to the others in communication. It helps the learners to understand the message of the communication. By mastering vocabulary, the students will be easy to learn English. Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the words in Al-Qur'an Surah Al-Baqarah in the 31-33thverse:

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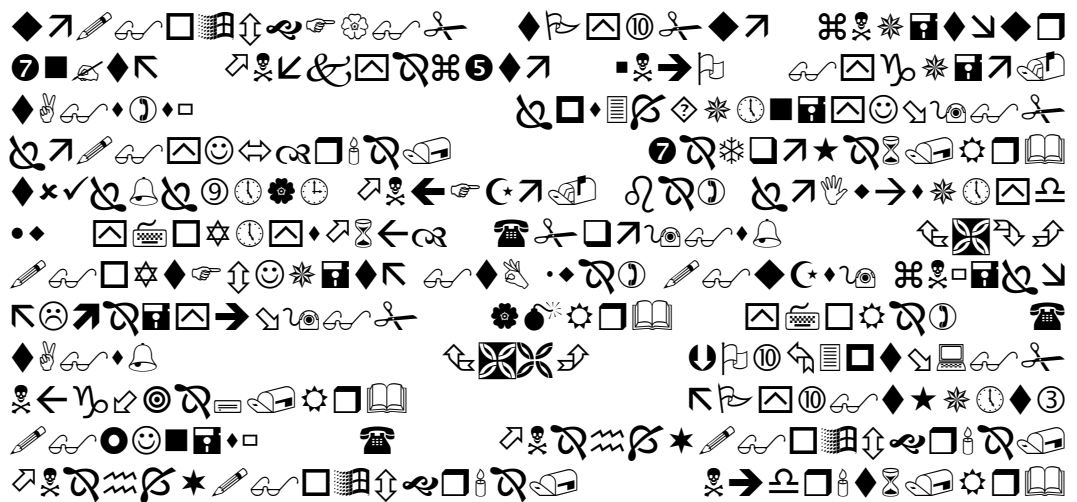
[1] Scott Thornbury, How to Teach Vocabulary, (Edinburgh: Pearson Education Limited, 2002), p.13

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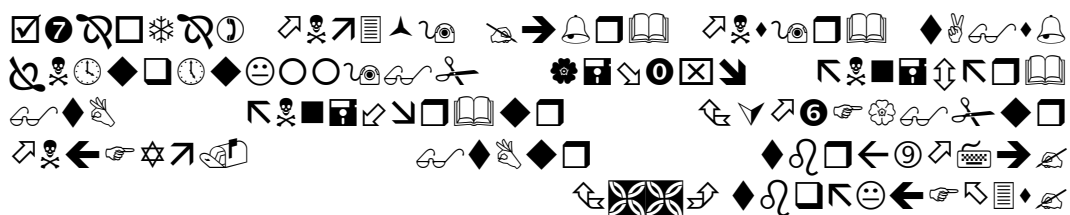
"And He taught Adam the nature of all things; then He placed them before the angels, and said: "Tell me the nature of these if you are right(31). They said Glory to Thee: of knowladge we have none, save what thou has taught us: in truth it is thou art perfect in knowledge and wisdom (32). He said, "O Adam! Tell them the names. When we had told them, Allah said: "Did I tell you that I know the secrets of the heaven and earth, and I know what ye reveal and what ye conceal?[2]"

Based on the verse above, it describe the teaching process that is given by Allah almaighty to prophet Adam for the education process firstly. This means that education has been exemplied by the Almighty from the first creation of man. So at least the first the verse shows, that man was created in a state of not knowing anything (not knowledgeable). Learning vocabulary can be seen from the process teaching as Allah taught Adam the name of the whole thing. When education is as a process that must exist in human life. Allah SWT has prepared man the ability to call out words from names of the things. It is fact that man can communicate well if he know the names of something.

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because

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[2] Departemen Agama RI, Al-Qur'an dan Terjemahnya, (Jakarta : Sygma, 2005), p. 6.

it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.[3] Generically, vocabulary is the knowledge of meanings of words.[4]

According to Linse[5], "Vocabulary is the collection of words that an individual knows".The only words that can easily be featured are nouns. It is important to remember that even though nouns are important, vocabulary is more than just nouns. As a teacher, it is important that you include verbs, adjactives, adverbs, and prepositions as part of your vocabulary curriculum.

In addition, according to Hatch and Brown[6], vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use. It means that, vocabulary is one of the important components of language to communicate.

There are two types of vocabulary, they are active and passive [7]vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to

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[3]Marianne Celc e-Murcia, (2001), Teaching English as a Second or Foreign Language, USA: Heinle & Heinle, p. 285

[4] Elfrieda H. Hiebert and Michael L. Kamil, (2005), Teaching and Learning Vocabulary: Bringing Research to Practice, USA: Lawrence Erlbaum Associates, Inc., p. 3

[5] Caroline T. Linse, Practical Language Teaching: Young Learners (New York: McGraw-Hill, 2005), p. 121

[6] Evelyn Hatch and Cheryl Brown, Vocabulary, Semantic and Language Education, (Cambridge: Cambridge University Press, 2001), p, 1

[7] John Read, (2000), Assessing Vocabulary, Cambridge UK: Cambridge University Press, p. 154.

produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

The group of passive vocabulary is usually larger than the one of active vocabulary.[8] Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Meanwhile, mastery means natural or acquired facility in specific activity: ability, adeptness, art, command, craft, expertise, expertness, knack, proficiency, skill, technique. It can be said that mastery is possession of skill, ability, and technique in conducting a certain activity. Mastering vocabulary deals with learning words at the first. Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language.

Mastering vocabulary deals with learning words at the first. Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language. The aspects in vocabulary mastery include pronunciation, spelling, meaning, and the use of the words. Therefore, the indicators are:

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[8] Elfrieda H. Hiebert and Michael L. Kamil, Op.cit., p. 3

a. Students know the meaning of words

b. Students are able to pronounce word correctly.

c. Students are able to spell or write words.

d. Students are able to use words in a sentence.[9]

According to Ellis[10], mastery is comprehensive knowledge or use of a subject or instrument. Mastering a word means mastering the aspects of word knowledge. Ellis summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word, spoken and written, the connotation or associations of the word, and word frequency.

According to Butterfield[11], mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development community. So, mastery is related one's ability, skill knowledge, proficiency, understanding capacity.

According to Longman[12], mastery is complete control or power over someone or something through understanding or great skill. Knowledge is important thing to the students to get more information and minimalist misunderstanding.

Vocabulary mastery is not only knowing the words and its meaning, but also knowing about how the words sound and how the words are used in the

[9] Cameron, 2001 *Teaching Languages to Young Learner.* Cambridge University Press P.71

[10] Ellis, Master of the Word, 1998, p, 502

[11] J Butterfield, Collin English Dictionary Plus Good Writing Guide, (Great Britain: Harper Collins Publishers, 2007), p, 56.

[12] Longman, Advanced American Dictionary New Edition, (England:Pearson Education Limited,2007) p, 984

context. Mastering vocbulary means have complate knowledge of a set of words that are used by a person. Vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also their meaning.

2 .English Song

a. Definition of English Song

According to Merriam Webster, song is a melody for a lyric poem or ballad.[13] Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies.

Song, based on the oxford dictionary, is a little part of music. In addition Griffee states that song is a part of music which have words, and it has some elements that make song differ from the poetry or speech although they are have many similarity.[14]

In Indonesia, most of students have difficulties in learning English. They are less motivation in studying English because they believe that English is difficult material. In that case, an English teacher needs to be responsive to the students' condition. The teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with

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[13] *http://www.merriam-webster.com/dictionary/song* accessed on 11/08/2010
[14] Dale T. Griffee, *Songs in Action*, (New York: Prentice Hall, 1992), p. 3

knowledge, and causing to know or understand.[15] So, teacher as facilitator in learning process should think creatively how to make English can be learnt well and make students interested in learning. One of the stratessgies that can be used by teacher is using media to support teaching and learning process.

b. Principle of English Song

There are some principles of english songs.: There are: a) Songs and rhymes for young children should be interesting and understandable b) Songs should have a relationship to the children area c) Songs should be linked to the theme, it should relate and interested.[16] From the previous research above the researcher conclude that the consideration and principles of choosing children song that the teacher has to choose the suitable songs for the students' level. So, it can make interest, enjoy, easy, and happy.

c. Procedure Teaching English Song

In this case the writer will apply song lyrics in teaching vocabulary of verbs by using procedures as follow: 1) Introduce the lesson as an easy and enjoyable way to learn new words. 2) Ask the students to work in pairs .3) Hand out a sheet of the content of paper are words.4) let the students listen the song. 5) Ask the students to circle the word that they listen, the mstudents must listen carefully in order to make out the exact words being song.6) Repeat the song 3 time until the students finished circling the word.7) checks their work one by one. After the teacher finish checks their work, the teacher givesa copy of song lyric.8) The teacher ask the studets for a word's meaning, give clues as an exaggerated tne

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[15] H. Douglas *Brown*,op.cit, p. 7
[16] https://en.wikipedia.org/wiki/*children's* song accesed on 06/07/2015 /08.30p.m

of voice and appropriate facial expression.

From the procedures above, the researcher assumes that students will be easy to understand the material and easy to memorize the vocabulary also will not feel bored in the classroom.

d. The Advantages and Disadvantages of Song

As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication, those are[17]: 1) Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process. 2) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities. 3) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics. 4) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make they active again. 5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live .So, students are easy to understand the material. 6) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity 7) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song. 8) Embed new vocabulary. Students can enrich their vocabulary after listen to a song. 9) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song. 10) Make learning English fun

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[17]ChrisBrewer,*MusicinTheLearningCycle,http//www.songforteaching*.com/teacingtips/musicinthelearningcycle. accessed on May 08, 2010 /08.45

for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

B. Related Study

Dewi Conducted, student's number 05420142, English Education of IKIP PGRI Semarang 2009. The title is Improving Students' Vocabulary Mastery Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/ 2010.[18] She was using listening English song to improve students' vocabulary mastery.. Besides that, this research was conducted with eighth grade of SMPN 25 Semarang 2009/ 2010 and the writer will do the research with eighth grade of MTs. Uswatun Hasanah Mangkang Semarang in the academic year of 2009/2010.

Mutmainah conduct the research about"The Correlation between Students' Habit in Listening Songs and their Listening Ability".[19] Although the form of the research does not similar, the use of song and the basic skill she used is similar. She has an aim for her study that she wanted to find is there any correlation between two variables. Her study that she conducted was giving a result that there is a correlation between her studies' variable.

Aisyah[20] conducted the research about :"Improving Students' Vocabulary Mastery Through Word Wall Strategy". The research aimed to find out the students' achievement in vocabulary by using word wabbing technique. The population was taken only one class in VII consist of 45 students'. The writer

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[18] Kustiana Dewi, unpublished thesis under title Improving Students' Vocabulary Mastery Through Listening English Song, (Semarang: IKIP PGRI, 2009).

[19] Mutia Mutmainah, "*The Correlation between Students' Habit in Listening Songs and Their Listening Ability*", Skripsi, pada UIN Syarif Hidayatullah Jakarta, 2014,

[20] Siti Aisyah"*Improving Students' Vocabulary Mastery Through Word Wall Strategy*", Thesis, (Medan:State Institute for Islamic Studies of North Sumatera, 2014).

used two cycles on her research, and she found that the students' scores increased from the first cycle. Thus by using word wall strategy could improve students' vocabulary mastery.

C. Conceptual Framework

Base on the theoritical framework, English can improve the students in vocabulary mastery because vocabulary is one basic elements in mastering English, if the students cant'know the vocabulary students automatically will not obtain of the four skills of English, such as listening, reading, speaking, and writing.

The students know that vocabulary is essensial for them to leran English , but they often do not have undertanding of how to go out about really learning vocabulary. So the students must remember new word, because the new word is slippery of thing, to make this matery intrest with the students the teacher is should be creative and must to up to date for giving the intresting for the students.

English song is consider an effective , and enjoyable way to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. From th discussion above, the researcher proposed that english song in teaching vocabulary is could improve the students vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research was conducted on July 2019 academic year.Thesubject in this research are the students of eight grade at Yayasan Islamic Zending Medan. The students are consist of 21 students, those are 11 females and 10 male . The researcher chosen this location because somereasons, namely : (1) theEnglish teacher never use english song in teaching English vocabulary. (2) theEnglish teacher still uses the old method in teaching learning process in class.

B. Data and Data Source

In this research, the data was collected by using qualitative and quantitative data. The qualitative data was analyzed from observation,photographs, interview, lesson Plan and test. The qualitative data was used to describe datawas not enabling to being counted or measured in objective way and subjective.The quantitative data in this research is the students' scores in forming several words. Their score will take from pre-test and post-test. The researcher got the data from teacher and students when teaching learning process activity. (1) Students is a learner, in this research students are the important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

C. Research Method

This study was applyed in classroom action research. In the clssroom action research , the teacher gives action to students. According to Arikunto and Suharjo Classroom action research is a form of accurate learning activity againt

and etc, deliberately raised and occur in a class together.[21] This research intends to reveal an effort to improve the learning process by using english song at eigth grade students of MTs Islamic Zending Medan, then the use of classroom action research considered relevant in thisresearch.

According to Koshy[22], Action research is about working towards practical outcomes, and also about creating new forms of understanding. It means that action without understanding is blind, just as theory without action is meaningless.

According to Ekawara, classroom action research is action research carried out by the teacher in the classroom. Action research is essentially a seriess of "research action-research action." Carried out in a cycle in order to solve problems, until the problem is solved.[23]

According to Burns[24], Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen. Inherent in this statments is a critical dimension which involves reflecting on the social structures and orders which surround classrooms.

According to Arikunto[25], a classroom action research consists of three words that can be understood as follows understanding: (1) Research, examine the activities of an object, use the rules of a particular methodology to obtain data or

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[21] Suharsimi Arikunto(2006), Class Room Action Research,PT Bumi Aksara p.3

[22] Valsa Koshy, *Action Research for Improving Practice* : A Practical Guide, (New Delhi : Paul Chapman Publishing, 2005), p, 14

[23] Ekawara,Class Room Action Research, Jakarta:GP press, P.34

[24] Anne Burns, *Collaboartive Action Research for English Language Teachers*, (United Kingdom : Cambridge University, 1999), p, 30

[25] Arikunto, Prosedure Penelitian, p, 91

information useful improve the quality of a thing that interest and important for researcher. (2) Action, something moment activities that deliberately made with a specific purpose, which in this study form a series of cycle of activity. (3) Class, is a group of students who are in the same receives the same lesson from a teacher.

Based on the definition above, it comes to the conclusion that theclassroom action research is working, application and activities of fact finding topractical problem solving in a social situation with a view to improving thequality of action, and to analyze any effect of the treatment.The four steps to conduct Calssroom Action Research.
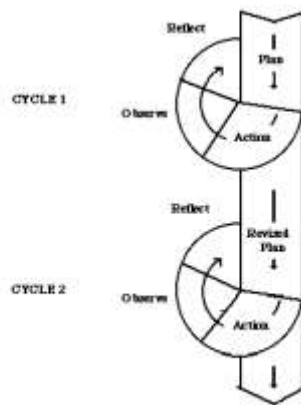
Figure 3 : Action research Spiral, Model From Kemmis and Mc Taggart

There are several cycles in the action research, each cycle consists of planning, acting, observing, and reflecting. The first is planning, planning is as reflection of the beginning of a activities to gather information about situations relevant to the tie of the study. The second is acting, acting is an effort to repair, an increase in or changes carried out based on the plan of action. The third is observing, observing is the activity of collecting the data to supervise to what extent the result of "acting" reach the objective or as the impact of action implemented or worn against the students. The fourth is reflecting, reflecting is

activities analysis, intrepretation of all the information obtained bye the time the action to eaxmine, seeing and considering the result or the impact of action that can be pulled the conclusion that steady and sharp based on the theory or the result of research there has been and relevant.[26]

D. Techniques of Collecting Data

The techniques of data collections will beused by the researcherarequalitative and quantitative data :

1. Test

The test in this research are pre-test and post test. Pre-test will be done before implementing the song . Meanwhile, post-test will be done after implementing the song . In this research, the test will be done in form of multiple choices.

2. Observation

In this case, the researcher was used the unstructured observation to know the occurences in learning process, about the teacher's performance during classroom action research, class situation in the classroom activity, and students will respond concern the use ofenglish song.

3. Interview

Interview is instrument of collecting data that provide direct communication bertween researcher and respondent. In interview, there will be question and answer section.[27]In this research, it will be conducted to get the information to form the knowledge about students and teacher's personal opinion,

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[26]Suyadi, *Panduan Penelitian Tindakan Kelas*, (Yogyakarta:DIVA Press, 2010), p.50
[27]*Ibid.,* p. 88

experiences, and ideas related to this research.

4. Documentation

Documentation used to show the teaching and learning process by using the photograph. The researcher takes the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

E. Techniques of the Analyzing Data

Technique of data analyzing is an effort that is done by researcher to analyze the data accurately. The data will use to describe the situation during teaching learning process. In this case, the researcher needs to analyze quantitative and qualitative data.

In quantitative data, the test consists of pre test and post test. Pre-test is done before Teaching Learning Process. This pre-test is a test on students understanding the spell from pronunciation. Its is used to know the students pronunciation skill before the method is done. Post-test is done after method implied in the Teaching Learning Process.

To analyze the quantitative data, the researcher will compare the result score of the pre-test and post-test to know whether the students' pronunciation can improve or not. The quantitative data will be analyzed by t-test formula to know the difference of the test success after using spelling bee game. The formula t-test as follows:

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(D)^2}{N}}{N(N-1)}}}$$

Where:

D= Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

While the qualitative data will be analyzed by Miles and Huberman[28], qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data sdisplay, and conclusion drawing. Those can be explained as follows:

1.Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during, after collecting the data as well as analysing the data. The data reduced in this study were data found in the interview transcript.

2 .Data Display

The next step in analyzing the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use essay in displaying the data, because it is most common data display will be used in qualitative research.

3 .Conclusion Drawing and Verivication

The last step of analasis that will draw conclusion and verivication. From

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[28] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analaysis*, (USA:Sage Publications, 1994),p, 10

the start of the data collection, the qualitative analaysis is beginning to decide what things mean is nothing regulations, patterns,explanation, possible configuration, causal flows and preposition.The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F. Trustworthiness

It is importan to establish the trustworthiness of the study. There arevareous ways to establish the trustworthiness of the study. According to Lincolnand Guba, the trustworthiness consists of the following components : credibility, transferability, dependability and confirmability. But in this research, the researcher only used credibility.

1. **Credibility**

In qualitative research means the results of a qualitative study are believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes : (1) Triangulation, triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. (2) Member checks, member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause study participants to willingly fill

in any gas earlier interviews. Trust is an improtant aspect of the member check process.

2. Transferability

Transferability is pay attention to suitable meaning of the meaning of the function of the elements contained in the study of phenomena and other phenomena outside the scope of the study. The way to reach the transferability is by a detailed breakdown of data of theory, or from a case to other case, so the reader can apply it in the similar context.

3. Dependability

Dependability is identical with reliability, in this study the dependability was built since from data collection and field data analysis as well as presentations of research report data. In the design development of data validity is built, start from the selection of cases ans focus, perform field orientation and developement of the conceptual framework.

4. Confirmability

Is identical with research objectivity or validity of the decsriptive and interpretative. The validity of data and research reports is compared with using techniques, they are: consult every step of activity to the promoter or consultant since the development of the design, rearrange the focus, determination of context and sources, determination of data collection techniques, and data analysis and presentation of research data.[29]

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[29] *Ibid.*, pp. 165-166

In this research, the technique of getting the trustworthiness that used by the researcher is the credibility.In the credibility, there are some techniques, one of them is triangulation. Sugiyono[30]says that "triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures".Triangulation is really important to improve the aspect of authenticityand credibility from the data has collected by the other method. Many researcher opine that there isno a tool to collect the data that can measure the phenomena of the subject perfectly. The tool of collecting data is only able to measure the phenomena of human from one perspective.[31]

According to Paton in Sutopo[32], there are four kinds of triangulation. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses two kinds of triangulation. Thefirst is data triangulation, it is a triangulation which uses many sources of data to validate it. The data taken from informant is compared to the data from the other informant. The second is methodological triangulation, it is a triangulation which uses many method to validate data. For instance, the data taken from interview is compared to the data taken from observation which has the same source. In the other words, the researcher limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.

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[30]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2006), p. 372

[31]Bambang Setiadi, *Penelitian Tindakan untuk Guru dan Mahasiwa* , (Yogyakarta : Graha Ilmu, 2015), p. 33

[32]HB Sutopo, *Metodologi Penelitian Kualitatif*, (Surakarta: UNS Press, 2002), p.78

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this research exist in the preliminary study, the first cycle and the second cycle.

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' improvement in vocabulary mastery by using English song.

In this preliminary study, the researcher gave vocabulary test, interview, and observation. Vocabulary test is used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as Kriteria Kelulusan Minimum (Minimum Passing Grade) in English lesson especially in vocabulary. The number of the students who took the test was 21 from the result of vocabulary test in pre-test, the total score of the students was 1343 and the mean of the students' score 63.95.

Based on the test result, it is indicated that the students' improvement in vocabulary was low. It can be seen from the mean score of the students was 1343 and the percentage of the students' score of the pre- test was 6 students who passed or got score up to 75, it was only 29 %. On the other hand, 15 students failed or didn't get score up to 75 and it was 71%. This data can be seen in the appendix X page 66 .

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. The researcher interviewed the teacher and

students. The interview also was done after implemented the stratgey to the English teacher and some of the students who got the law and high value during the learning process. The researcher interviewed the teacher about vocabulary mastery : 1. (R) What do you think about the ability of students vocabulary mastery ?, (T) Still much expected because are still standard. 2. (R) What are strategies often use when teaching vocabulary?, (T) Play game like tebak kata, dan menyambung kata. From the result of interview with the English teacher showed that the students still much expected especially in vocabulary because their ability in vocabulary are still standard. It was also strengthened by the result of interview with the students as follows: (1) "*saya tidak suka bahasa inggris karena saya sangat sulit dalam menghafal vocabulary*" From the opinion with the first student showed that the student still difficult to remember vocabulary. (2) "*belajar bahasa Inggris tentang vocabulary menarik. Tetapi, sulit sekali untuk membedakan kata yang sama*". From the opinion with the second student showed that the student felt difficult to distinguish the same words.

Based on the analysis result, it can be concluded that the some students were not interested in learning vocabulary because they felt difficult to remember of vocabulary and distinguish the same word, that's why their vocabulary mastery still low, and doing the pre-test, the researcher didn't implement the english song . Therefore to know the improvement of students' vocabulary mastery the researcher conducted the first cycle.

2. **Cycle I**

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was two meetings which were

conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a. **Planning**

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for two meetings. The topic which discussed was about content word; nouns and verbs. In planning of action research, research had been prepared : (1) Prepare Teaching Planning Program (RPP) to use the english song in scenario, (2) Prepare material which was suitable with topic discussion about (vocabulary in content words category; nouns and verbs), (3) Prepare the task for students, (4) Prepare the observation sheet to see the condition of students' activity during learning in the classroom. The researcher as the teacher and the teacher as a collaborator would be observed the teaching learning process in which english song was implemented.

b. `**Action**

All plan that had arranged were conducted in teaching learning process were taught the way of teaching vocabulary well by using english song . (1) Explained the procedure of english song. Before began teaching learningprocess the researcher had been doing the explanation about the implementation of english song to students, in order they would understand about strategy. (2) Gave the topic about vocabulary content word; nouns and verbs. (3) Teacher gave the students some letter s on the piece of paper. (4) Teacher asked the students to find new word, then the students fill the word into the blank boxes and wrote new word on the board.(5) The teacher gave the test to the students. Action was planned with the involvement of one teacher who would be partner as collaborator

that together with the researcher acting as an observer in the classroom. The collaborator helped the researcher when there were problems in teaching activities and recorded all the activities that happened in the classroom.

c.   Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they did the English song They were enthusiastic and enjoyable about the topic which discussed by the teacher in classroom. They also seriously to answered the clues of English song.

The activity of students could be seen in observation sheet and also photographs evidence which written and took by researcher during the teaching and learning process in classroom. We can see the students enjoyable, happy and enthusiastic than before. It was found the complete information about the observation sheet in Appendix XVI page 76.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when used the text twist game in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' improvement in vocabulary.

Quantitatively, the result of the pos-test of the first cycle, it showed that the total score of the students was 1517 and the number of the students who took the test was 21. So, the mean of the students' score of the test was 72.23. It can be

seen that the students' score in vocabulary was increased. The percentage of the students' score of the post- test was 8 students who passed or got score up to 75, it was only 38 %. On the other hand, 13 students failed or didn't get score up to 75 and it was 62 %. So, post-test of the first cycle was categorized improved. This data can be seen in the appendix X page 66.

The quantitative data above was also strenghtened by the qualitative data taken through interview. Interview was also done after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow: 1. (R)?, (S1 Apakah yang kalian fikirkan setelah belajar vocabulary bahasa Inggris dengan menggunakan lagu bahasa inggris) *Setelah belajar dengan menggunakan lagu bahasa inggris saya lebih banyak mengenal vocabulary baru. (S2) lebih mudah untuk mendapatkan vocabulary baru dan belajarnya lebih semangat dan happy.* 2. (R) Apakah belajar menggunakan lagu bahasa inggris bisa meningkatkan vocabulary bahasa Inggris anda?. (S1) *Iya, bisa tapi saya masih bingung karena hurufnya terbatas .* (S2) *Iya, lagu bahas inggris ini sangat cocok sekali untuk meningkatkan vocabulary.* The transcription of interview could be seen in apppendix XIV page 73 .

It was also supported by improving their score of progress. Furthmore, the result of interview with the English teacher were: 1. (R) Setelah english song telah diterapkan dalam pembelajaran vocabulary, bagaimana pendapat ibu tentang Lagu bahasa inggris ?, (T), *Menurut saya lagu bahasa inggris ini bagus, karena lagu ini bisa meningkatkan vocabulary siswa dan membuat siswa lebih enjoy dan tidak mudah bosan.* 2. (R) Apakah lagu bahasa inggris ini sangat penting dalam

pembelajaran vocabulary?, (T) un*tuk anak SMP penting karena pengetahuan vocabulary mereka kan masih standard*. The transcription of interview could be seen in apppendix XV page 74.

d. Reflection

Based on the interview above, there was improving of the students' vocabulary mastery. The result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 6 of 21 students (29%). In the post-test of cycle I, the students who got the score 75 or more were 8 of 21 students (38 %). The improvement of the pre-test to the post-test of cycle I was about 9%.

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score in test of cycle I was improved than the score of pre-test. But, it needed more improvement in their vocabulary because some of them still confused to understand some English vocabulary. It could be concluded that the students' vocabulary mastery improved but not successfully. So, the researcher was conducted cycle II.In the second cycle, researcher as teacher improved their vocabulary which was given to them related with the topic discussion.

3. Cycle II

After doing the first cycle, the students' problems were found and it given information about students' vocabulary. Therefore, researcher had a good to conduct the second cycle of action research which was carrieed out in two meetings. It was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave them more motivation and also more

explanation about vocabulary which suitable with topic discussion. The second cycle of action research as follows:

a. Planning

In this phase, researcher prepared lesson plan and emphasized the teaching and learning process in teaching students' vocabulary. The topic of study which discussed in cycle II was about content word; nouns and verb. Here, researcher made more English vocabulary about content word; nouns and verb to the students in order to improve their English vocabulary. The teaching and learning process is almost the same as the process in cycle I. In this cycle the teacher would be active in monitoring all students and for this cycle the teacher made the game in order to improve their interaction wetween the teacher and the students. The teacher would be more active in giving explanation to the students and more made the students enjoyable.

b. Action

In the cycle II, The researcher explained again the procedure of english song . Before teaching learning process, the researcher had been doing the explanation about the implementation of english song . After explained the procedure of text twist game, the teacher giving a topic vocabulary conten words; nouns and verbs. The teacher gave the game to the students in order the class would be more active then they must memorize the new words about nouns and verbs that connected to the topics. In this cycle, most of students were enthusiastic and serious when they were in game, because in this game who can found a new word and who firstly wrote a new word on the board they would be got high score and they as the winner. They could be enjoyable done this game. The actions

planned for the second cycle was given the post-test II for the students in order to get better results, and the researcher emphasized the students to be more interested in learning English, especially in mastering vocabulary.

c. Observation

In this phase, the students' ability at vocabulary mastering improved continiously. They were more enthusiastic and serious when they had understood. The students more seriously when did the test. The condition of the class was also quite and students had good reponse to the researcher's explanations. The researcher was very happy with the students result. From the last result it indicated that the students had able to answer the test. Most of students got score up 75.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' vocabulary mastery. The result of the post-test II of the second cycle, it showed that the total score of the students was 1747 and the number of the students who took the test was 21. So, the mean of the students' score of the test was 83.19. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post- test II was 18 students who passed or got score up to 75, it was 86 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 14 %. So, post-test II of the second cycle was categorized successfully. This data can be seen in the appendix X page 66.

Based on data above, the result showed the improvement of the students' score from the post-test I to the post-test II of cycle II. In the post-test I, the students who got the score 75 or more were 8 of 21 students (38 %). In the post-

test II of cycle II, the students who got the score 75 or more were 18 of 21 students (86 %). The improvement of the post-test I to the post-test II of cycle II was about 48 %. In this also used to test the hyphothesis in the research, from the computation above , it could be seen that coefficient of tobserved = 3,92 and ttable to df = N-1 = 21-1 = 20, with fact level α = 0,05 was . In the coefficient of tobserved(3,92) > ttable (0,433). Thus, alternative hyphothesis (Ha) could be received. Based on finding, alternative hyphothesis (Ha) saying that the english song could be improved the students' vocabulary mastery. This data can be seen in the appendix XI page 67.

d. Reflection

In this phase, all students had been able to do english song as the strategy to develop their vocabulary mastery related to the topics. Students' vocabulary mastery had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well. Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' vocabulary mastery had been improved.

B. DISCUSSION

This research was conducted to find out the implementation of English song in improving the students' vocabulary mastery. The result indicated that there was an improvement in the students' vocabulary mastery by using English song . The mean of the students' score in the pre-test was 63.95. It was low because only 6 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 72.23. It was higher than the pre-test of cycle

I. The mean of the students' score in the post-test II of cycle II was 83.19 . It was higher than the post-test I of cycle I. The percentage of students who got point > 75 also grew up. In the pre- test, the students who got point >75 were only 6 students (29%). In the post-test cycle I students who got point > 75 there were 8 students (38%). It means that there was improved about 9 %. The post test II of cycle II, students who got point >75 there were 18 students (86%) and the improvement was about 48%. For the total improvement of the students' scores from pre-test to post-test of cycle II was 57%. In other words, the students' vocabulary mastery were become better in the first meeting to the next meeting.

Based on the result of the qualitative data which was taken from the observation sheet, interview and photographs, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the implementation of text twist game could be motivate the students became more enthusiastic in learning English especially in English vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the implementation of the English song could improve the students' vocabulary mastery. It made the students enjoyable and their mastery was higher in learning English vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, it could be concluded that teaching vocabulary by using english song could improve the students' vocabulary mastery.In the preliminary study, quantitatively showed that score of the students was 1343 and the mean of the students' score 63,95. The percentage of the students' score of the test was 6 students who passed or got score up to 75, it was only 29%. There was 15 students who got failed or didn't get score up to 75 and it was 71%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in vocabulary was not good yet and low in vocabulary test of the pre-test.

In the cycle I, quantitatively showed that the total score of the students was 1517 and the mean of the students' score of the test was 72,23. The percentage of the students' score of the post-test I was 8 students who passed and got score 75 or up to 75 it was only 38%. On the other hand, 13 students failed or didn't get score up to 75 and it was 62 %. So, post-test of the first cycle was categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoyable, easier, and interesting to learn vocabulary by using English song.

In the cycle II, quantitatively showed that the total score of the students was 1747 and the mean of the students' score of the test was. 83,19. The percentage of the students' score of the post-test II was 18 students who passed and got score 75 or up to 75 it was only 86 %. On the other hand, 3 students failed

or didn't get score up to 75 and it was 14%. So, post-test II of the second cycle was categorized successfully.   Qualitatively, showed from the result of observation, it can be concluded that the text twist game could be improved the students' vocabulary mastery.

B. Suggestions

Having seen the result of study, the following suggestion are offered to be considered:

1. For the teacher should apply english song in teaching vocabulary so that the students can be more active, enthusiastic and enjoy during teaching learning process.

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

3. The other research, I suggested to conduct research related to the topic of the study.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Zending Medan

Kelas : VIII

Materi : Vocabulary

Topic : Listening the song

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan procedural) Berdasarkan asa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, dan membuat) dan ranah abstact(menulis, membaca, menghitung, menggambar   dan mengarang) sesuai dengan yang di pelajari di sekolah dan diri berbagai sumber lain yang sama dalam sudut pandang / teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional.	1.1.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahasa Inggris. 1.1.2 Mengidentifikasi unsur kebahasaan dan pesan dalam lagu.
2.3 .Mengetahui makna vocabulary dan mengugkapkanny dengan bahasa lisan secara akurat dan lancar.	2.3.1 Menggunakan bahasa yang baik saat berkomunikasi Menghargai 2.3.2 Menunjukkan sikap saling menghargai dan menghormati.
3.2 Memahami makna vocabulary pada setiap ungkapan dan tulisan dalam konteks kehidupan sehari-hari.	3.2.1 Mengungkapkan secra lisan vocabulary dengan ucapan yang benaar. 3.2.2 Merespon makna yang terdapat dalam lagu.

C. Tujuan Pembeleajaran

1. Siswa dapat mengucapkan voabulary dengan pronounciation yang baik dan benar.

2. Siswa dapat menggunakan vocbulary dalamkehidupan sehari hari.

3. Siswa mampu merespon pesan yang terdapat dalam lagu.

D. Materi Pembelajaran

Fungsi Sosial:

Menghibur, mengungkapkan perasaan, mengajarkan pesan moral.

Unsur Kebahasaan

1. Kata, ungkapan dan tata bahasa dalam karya seni berbentuk lagu.

2. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

3. Ucapan , tekanan kata, intonasi ketika mempresentasikan secara lisan.

   Topic: Lagu- lagu yang menginspirasi.

E. Metode

Contextual Teaching Learning (CTL) Modelling

F. Media, Alat dan Sumber Pembelajaran

1.Media : Song, speaker, laptop

2. Sumber Belajar: Lyric Lagu

G. Langkah Langkah Pemlajaran

1. Pendahuluan (10 menit)

Guru

a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa.

b. Guru mengabsen siswa.

c. Tanya jawab mengenai materi sebelumnya.

d. Menyiapkan peserta didik secara psikis dan fifik untuk mengikuti proses pemebelajaran dengan menegecek kehadiran mereka.

e. Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk memepelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan di capai.

2. **Kegiatan inti (60 menit)**

   f. Siswa mendengarkan lagu yang diperdengarkan lewat laptop, video atau yang dinyanyikan oleh guru atau teman dengan penuh perhatian.

   g. Guru menanyakan pesan moral yang terdapat dalam lagu.

   h. Guru menanyakan kosa kata yang terdapat di dalam lirik lagu tersebut.

   i. Guru memeberikan pesan moral yang terdapat didalam lagu tersebut.

   j. Guru meminta siswa untuk menyebutkan kosa kata di dalam liric lagu secara benar.

   k. Guru memotivasi siswa untuk menyanyiakn lagu secara bersama-sama.

3. **Penutup**

   l. Memberikan feedback terhadap hasil belajar kerja siswa.

   m. Memerikan kesimpulan.

   n. Membrikan penilaian ataupun refleksi terhadap kegiatan pembelajaran yang telah berlangsung.

   o. Guru memotivasi siswa.

   p. Guru menutup pelajaran dengan berdoa.

- Technique   : Writing test

- The form of instrument   : Essay

I. Instrument Soal

Symphony

I've been hearing symphonies

Before all I heard was ....

A rhapsody for you and me

And every melody is ....

Life was stringing me along

Then you came and you cut me ....

Was solo singing on my own

Now I can't ....the key without you

   And now your song is on ....

   And I'm dancin' on to your........

   And when you're gone, I feel incomplete

   So if you want the ......

I just wanna be part of your symphony

Will you hold me tight and not let go?

 Symphony

 Like a love song on the radio

Will you hold me tight and not let go?

I'm sorry if it's all too much

Every day you're here, I'm ....

And I was runnin' .... of luck

I never thought I'd find this ....

'Cause I've been hearing symphonies

Before all I heard was silence

A rhapsody for you and me

Manual Assessment

Cara penilaina ini menggunakan rumus = $S = \dfrac{R}{N} \times 100$

Dimana: S = Nilai Tes

R = Jumlah Benar

N = Jumlah Soal

Medan, 25 Juli 2019

Guru Bahasa Inggris   **Peneliti**

Rabitah Ainun,SS,S.Pd.   **Ummi Kalsum Batu Bara**
                                            NIM. 34151029

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Zending Medan

Mata Pelajaran : Bahasa Inggris

Kelas   : VII

Materi   : Vocbulary

Topic   : listening the song

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan procedural)

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.2.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahas Inggris. 1.2.2. Mengidentifikasi unsur kebahasaan dan pesan dalam lagu.
2.4 Mengetahui makna vocabulary dan mengugkapkanny dengan bahasa lisan secara akurat dan lancar.	2.4.1 Menggunakan bahasa yang baik saat berkomunikasi Menghargai 2.4.2 Menunjukkan sikap saling menghargai dan menghormati
3.3 Memahami makna vocabulary pada setiap ungkapan dan tulisan dalam konteks kehidupan sehari-hari.	3.3.1 Mengungkapkan secra lisan vocabulary dengan ucapan yang benaar. 3.3.2 Merespon makna yang terdapat dalam lagu.

C. Tujuan Pembelajaran

1. Siswa dapat mengucapkan voabulary dengan pronounciation yang baik dan benar.

2. Siswa dapat menggunakan vocbulary dalamkehidupan sehari hari.

3. Siswa mampu merespon pesan yang terdapat dalam lagu.

D. Materi Pembelajaran

PROMISE

I promise ...... you call me

It dont matter where I am

I 'll always be there, like you been there

If you need me closer,

I ll be right ovar

Iswear, I swear

      Every time that I

      need you by my side

      Every time I lose my way in .....

      You re my ...... of life,

      compass and guide

There behind me

And one day when the

tables finally ....

And it's me you're depending on

I'll put you first, hold you close

Like you ....me

Know that I ll be there for you,

 for you

I promise anytime you call me

      It dont matter where I am

I' ll always be there, like you've been there

If you need me closer,

I 'll be right over

I swear, I swear

I promise anytime you call me

It don t matter where I am

I' ll always care for you, go anywhere for you

If you need me closer,

I ll be ...... over

I swear,

Ooh

There are days when I just

don t want to ......

And ur feelings hit a wall

But that won't change

The love you've ....

inside this family

Everything that I do is

to make you proud

I just want to say it,

and say it ....

You re my heat when Im cold

The place I call home,

and always will be

Know that

I' ll be there

 for you,

for you

Having someone to go to

    Having someone to love

    Having both is a ....

    That was sent from above

    Oh, I know that wherever

    I 'll goYou ll be forever in my heart

E.   Metode

    Contextual Teaching Learning (CTL) Modelling

F. Media, Alat dan Sumber Pembelajaran

    1.Media : Song, speaker, laptop

    2. Sumber Belajar: Lyric Lagu

G. . **Langkah-langkah Pembelajaran**

1. Pendahuluan (10 menit)

    Guru

a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa.

b. Guru mengabsen siswa.

c. Tanya jawab mengenai materi sebelumnya.

d. Menyiapkan peserta didik secara psikis dan fifik untuk mengikuti proses pemebelajaran dengan menegecek kehadiran mereka.

e. Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilaukan untuk memepelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan di capai.

2. **Kegiatan inti (60 menit)**

f. Siswa mendengarkan lagu yang diperdengarkan lewat laptop, video atau yang dinyanyikan oleh guru atau teman dengan penuh perhatian.

g. Guru menanyakan pesan moral yang terdapat dalam lagu.

h. Guru menanyakan kosa kata yang terdapat di dalam lirik lagu tersebut.

i. Guru memeberikan pesan moral yang terdapat didalam lagu tersebut.

j. Guru meminta siswa untuk menyebutkan kosa kata di dalam liric lagu secara benar.

k. Guru memotivasi siswa untuk menyanyiakn lagu secara bersama- sama.

3. **Penutup**

l. Memberikan feedback terhadap hasil belajar kerja siswa.

m. Memerikan kesimpulan.

n. Membrikan penilaian ataupun refleksi terhadap kegiatan pembelajaran yang telah berlangsung.

H. Penilaian

- Technique   : Writing test

- The form of instrument   : Essay

I. Instrument Soal

PROMISE

I promise ...... you call me

It dont matter where I am

I 'll always be there, like you been there

If you need me closer,

I ll be right ovar

Iswear, I swear

    Every time that I need you by my side

    Every time I lose my way in .....

    You re my ...... of life,

    compass and guide There behind me

And one day when the

tables finally ....

And it's me you're depending on

I'll put you first, hold you close

Like you ....me

Know that I ll be there for you,

 for youI promise anytime you call me

    It dont matter where I am

    I' ll always be there, like you've been there

If you need me closer,

I 'll be right over

I swear, I swear

I promise anytime you call me

It don t matter where I am

I' ll always care for you, go anywhere for you

If you need me closer,

I ll be ...... over

I swear,

Ooh

There are days when I just

don t want to ......

And ur feelings hit a wall

But that won't change

The love you've ....

inside this family

Manual Assessment

Cara penilaina ini menggunakan rumus = $S = \frac{R}{N} \text{ X } 100$

Dimana: S = Nilai Tes

R = Jumlah Benar

N = Jumlah Soal

Medan, 25 Juli 2019

Guru Bahasa Inggris   **Peneliti**

Rabitah Ainun,SS,S.Pd.   **Ummi Kalsum BatuBara**
                                                                            NIM 34151029

Appendix III

Symphony

I've been hearing symphonies

Before all I heard was ....

A rhapsody for you and me

And every melody is ....

Life was stringing me along

Then you came and you cut me ....

Was solo singing on my own

Now I can't ....the key without you

And now your song is on ....

    And I'm dancin' on to your........

    And when you're gone, I feel incomplete

    So if you want the ......

I just wanna be part of your symphony

Will you hold me tight and not let go?

Symphony

Like a love song on the radio

Will you hold me tight and not let go?

I'm sorry if it's all too much

    Every day you're here, I'm ....

    And I was runnin' .... of luck

    I never thought I'd find this ....

    'Cause I've been hearing symphonies

Before all I heard was silence

A rhapsody for you and me

KEY ANSWER OF PRE –TEST

1. Silenco

2. Timeless

3. Loose

4.Find

5. Repeat

6. Hear Beat

7. Truth

8. Healling

9. Out

10. Feeling

APPENDIX IV

PROMISE

I promise ...... you call me
It dont matter where I am
I 'll always be there, like you been there
If you need me closer,
I ll be right ovar
Iswear, I swear

      Every time that I
      need you by my side
      Every time I lose my way in .....
      You re my ...... of life,
      compass and guide

There behind me
And one day when the
tables finally ....
And it's me you're depending on
I'll put you first, hold you close
Like you ....me
Know that I ll be there for you,
 for you

I promise anytime you call me
      It dont matter where I am
      I' ll always be there, like you've been there
      If you need me closer,
      I 'll be right over
      I swear, I swear

I promise anytime you call me
It don t matter where I am
I' ll always care for you, go anywhere for you
If you need me closer,
I ll be ...... over
I swear,
Ooh

There are days when I just
       don t want to ......
      And ur feelings hit a wall
      But that won't change
      The love you've ....
       inside this family

Everything that I do is
to make you proud
I just want to say it,
and say it ....
You re my heat when Im cold
The place I call home,
and always will be
Know that
I' ll be there
 for you,
for you

Having someone to go to
            Having someone to love
            Having both is a ....
            That was sent from above
            Oh, I know that wherever
            I 'll goYou ll be forever in my heart

KEY AND ANSWER POST- TEST

1. Anytime
2. Life
3. Circle
4. Turn
5. Toaught
6. Right
7. Talk
8. Raised
9. Loud
10. Blessing

APPENDICES V

Lily

Lily was a litle girl
Afraid of the big ......
She grew up within her castle walls
Now and then ......
And then on the night with the ......
She went in the woods away
So afraid and alone

They worned her, don't go there
There's ...... who are hiding in the dark
Then something came ....
It told her, don't you worry just

Follow every where .....
Top over the montain's or .....
Give you everything you've been dreaming of
Just let me in, ooh
Everything you want in gonna be .....
You've been told
And you'll be safe under my .....
Just let me in , ooh 2x

She know her wa hypnotized
And walking on cold thin .....
Then it brok, and she awoke again
The she ran faster than
Start screaming

KEY AND ANSWER

1. Wide world
2. She tried to run
3. Setting sun
4. Creatures
5. Creeping
6. I go
7. Valley low
8. The magic story
9. Control
10. Ice

APPENDIX VI

THE QUANTITATIVE DATA

No	Stdents' Initial	PRE - TEST	SYCLE 1	CYCLE II
		Score	Score	Score
01	AF	77	97	97
02	AP	60	73	80
03	AS	30	33	50
04	DH	67	73	80
05	DN	63	73	80
06	DA	77	93	100
07	FP	30	43	87
08	GP	83	100	100
09	HPT	93	100	100
10	CO	73	87	77
11	MHM	60	73	93
12	MDT	57	63	83
13	MH	53	70	80
14	MRA	50	67	73
15	NR	73	80	77
16	NL	90	93	97
17	NSD	97	93	90
18	PA	63	67	90
19	PAM	57	50	50
20	RP	50	63	80
21	TC	40	33	80
	Total X	1343	1517	1747
	The Mean Score	63,93	72,23	83,19

APPENDIX VII

THE STUDENTS' SCORES RESULT FOR PRE-TEST

No	The Students' Initial	PRE – TEST	
		Score	**Got Score of Over 75**
01	AF	77	**Passed**
02	AP	60	Failed
03	AS	30	Failed
04	DH	67	Failed
05	DN	63	Failed
06	DA	77	**Passed**
07	FP	30	Failed
08	GP	83	**Passed**
09	HPT	93	**Passed**
10	CO	73	Failed
11	MHM	60	Failed
12	MDT	57	Failed
13	MH	53	Failed
14	MRA	50	Failed
15	NR	73	Failed
16	NL	90	**Passed**
17	NSD	97	**Passed**
18	PA	63	Failed
19	PAM	57	Failed
20	RP	50	Failed
21	TC	40	Failed
	Total X	**1343**	
	The Mean Score	**63,93**	

APPENDIX VIII

THE STUDENTS' SCORES RESULT FOR POST-TEST I

No	The Students' Initial	POST TEST 1	
		Score	**Got Score Of Over 75**
01	**AF**	**97**	**Passed**
02	**AP**	73	Failed
03	**AS**	33	Failed
04	**DH**	73	Failed
05	**DN**	73	Failed
06	**DA**	**93**	**Passed**
07	**FP**	43	Failed
08	**GP**	**100**	**Passed**
09	**HPT**	**100**	**Passed**
10	**CO**	**87**	**Passed**
11	**MHM**	73	Failed
12	**MDT**	63	Failed
13	**MH**	70	Failed
14	**MRA**	67	Failed
15	**NR**	**80**	**Passed**
16	**NL**	**93**	**Passed**
17	**NSD**	**93**	**Passed**
18	**PA**	67	Failed
19	**PAM**	50	Failed
20	**RP**	63	Failed
21	**TC**	33	Failed
Total X		**1517**	
The Mean Score		**72,23**	

APPENDIX IX

THE STUDENTS' SCORES RESULT FOR POST-TEST I1

No	The Students' Initial	POST TEST 11	
		Score	**Got Score Of Over 75**
01	AF	97	Passed
02	AP	80	Passed
03	AS	50	Failed
04	DH	80	Passed
05	DN	80	Passed
06	DA	100	Passed
07	FP	87	Passed
08	GP	100	Passed
09	HPT	100	Passed
10	CO	77	Passed
11	MHM	93	Passed
12	MDT	83	Passed
13	MH	80	Passed
14	MRA	73	Failed
15	NR	77	Passed
16	NL	97	Passed
17	NSD	90	Passed
18	PA	90	Passed
19	PAM	50	Failed
20	RP	80	Passed
21	TC	80	Passed
	Total X	1747	
	The Mean Score	83,19	

APPENDIX X

DISTRIBUTION OF STUDENTS' VOCABULARY MASTERY FOR PRE- TEST, POST TEST , AND POST TEST II

PRE TEST		Criteria	Total Students'	Percentage
	P^1	Passed	6	29%
	P^2	Failed	15	71%
POST TEST 1	P^1	Passed	8	38%
	P^2	Failed	13	62%
POST TES 11	P^1	Passed	18	86%
	P^2	Failed	3	14%

APPENDIX XI

THE TESTING HYPOTHESIS
THE STATISTIC ANALYSIS OF THE RESULT OF STUDENTS' SCORE
IN THE PRE-TEST AND POST-TEST

NO	Post - test Cycle 1	Post - test Cycle 11	D	D^2
	Score	Score	Score	Score
01	97	97	0	0
02	73	80	7	49
03	33	50	17	289
04	73	80	7	49
05	73	80	7	49
06	93	100	7	49
07	43	87	44	1936
08	100	100	0	0
09	100	100	0	0
10	87	77	3	9
11	73	93	20	400
12	63	83	20	400
13	70	80	10	100
14	67	73	6	36
15	80	77	3	9
16	93	77	4	16
17	93	97	0	0
18	67	90	23	529
19	50	90	0	0
20	63	50	17	289
21	33	80	47	2209
			D= 242	D^2 = 6418
			D= 242/21	

			11,52	
			T =3,92	

THE FIRST INTERVIEW WITH STUDENTS

The researcher   : Apakah kamu suka belajar bahasa inggris ?

The student 1   : saya tidak suka belajar bahasa Inggris karena saya sangat

sulit untuk menghafal vocabulary.

The student 2   : Iya, saya suka karena belajar Bahasa Inggris itu menarik.

The researcher   : Apa yang kamu ketahui tentang vocabulary?

The student 1   :Vocabulary yaitu daftar kata-kata yang paling utama dalam

Bahasa Inggris.

The student 2   : Vocabulary yaitu kosa kata.

The researcher   :Selama ini bagaimana metode atau strategi yang

digunakan guru dalam pembelajaran vocabulary?

The student 1   : Strateginya kadang-kadang pakai game dan scrabble.

The student 2   : Sejauh ini hanya scrable dan games.

The researcher   : Kesulitan apa yang sering kalian temui dalam belajar

vocabulary?

The Students 1   : Saya sangat sulit dalam mengahafal vocabulary.

The students 2   : Saya merasakan kesulitan belajar vocabulary ketika

membedakan kata-kata yang sama.

The researcher   : Bagaimana cara kalian untuk mengatasi masalah dalam

kesulitan belajar vocabulary ?

The students 1   : Sering membaca buku Bahasa Inggris.

Tthe students 2   : Harus memahami vocabulary tersebut

The researcher   : Apa yang kalian lakukan untuk meningkatkan vocabulary

Bahasa Inggris kalian?

The students 1 : Banyak-banyak mengulang.

The students 2 : Belajar.

The researcher : Menurut kalian cara belajar yang bagaimana yang kalian sukai, sehingga kamu lebih mudah memahami pelajaran khususnya tentang vocabulary?

The student 1 : Dibuat dengan gambar gambar yang menarik.

The student 2 : Dengan cara bermain games.

The researcher : Apakah kalian pernah belajar vocabulary dengan Menggunakan lagu bahasa inggris.?

The student 1 : Belum

The student 2 : Belum

APPENDIX XIII

THE LAST INTERVIEW WITH THE STUDENTS

The researcher : Apakah kamu suka belajar vocabulary menggunakan lagu bahasa inggris?

The student 1 : Iya, saya suka

The student 2 : Suka

The researcher : Apakah yang kalian fikirkan setelah belajar vocabulary Bahasa Inggris dengan menggunakan lagu bahasa inggris?

The student 1 : Setelah belajar dengan menggunakan lagu bahasa inggris saya lebih banyak mengenal vocabulary baru.

The student 2 : lebih mudah untuk mendapatkan vocabulary baru dan belajarnya lebih semangat dan happy.

The researcher : Apakah ada kesulitan untuk memperoleh vocabulary ketika menggunakan lagu bahasa inggris?

The student 1 : Ada, contohnya ketika mencari arti kosa kata

The student 2 : Ada, karena hurufnya terbatas

The researcher : Apakah belajar menggunakan lagu bahasa inggris bisa membantu meningkatkan vocabulary bahasa Inggris anda? Mengapa?

The student 1 : Iya bisa. tapi saya masih bingung karena hurufnya terbatas.

The student 2 : Iya, lagu bahasa inggris ini sangat cocok sekali untuk meningkatkan vocabulary.

The researcher : Kalian setuju tidak, jika ada yang mengatakan

bahwasanya belajar vocabulary menggunakan lagu bahasa inggris itu sangat menarik? Dan apakah menurut kalian kelebihan dan kelemahan dari lagu bahasa inggris ini?

The student 1   : Lumayan.

The student 2   : Setuju.

The researcher   : Menurut kalian apakah kegiatan pembelajaran vocabulary dengan menggunakan lagu bahasa iggris perlu dilakukan seterusnya? Mengapa?

The student 1   : Perlu diteruskan karena lagu bahasa inggris ini bisa menambah vocabulary baru siswa.

The student 2   : Perlu, karena lagu bahasa inggris ini menarik dan bisa meningkatkan vocabulary siswa.

APPENDIX XIV

THE FIRST INTERVIEW WITH ENGLISH TEACHER

The researcher : Bagaimana menurut pendapat ibu tentang kemampuan siswa dalam menguasai vocabulary ?

The teacher : Masih jauh diharapkan karena masih standard.

The researcher : Bagaimana cara ibu mengatasi masalah tersebut ?

The teacher : Hari-harinya sering memberi vocabulary baru kira-kira lima kosa kata tiap pertemuan.

The researcher : Biasanya methode apa yang ibu gunakan ketika mengajar vocabulary kepada siswa?

The teacher : Main games seperti tebak kata dan menyambung kata.

The researcher : Seperti yang kita ketahui bersama, kemampuan siswa dalam menguasai vocabulary merupakan suatu hal yang sangat penting dalam bahasa inggris, sejauh ini apakah ibu pernah menggunakan lagu bahasa inggris dalam pembelajaran vocabulary?

The teacher : Belum Pernah.

APPENDIX XV

THE LAST INTERVIEW WITH THE TEACHER

Researcher : Setelah lagu bahasa inggris telah diterapkan dalam pembelajaran vocabulary, bagaimana pendapat ibu tentang lagu bahasa inggris ini?

Teacher : Menurut saya lagu bahasa iggris ini bagus, karena games ini bisa meningkatkan vocabulary siswa dan membuat siswa lebih enjoy dan tidak mudah bosan.

Researcher : Apakah menurut ibu lagu bahasa inggris ini bagus digunakan dalam sistem pembelajaran Bahasa Inggris?

Teacher : Iya bagus.

Researcher : Apakah menurut ibu llagu bahasa inggris ini bisa meningkatkan vocabulary siswa? Jelaskan!

Teacher : Bisa, karena menambah vocabulary yang baru.

Researcher : Apakah menurut ibu lagu bahasa inggris ini sangat penting dalam sistem pembelajaran vocabulary dan mengapa?

Teacher : untuk anak SMP penting karena pengetahuan vocabulary mereka kan masih standard.

Researcher : Menurut ibu apa kekurangan dan kelebihan dalam lagu bahasa inggris ini?

Teacher : kekurangannya : lagu ini membutuhkan pendengarn yang sangat tajam dan harus fokus.

Kelebihannya : Membuat anak-anak lebih enjoy dan tidak mudah bosan.

Appendix XVI

OBSERVATION SHEET

Focus	Point That Are Observed	Cycle I		Cycle II	
The Researcher as the Teacher	1. The teacher came on time				
	2. The teacher was greet the students				
	3. The teacher was absent the students				
	4. The teacher introduced her self				
	5. The teacher motivated the students				
	6. The teacher warmed up to the students, such as gave students some questions about the topic that will be dicussed to the students in the classroom				
	7. The teacher explained the learning objective				
	8. The teacher explained the topic				
	9. The teacher gave pre-test				
	10. The teacher prepared teaching material systematically				
	11. The teacher used media to present the material				
	12. The teacher devided the students of some groups				
	13. The teacher explained about the procedure of English song activity				

	14. The teacher gave some letter to the students				
	15. The teacher asked the students to find new word of some letter provided				
	16. The teacher asked the students to ask which part they didn't understand yet				
	17. The teacher walked around the class to control the students' activities				
	18. The teacher admonish of the students who made any noise				
	19. Teacher gave post-test to the students				
	20. The teacher concluded the lesson and reminded the students to study at home.				
The Students	1. All students came on time				
	2. All the students listened / played attention what the teacher explained				
	3. The students studied seriously				
	4. The students felt interested and enthusiast in studying vocabulary by using English song				
	5. The students made any noisy in the class				
	6. All of the students came to follow the test				
	7. The students asked question if they				

	didn't know				
	8. The students used the dictionary to find out the meaning of words				
	9. The students did the test seriously				
Class	1. The classroom was comfortable and clean				
	2. The classroom was far from the crowded				
	3. The classroom was facilitated by what the teacher needed				

APPENDIX XVII
DOCUMENTATION