

**A DESCRIPTIVE STUDY OF USING ENGLISH SONGS
IN TEACHING LISTENING TO DEVELOP STUDENTS'
VOCABULARY MASTERY AT THE TENTH GRADE
STUDENTS OF IPA 1 OF MAN SRONO BANYUWANGI**

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ABSTRAK

This research was aimed at investigating the use of English songs in improving students' vocabulary mastery and students' response toward learning vocabulary through song. A descriptive qualitative research design was employed in a class consisting of 30 students at Tenth Grade of IPA 1 of MAN Srono Banyuwangi. Songs in learning activities positively promote memorizing and gaining new vocabulary easier, developing listening skill, understanding the lesson more, and expanding knowledge. The teachers can take its advantages in classroom activities to promote an effective and interesting learning atmosphere.

The objective of this study is directed to improve the vocabulary mastery of the tenth grade (10) of IPA I students of MAN Srono Banyuwangi, Academic Year 2014-2015. This study applied English songs to improve the students' vocabulary.

The design of this research is Classroom Action Research (CAR) to check the students' vocabulary improvement as well as their rate in vocabulary. This study was conducted on one cycle. It was conducted on four meetings; three meetings were for giving treatment and implementing English songs and the other one was used for asking students' response.

The writer determined that the criteria of success the students would be successful if generally the 70% of the students' average score were up to 61 or B. The data in this research are classified into qualitative and quantitative data. The qualitative data are taken from observation sheet, field note and students' response sheet. Meanwhile, the quantitative data are taken from the result of listening test.

Key Words : *English songs and vocabulary mastery*

INTRODUCTION

In spite of the fact that English is still considered as a foreign language in Indonesia, students in Junior

high School are expected to master English communicative competence as one of their provisions in becoming professional

workers at national and multinational companies and institutions. When people learn English as their foreign language, it is not as easy as learning the first language. It is because they have to master sufficient vocabularies which, often complicated.

Traditional language teaching methods high light the vocabulary study by writing the lists of definitions, written and oral drill sand flash cards. English teachers usually ask the students to tap a new word from their explanation (Zatnikasari, 2008). It is just a kind of memory that is involved in holding in a telephone number for as long as it takes to be able to dial it, or just to repeat a word of the teacher's example. The successful of vocabulary learning will involve more than simply holding words into mind for a few seconds. For words to be integrated into long- term memory, they need to be subjected to different kind of operations working memory (Thornbury, 2002:23).

Students need something to make them interested in learning process which can make them enjoy in th e classroom (Maulaya, 2008). Crea ting enjoyable learning atmosphere is highly recommended since the students' achievement in learning process are also affected a lot by the teachers' technique in teaching. Moreover, an enjoyable learning condition will make the learners to do a meaningful learning. Brown (2001) states that meaningful learning will lead toward better long-term retention than rote learning. By meaningful learning, the learners will have better understanding about the lesson.

One of the ways in creating an enjoyable learning atmosphere is by using songs as teaching media. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening and other skills. They can also be used to teach a variety of language items, one of them is vocabulary (Saricoban & Metin, 2000). Through its lyrics and repetition rhyme, it is possible for us to know and learn some new words consciously and increase our vocabulary while enjoying the music. Through the song, students will also learn vocabulary easier because song, indirectly, will attract them to find the meaning of difficult words in the dictionary.

Related to the study, the use of song as one of teaching strategies can improve students' language skills, listening in particular (Maulaya, 2008). Song also effective to make the students to remember the words easily and feel more motivated in the class because they learn n an interesting way (Zatnikasari, 2008). Studying vocabulary because is an essential component of language. Gove (1987) in Mulyana (2003:50) states that vocabulary is one component of language beside grammar. Students who want to learn a target language have to learn those components. It is a list of words and sometimes phrases, usually arranged in alphabetically order and defined as dictionary, grocery and lexicon.

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary role is paralleled with phonology and grammar to help the learner mastering for language skill. Celce and Olshtain (2001:139) explain that there are two kinds of

vocabulary. They are function words and content words. The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs). Furthermore, the content words are those vocabulary items that belong to open word classes (word classes that readily accept new words and discard old ones).

Thornbury (2002:13) stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

Traditionally, vocabulary will be neglected in language teaching programs and curriculums for the sake of grammar and other parts of language. French (cited in Amiroyousefi and Dastjerdi, 2010:159) stated that it is because specialists in methodology believed that students would make mistakes in sentence construction if too many words were learned before the basic grammar had been mastered and believed that word meanings can be learned only through experience and could not be taught in the classroom. However, vocabulary is an important part of language learning and teaching. Barska (2006:79). Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved.

Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language.

In this study, the writer uses one of teaching media to teach vocabulary to make it pleasing and interesting to the students. The media is song lyrics, students feel something new and different from what they usually got in their class. Song, as audio authentic media, is a short musical composition with words (from merriam-webster.com/dictionary/song). It has always played a big part of humans' life, beginning with child's birth and mother sings lullabies to their children. It brings emotions to life and it also serves as a testimony of people from any land or time. It speaks for us where words fail (Medina, 2002:49).

Nowadays, it is almost impossible to escape from song. It is used in films, advertisement, radio and even song is played in most shops, restaurants and other public places. Current technological inventions, such as the iPod, mobile phone, and MP3 player enable people to enjoy their favorite music anywhere at any time. It is believed that song can be one of very useful media for introducing new English words to increase the English Foreign Language student's vocabulary. Some researchers have conducted the study on the use of song in teaching vocabulary. The content of song is not only for entertaining, but also can offer a new way in learning a language. Song is a natural way for people to learn a language. Song is a natural way for

people to learn a language. Playing song can set a positive mood at the start of the day or the beginning of the classroom, or to maintain the positive attitude during the day (Brewer, 2005:73). In line with Brewer, Lozanov (2002:149) states that the atmosphere created by the song enhances the ability to remember new vocabularies, because people found it much easier to memorize something that is fun and melodic than normal sentence. Moreover, songs help sustain students' attention and concentration.

RESEARCH METHODOLOGY

Referring to the objective of the study, the design employed here is Classroom Active Research (CAR). Classroom Active Research is learning strategy which is developed to solve the problem in the class (Susilo et al, 2009:1). This learning strategy includes the process of learning from the beginning until the end of study. There is "Cycle" of learning strategy as the revision of learning in Classroom Active Research.

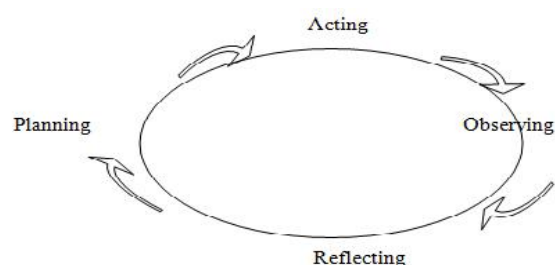
The design based on the way of teacher to make up the classroom teaching activities. The writer chose this research design to have conclusion and decision about the activity to make listening ability becomes better in the future.

Classroom Action Research is very important to improve or increase the lesson on systematically. The main purpose of Classroom Action Research is to improve the teachers' teaching-learning in the class. It is necessary to diagnoses the situation and condition of the students' achievement in the lesson.

The writer planed the effective way to improve the

students' listening skill into one aspect, namely Gap-fill. This Classroom Active Research implemented the purpose of improving students' listening ability through Kang Guru recorded materials and focus on a single classroom.

The basic concept of the design of Classroom Action Research from Kurt Lewin has four components, they are Planning, Acting, Observing, and Reflecting. The four components are described as a cycles in the diagram below (Susilodkk, 2009:11) that as shown in Figure 1.



(source: Depdikbud, 1999:20)

Description :

The Classroom Action Research will be done in some cycles. The cycles will depend on the result. The researcher will end the lesson if he could reach the target and the purpose of the lesson.

The researcher used one instrument in primary data on this research. The instrument used was a test and the researcher administered the test to measure the students' vocabulary mastery. In this research, the researcher organized test based on the curriculum and guiding book to measure how far the students' vocabulary mastery of lexical and function words. The test used to measure the students' vocabulary achievement. In this study, the researcher made the test in the form

of two kinds of multiple choice test. There were 40 items for all objectives test (20 items for each). The first was vocabulary recognition which was focusing on identifying the suitable lexical words (nouns, verbs, adjectives, adverbs) in 20 items. The last task was identifying the suitable function words (conjunction, preposition, articles, pronouns) in 20 items. These objective tests were applied to measure the students' vocabulary comprehension in identifying the suitable of lexical and function words. Each correct number is scored 2.5 and the total correct score is 100 (from 40X2.5). The following is the distribution of test items:

Table 1: Distribution of Test Items

Indicators		Numbers	Total
Lexical Words	Noun	1,3,12,15,17	5
	Verb	2,5,10,11,18	5
	Adjective	4,7,9, 14, 20	5
	Adverb	6,8,13, 16,19	5
Function Words	Conjunction	2,5,7,14,16	5
	Preposition	1,3,10,12,15	5
	Article	4,8,11,17,19	5
	Pronoun	6, 9, 13, 18,20	5
Total Items			40

The secondary data in this research will be classified into qualitative and quantitative data. The qualitative data are taken from observation sheet, field note and students' response sheet. Meanwhile, the quantitative data are taken from the result of vocabulary test.

To collect the data, the writer uses observation sheet, field note, students' response sheet and test.

a. Observation Sheet

Observation sheet is an activities used to collect students' data in the implementation of the procedures. The researcher will collect data by herself. Latief

(2010:95) said that CAR researcher has multi works, as a teacher and researcher (teacher-researcher). The observation sheet is used as a short guideline to obtain the useful information concerning the students' activities during the process of teaching and learning listening in the classroom.

b. Field Note

Field notes is used to record or note the data which are beyond the observation sheets. The aim of the notes is to anticipate the possibility of losing the necessary data during the implementation of the action in listening English songs process.

c. Students Response Sheet

Students Response Sheet is questions which are used to ask the students about everything what the students felt and their experience when they were listening English songs in the class.

RESEARCH FINDING

Based on the result analysis, the result of vocabulary students test in general is that the mean score of students' vocabulary test for lexical words is 64.21. The mean for function words is 50.53.

Based on the result of the students' answer, in general on lexical words, the highest score is noun and the worst score is adjective. Then, on function words, the highest score is conjunction and the worst score is article. The students could answer only 49.47 % correctly for adjective, and only 32.63% correctly for article. They had the worst score in adjective and article because they chose the wrong answers.

Based on the data above, the problem could be solved because the researcher could reach the criteria of

success where there must be 70% of the students' average score were more than to 61 or B, so the writer ended the cycle.

DISCUSSION

There were some words that are unfamiliar to them and because they had lack vocabulary so they could not guess the meaning of the words. In line with the research result as Alim (2009) states in Astya(2011:127-129), that literary works help the process of language teaching at least at three levels, they are vocabulary enrichment, sentence structure building and logical development. They will have difficulties to know the meaning of what they read if they do not have enough vocabulary. The students will be able to expand their ability in building their skill in sentence structure if they have enough vocabulary proficiency. Furthermore, their logical thinking will also develop in line with their larger vocabulary capability. One method in developing their logical thinking is building their basic words through English songs. The English songs could assist them to memorize the words and that is the reason why vocabulary comprehension is needed and important enough to obtain better understanding in literary works.

The relation of vocabulary is explained by Alfassi (2004) in Fisher (2014: 4-5). He states that the more extensive a reader's vocabulary and background knowledge are, the easier it is to acquire new information offered by a text. It is therefore important that students' vocabulary and background knowledge to be developed as they get older and rely more heavily on

discipline-specific texts. Vocabulary and background knowledge also indirectly affect the reading comprehension.

Based on the statements above, having a lot of material and task about vocabulary in function and lexical words especially in adjective and article is very important to the students. They could guess the meaning of the words and answer the questions better if they have enough vocabulary. On the other hand, the less the readers' having vocabulary the more difficult they acquire the words or sentences meaning. Furthermore, having a lot of vocabulary will also increase and improve their vocabulary mastery to be better for their English in the future.

In addition, the teacher should also create relax and calm situation in listening test. Those situations could help them to minimize their nervous and the destruction and they will give more attention in the listening process.

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