

**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH POPULAR SONGS
(A CLASSROOM ACTION RESEARCH IN SDN 2 TELOYO WONOSARI)**



THESIS

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Language Study

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APPROVAL

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This thesis has been approved by the consultant and has been examined by the board of examiner on March 10th, 2012.

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Improving Students' Vocabulary Mastery Through Popular Songs

(A Classroom Action Research In SDN 2 Teloyo Wonosari)

By Sri Wahyuni

A. Abstract

The objective of the research is to examine whether or not popular song can improve the students' vocabulary mastery. Besides that, the research is also want to know the effectiveness of the students' learning, the students' participation after conducting that popular songs in teaching learning process, and the strengths and weaknesses of popular song..

The research was carried out at SDN 2 Teloyo Wonosari, from June 2009 to September 2010. The subjects of the research are twenty six students of the third grade at SDN 2 Teloyo. Based on the problem statements, the research method is classroom action research conducted in three cycles. The data are collected quantitatively and qualitatively. To collect the quantitative data, the researcher used the students' pretest and posttest. To collect the qualitative data, the researcher conducted the direct observation interviews. Constant comparative Method designed by Strauss and *Glasser* is used to analyze the qualitative data.

The research findings are described in line with the problem statements as follows: first, popular song can improve the student's vocabulary construction. Their memorizing are better than before, especially in remembering the word, and the written. The second, the popular song can improve the effectiveness of the students' learning. The students' score can pass the minimal standard score. The third, the popular song can improve the students' participation. It means that popular song give the students' interesting impression of learning, improve the students' motivation to study, and improve the students' interaction. The last, there are some strengths of popular song in teaching vocabulary. They were song is able to increase the student memory;to stimulate the student in inquiring the vocabulary construction; to improve the interactive learning in the classroom, to create the teaching learning process fun and enjoyable, and to reinforce the teaching point and saving the teacher unnecessary explanation.

The research findings of this study imply that popular songs are very important to the vocabulary learning. Therefore, it is recommended that (1) the teacher should use the song in teaching learning process and decide the material sources that appropriate to the subject selectively. (2) The school institution facilitates the media such as the tape recorder as the main iand the cassette as the instruments of teaching.

B. Background

With the demand of the newest curriculum, student must master two or three subjects at once. The lack of vocabulary will make them get difficulties in understanding the subject. With the vocabulary that they master, hopefully the students can know the

idea and the purpose of the English sentences. Students are expected to use new vocabularies to generate ideas.

Vocabulary can make the student convey their idea both in oral and written form effectively. Their idea can help them in understanding the subject with the teacher's guide. Language teacher should possess considerable knowledge on how to manage an interesting classroom activity so that the learners can gain a great success in their vocabulary learning. With it, hopefully the student can improve their interest in vocabulary learning.

Based on the research that had done by the researcher in July, it can be seen that many teachers in the Elementary school gave vocabularies to the student in a flat way. It means that some teachers in elementary school did not use certain method in teaching vocabulary. They wrote the vocabulary on the blackboard, and then they asked the student to read it after them. And when they thought that the student memorized it, they asked the student to copy it to their note book. The teachers' thought that it was successful, but in fact most of the students forgot it. "I see, I read, I write and I forget" this expression is to show the teaching vocabulary for a student without using certain method.

Song is one of the interesting media to teach vocabularies to elementary school student. With song, the student can be easy to remember the vocabulary because it is familiar to them. There are many songs that very famous, not only kids song but also adult. Song provides an enjoyable atmosphere for the student; hopefully the children will master the vocabulary better. From some famous songs, the student can understand and learn new vocabulary. Dale (1992:5) states that songs are good at introducing vocabulary because song provides a meaningful context for the vocabulary.

The researcher formulates the problem of the study as follow:

1. Can the popular song improve students' vocabulary mastery?
2. What happen in class when the teacher applies the popular song method?

And the researcher formulates the objective of the research as follow:

1. To know whether the popular song method can improve students' vocabulary mastery?
2. To know what happen in class when the teacher applies the popular song method

The researcher makes two benefitst of this research. The first is theoretically. Here the researcher hopes that the result of this research will be guidance for teaching vocabulary to the Elementary school. The second benefit of thus study is practically. Here the researcher hopes that this researcher can improve the reader understanding on teaching vocabulary

C. Research Method

1. Subject of the research

This research was carried out in SDN 2 Teloyo. It is located at Teloyo Wonosari Klaten, Central Java. SDN 2 Teloyo located in a strategic place and also surrounded by some educational institutions, such as SDN 1 Teloyo, SDN 3 Teloyo, and several other private schools. It is not difficult to get the school by any means of transportation. SDN 2 Teloyo located in the main street to Jogja - Solo. There are 171 students of 77 males and 96 females in this school. The subject of the research is third grade students of SDN 2 Teloyo Wonosari Klaten which consist of 26 students, 14 males and 12 females

2. Method of research

The researcher used classroom action research in the study. She used a classroom action research because to find the solution of the problems finding in preliminary research significantly. The researcher wanted to change the practice in teaching learning in the classroom. As long as the researcher taught there, English teachers never used multimedia devices media as a technique in teaching English.

There, the researcher considered the solution when it applied might not be going as the planning, but she tried to do it effectively, so the solution gave better and more functionally.

Classroom Action Research (CAR) is a term used to describe activities in curriculum development, professional development, school improvement programs, and systems of planning and policy development. This approach used to improve the practice, which employed by anyone (including parents, and students) who engaged in educational practice of one kind or another. In any of these activities, action research has its central features the use of changes in practice as a way of introducing improvement in the practice itself, the situation in which it occurs and rationale for the work, and the understanding of all of these. Furthermore, in this action research, the researcher has to select a particular variation of practice with these two criteria (improvement and understanding) uppermost (Brown, Henry, Henry, Taggart 1982: 1-16 in Kemmis and Taggart, 1996: 338).

3. Technique of Collecting Data

In that research, the observation used to cover the process of implementation of song in teaching vocabulary. This observation last for 12 times from juli 2009 until juli 2010 in SDN 2 Teloyo. It was for three cycle with three meeting in every cycle. The observation noticed classroom events and classroom interaction. The interview was conducted for getting information from the students and the collaborators. The interviewed happened before the pre test had done. The result of the interview used by the researcher as a guideline to do the research.

The document that be collected was in the form of student's portfolio, pretest and posttest (final of product of writing). By analyzing them, the researcher got information about the student's progress in vocabulary mastery. To analyze the

data, the researcher presented the result of the three cycles, she uses the quantitative and qualitative data analysis.

D. Research Finding

Implementing the action in the first cycle has in enhancing the students' competence of what they had learned before, which was held in the third meeting from the result of the test in the first cycle. There were progresses of the learning. It can be seen from the mark with the students increasing mark; it means that their achievement in lesson improved significantly.

In the second cycle the writer found that the students' motivation increased although it was not optimal yet. However, it was better than the last meeting. There were more students that joined the class activity. The writer might say that cycle two was better than cycle one. However, there was a new problem appearing in the cycle two. The researcher and the teacher then make some discussions and advances in applying the technique so that the weakness will be covered up in the next cycle. Students' only remembered the vocabularies that was given by the teacher and wrote down in the song lyric.

The result of observation in cycle three showed that the students' motivation got improvement. There were some motivated students indicators that appeared. Some students who were not active in the lesson decreased. Their confidence in learning and expressing their own English orally increased. Many of them were willing to tackle the task well. They were also consistent in making. They were also consistent in making effort and willing to overcome difficulties.

E. Discussion

After conducting this research, the researcher classified the important points into four main themes: (1) the improvement of the student's vocabulary mastery (2) the improvement of teaching learning process (3) the improvements of the student's participation;

1. Improvement of the Student's vocabulary mastery

The student vocabulary mastery can be seen from the third cycle. The student understanding the vocabulary and its construction better than before. They seem don't have difficulty in construct the vocabulary. The student memorize a lot of word that new for them and they can spell it well. The construction of vocabulary usually is noun phrase and simple sentences. The student are able to master the vocabulary construction by the songs.

Mastering vocabulary means having complete knowledge of a set of words that are used by a person. By mastering a large number of words, the students' were able to make the simple sentences correctly and make noun phrase or simple vocabulary construction. . Swannel (1994: 656) states that mastery as comprehensive knowledge. This definition supported by Hornby (1995: 721) who defines mastery as complete knowledge or complete skill. Mastery is also defined as the complete control of knowledge

The students' improvement of vocabulary mastery can be seen from the result of the student's pretest (before using popular songs) and posttest (after applying popular songs in teaching learning process) which has been done in the end of each cycle in different English text types. In the first cycle of the report text, the average of the pretest is 59.22 and the average of the posttest 68.20. In the second cycle of the narrative text, the average of the pretest is 68.81 and the

average of the posttest 75.55. In the third cycle of the procedure text, the average of the pretest is 68.86 and the average of the posttest 78.44. It means that there is the students' progress from the first cycle to the third cycle based on the improvement of the students' average. The average of the students score in the cycle 1 is 68.20, cycle two is 75.55 and cycle 3 is 78.44.

Next, the improvement of the students' vocabulary spelling can be seen from the result of the oral test that was given by the teacher. The student spelling improved and more clearly than before using songs. After using songs, they can be easy to spell the words.

2. The Improvement of Teaching and Learning Process

The improvement of effective learning of the teaching learning process by using songs can be seen from the result of the student test. The increasing of the result show the effective learning by using popular songs. The test not only the written test but also the oral test and researcher observation.. Ramadhan (2008: 2) says that the effective teaching will be measured how far the goals of study get by the students after teaching learning process.

In every field of study in elementary school, the successful teaching and learning process can be seen from the minimal standard score (KKM) . KKM was decided to measure how far the students' success in achieving the goals of the study after teaching learning process. In SDN 2 Teloyo Elementary school the KKM limit was 62 for the third grade. To know the effectiveness of learning is by comparing the score of pretest (before conducting treatment by multimedia devices) and the score of posttest (after before conducting treatment by song). In the first cycle, the students' number who got score above 59 was 13 on pretest and

28 on posttest. In the second and the third cycle, all the students were classified success that their score were more than 59 (passing grade). It could be summarized that based on the minimal standard score (KKM) of English that the students' achievements of vocabulary mastery from the first cycle to the third cycle are increased. So, the teaching learning process by using popular song in teaching vocabulary was effective.

3. The Improvement of the Student's Participation

The students' participation could be seen from how far the students were very enthusiast to study new things and motivated to study continuously. How far could the students involve themselves to use English intensively? How far the students' participation during the teaching learning process? . How far the students' attention to the changing lyric of the popular songs that means new knowledge for them.

Hyland (2007: 124) states that there are five principles for effective teaching and learning. They are

- a. Learning must have adequate prior of knowledge to enable them to learn new things.
- b. Contexts for learning have to be legitimate and meaningful to the learners.
- c. Teachers need to provide opportunities for group interaction and discussion.
- d. Students need assistance to develop metacognitive skills and achieve active, conscious control over the knowledge they have acquired unconsciously.
- e. Teachers need to provide support to students in the early stages of learning in a new genre in order for them to eventually write it independently.

Based on the statements' above the students' participation could be seen from how far the students were very enthusiast to study new things and motivated

to study continuously. The result of the observation can be in the form of the test or the researcher note. The students interest in the learning vocabulary with songs, can be seen from their enthusiasm in singing the songs and memorize the word in the songs. Vocabulary construction in the songs will make the student easy to built another noun phrase pr vocabulary construction .

F. Conclusion

Based from the result of the research, the researcher concludes that the implementation of improving student's vocabulary using song to the first grade student of SDN 2 Teloyo wonosari klaten is as follows:

1. The result of the research shows that using games in teaching vocabulary can increase the student's vocabulary. In the process of implementation, the students tend to be cooperative, active, enjoyed and have motivated in Learning English. They also enrich and memorize vocabulary well.
2. Before the implementation the students did not have adequate vocabulary. While after the implementation, they have adequate vocabulary. It can be seen from the different scores of pre-test and post-test. The post-test score is higher than the pre-test score.
3. The problem faced by the researcher
 - a. The students very enjoyed the songs, and they often shout each other, and it makes the classroom crowded.
 - b. Need much energy in handling the class, because the games activity need the teacher's control and supervising

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