

CHAPTER I INTRODUCTION

1.1 Background

In one's life, especially English, vocabulary has a very important role, both as a thought process and as a means of communication in society. Vocabulary is the main tool possessed by someone who will learn English because vocabulary works to form sentences, express thoughts and feelings perfectly, both orally and in writing.

Tarigan (1986: 197) that vocabulary is words that are the treasury of a language. Meanwhile, Nurgiyantoro (2001: 213) states that vocabulary is the wealth of words owned by a language. The objective of teaching vocabulary is that the students are expected to be able to use vocabulary with appropriate of context. To be able to communicate both in oral and written, vocabulary is one of science to be master of vocabulary the way to communicate such as linguistics competence, socio cultural competence, discourse competence and functional competence. In teaching vocabulary, learning English, especially vocabulary through songs' lyrics, is a surefire way to improve student's abilities. Songs can also make the class more interesting. The song also motivates students to imitate the lyrics text either completely or partially. Singing songs and doing activities in songs let students know what new lyrics or words mean without asking others or looking them up in a dictionary.

Hornby (2000: 1331), vocabulary is a list of words in language with their meanings at once, because by listening to the song will also understand the lyrics. Usually students are curious about the meaning of the lyrics and try to open a dictionary to find the meaning. However, in reality, based on the researcher experience when doing pre-service teaching at eighth grade students at school, 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, eating fried rice, 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. Based on this problem, the use and utilization of the method of increasing students' vocabulary

through English songs media can improve students pronunciation skills. Students can learn to pronounce the articulation of the word clearly, with songs students will learn, master, and practice a teaching material that is delivered by the teacher faster. The students looked it relaxed and not tensed during the lesson. So that researcher are interested in researching and exploring further the use of song media to increase students interest in learning through interactive and fun media. Based on the problem of mastering English vocabulary, the researcher raised the titled “Improving the Vocabulary Mastery of the Eighth Grade Students at SMP Cokroaminoto Palopo by Using English Songs”.

1.2 Problem Statement

Based on the background of the study, the formulations of the problem expressed in this study are “is English songs effective to improve the students’ vocabulary mastery in eighth grade of SMP Cokroaminoto Palopo?”.

1.3 Objective of the Research

Based on the problem statement about, the researcher states that the purpose of this study to find out the effectiveness of English songs to improve the students’ vocabulary mastery in eighth grade of SMP Cokroaminoto Palopo.

1.4 Significant of the Research

The research is expected to be useful theoretically and practically. Theoretically, this research is expected to enrich the theory of teaching English vocabulary teaching. 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 techniques 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.

1.5 Scope of the Research

In this study, the researcher focuses on the use of English songs as learning media in teaching vocabulary, to find out the effectiveness of English songs in improving vocabulary mastery. As for the song that will be used is an English song adapted for eighth grade.

1.6 Operational Definition

The purpose of this part is to make the study clear to the readers and avoid misunderstanding on certain terms. The most of the terms are defined as follows:

1. Vocabulary is a collection of English words, so adding vocabulary is very important, it will be difficult to communicate without vocabulary than without grammar.
2. The English songs in question is a song that has been adapted for seventh grade students.
3. The effectiveness of English song, in this case knowing how responsive students are, recognizing, compiling, and students are able to understand teaching materials with learning media that have been used.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Some Pertinent Ideas

2.1.1 Vocabulary Mastery

A. Definition of vocabulary

According to Thorn (2002), without vocabulary, nothing can be conveyed. It means 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, Allah SWT says the words in Al-Qur'an Surah Al-Baqarah in the 31-33 verse. The terms vocabulary is a collection of several words that are combined, so that they have meaning. Vocabulary cannot be separated from the four skills in language, reading, writing, listening, and speaking (Hornby: 1984: 959). Vocabulary is the main tool possessed by someone who will learn a language because vocabulary functions to form sentences, express thoughts and feelings perfectly, both orally and in writing.

Soedjito (1992: 1) gives the following vocabulary limits:

1. All words contained in a language.
2. Words used in a science.
3. The richness of words owned by a speaker.
4. A list of words compiled by the dictionary with short and practical solutions.

According to Kridalaksana (1982: 98) the vocabulary or lexicon is as follows:

1. The language component that contains all the information about the meaning and use of words in the language.
2. The richness of words that a speaker, writer of a language has.
3. List of a arranged like a dictionary, but with short and practical explanations.

Based on some these opinions, it can be concluded that vocabulary is all the words contained in a language. In addition, vocabulary is all the words owned

by someone that contains all the information about the meaning and use of words in language.

B. The importance of teaching vocabulary

Learning vocabulary is the main capital for learning sentence structure and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English. Vocabulary teaching should be a top priority in teaching English, it is better to teach vocabulary than grammar, and the learner or students can learn grammar when finding words in the vocabulary itself if the learner students have adequate or sufficient vocabulary (Nunan, 1991:17). The limited time and place in using English as communication tool is one of the challenges to developing language skills.

Tungka (2010) stated that the factor causing the lack of English vocabulary was the low interest in reading English texts. Lack of English literature to support reading interest, and there is no place to channel creativity in English outside of class hours. The importance of learning vocabulary is still often forgotten during learning English. Laziness and the assumption that learning is a difficult thing to do makes someone reluctant to learn vocabulary.

However, this is an obstacle. There are many easy and fun ways to learn vocabulary. Here are some ways to learn vocabulary for students: first, read more English text. Make a habit of reading 2-3 paragraphs of English text every day. When reading students will find new vocabulary, they will look for the meaning of the vocabulary, by reading students learn to remember, add and explore vocabulary.

C. The importance of learning vocabulary

Mastery of language basically cannot be separated from vocabulary because vocabulary is one aspect of language mastery. According to Mekalungi (2008:12) vocabulary mastery is the ability to use vocabulary both in spoken and written form. So, a person's skills in speaking both spoken and written are largely determined by the ability to process vocabulary so that good spoken and written language will appear. Learning of vocabulary in English skills is an important part of teaching English as a foreign language. Vocabulary is an important part in all languages where the learner or students must continuously learn words while the

learner or students are also learning grammatical/structure and also pronunciation (Allen &Vallete, 1997:149).

This means that vocabulary is an early stage to be taught before learning other aspects of language (Subiyanti, 1992:18).Vocabulary as means to express ideas should continue to grow from day to day. That is why a person is required to have an adequate vocabulary to be able to express thoughts and capture the thought of others well. So, so it can be concluded that vocabulary has an important role in human to human communication activities both orally and in writing. In addition, vocabulary mastery also plays an important role human thinking process, whether or not a person's thought process is very much determined by the vocabulary mastered.

In relation to the quality of a person, Tarigan (1993:2) argues that the quality of language skills depends on the vocabulary they have. So, a person's skill in using language can be seen from the vocabulary use.Vocabulary mastery can be measured by the presence of receptive vocabulary and productive vocabulary. Receptive vocabulary means that learners or students are expected to understand and define the meaning of words in listening and reading. Vocabulary that is productive in nature is that students or students are expected to not only understand and define the meaning of the word, the learner or students also use it in speaking and wring correctly.

D. Types of vocabulary

Based on the frequency of use, vocabulary can be divided into 2 types, namely:

1. Active vocabulary

Active vocabulary is a vocabulary that is frequently used in speaking or writing.Example of active vocabulary are as follows:

- a. Flower : Flower – Saying
- b. Sun – Face
- c. Wind – Face
- d. Like : as – Sleep

2. Passive vocabulary

Passive vocabulary is a vocabulary where the frequency of use is very rarely, even now it is never used at all. Examples of passive vocabulary are as follows:

- a. Puspa, namely: kusuma – Surya, Sun
- b. Bayu, namely: Pawana – Bak, Admiral
- c. Heart – Sukma
- d. Nan – Bahari

Meanwhile, According to Tarigan(1994) categories can be categorized as follows:

1. Basic vocabulary

Basic vocabularies are words that are not easy to change or are very unlikely to be taken from other languages. Below are included in the basic vocabulary, namely:

- a. Kinship terms, for example: father, son, grandmother, grandfather, uncle, aunt, in-laws, and so on;
- b. Parts of body, for example: head, hair, tongue and so on;
- c. Pronoun (self, hint), for example: I, you, he, we, we, they, this, that, there, here and so on;
- d. Number, for example: one, two, ten, one hundred, one million, and so on;
- e. Verb, for example: eat, drink, sleep, go, and so on;
- f. Circumstances, for example: joy, sorrow, hunger, thirst, and so on;
- g. Noun, for example: land, air, water, animals, the sun, and so on.

2. Active and passive vocabulary

Active vocabulary finds vocabulary that is often used in speaking or writing, while the vocabulary found is vocabulary that is rarely or never used, but is usually used in poetic terms. An example can be illustrated in the table below.

ACTIVE AND PASSIVE VOCABULARY

Table 1. Active and Passive Vocabulary

Active Vocabulary	Passive Vocabulary
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Flower, flower	Puspa, kusuma
Sun	Sun
Win	Bayu, Puwana
Liver	Heart
Soul	Soul
Ancient (time)	Nautical
etc.	etc.

3. New vocabulary

This arises due to the presence of sources within and outside the language. Inner sources are defined as Indonesian self-help vocabulary, while external sources are sources derived from words in other languages. The vocabulary of these external sources includes collections from regional languages as well as foreign languages.

4. General and special vocabulary.

General vocabulary is vocabulary that has expanded its scope and can regulate various things, while special vocabulary is certain words, narrow, and limited in its use.

5. The meaning of denotation and connotation

Kridalaksana (Tarigan, 1994:531) gives a definition of the meaning of denotation, namely a word or group of words based on a straightforward designation of something outside of language or based on certain conventions, objective characteristics. This denotative meaning is also known as the real meaning; meaning that refers to a referent without any additional meaning; nor is it a figurative or parable meaning. This denotative meaning does not cause interpretation from listeners or readers. Connotative meaning is the

meaning that arises from the listener or reader in stimulating or responding to it. This response contains emotional and evaluative which results in the emergence of a sense of value towards the use or use of the language or words. In its distribution, the meaning of this connotation is divided into positive connotations and negative connotations. Positive connotations are connotations that contain high racial values, are kind, refined, and polite . For example: husband and wife, corpse, grandmother, etc. While what is meant by negative connotations is connotations that contain low, ugly, rude, dirty, pornographic, etc. For example: married men, laborers, corpses, pregnant, hick, etc.

6. The word task

Alwi (1999:287) says that the word task can be meaningful when combined with other words. This task word only has a grammatical meaning such as to, because, and, from, etc.

7. Noun

Noun can be classified into three aspects, namely in terms of semantics, syntax, and terms of form. Semantically, a noun is a word that refers to humans, animals, things, and concepts or meanings. Syntactically it is usually followed by an adjective and can be followed by the word 'not'. Meanwhile, in terms of morphology, nouns consist of basic nouns and derived nouns.

E. Classification of Vocabulary

A person's ability to use English as a means of oral and written communication is determined by their mastery of English vocabulary. Studying English classification requires studying the parts of speech as an early stage in the study of grammar. When teacher and students as human resources in the field of teaching English have a low level of mastery of English vocabulary, their ability to use English orally and in writing also experiences major obstacles and is even

unable to communicate well. This will have a huge impact on learning and teaching English later at various levels of education, to compose correct sentences based on standard sentence patterns, language users must know the types and functions of word classes in advance so that there are no errors. Word class is a group of words in a language unit based on the categories of form, function, and meaning in the grammatical system. The word classes are as follows;

1. Noun

This part of speech serves to name a person, place, thing, or idea. Generally, nouns are preceded by the particles a, an, and the. Nouns can also be singular or plural and concrete or abstract. In a sentence, a noun can work as a subject, direct object, indirect object, subject complement, or object of a preposition. The various parts of speech include countable and uncountable nouns, proper and common nouns, abstract and concrete nouns, and Collective nouns.

2. Pronoun

Are used to replace noun. Parts of speech is useful to avoid the repetition of using nouns. The kinds include personal pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns, indefinite pronoun reflexive pronoun, intensive pronoun, and reciprocal pronoun.

3. Verb

Verbs are used to indicate the action of the subject, indicate events, or circumstances. The kinds of verbs include: transitive & intransitive verbs, regular & irregular verbs, action and static verbs, finite & non-finite verbs, linking verbs, and causative verbs.

4. Adjective

An adjective is a word used to describe or modify a noun or pronoun. Usually comes before a noun or pronoun. However, it can also be located before a linking verb related to the senses (seem, taste). For one noun or pronoun, there can be more than one adjective. Example: Old, young, ugly, fat, thick, big, small, beautiful, etc.

5. Adverb

Usually used to describe or adjust a verb (verb), adjective (adjective), or other adverb. However, adverbs never describe a noun (noun) and usually answer the questions how, when, where, why, under what conditions, or to what degree. Not only that, adverbs of an adjective usually end in -ly particles, such as deeply, very, happy, fair, etc., but there are also adverbs that are not derived from adjectives such as very, somewhat, only, quite, etc.

6. Preposition

Is a part of speech that is placed before a noun or pronoun to form a phrase that modifies other words in a sentence. Therefore, prepositions are always part of a prepositional phrase. Prepositions almost always function as adjectives or adverbs.

7. Conjunction

Parts of speech that serves to connect words, phrases, or clauses and also to show the relationship between sentence elements that are displayed.

8. Interjection

Interjection is a word used to express different levels of emotion. Grammatically, it is usually seen as a part that is not related to the main sentence.

9. Determiners

These are words like, a, and. The word article is usually used before a noun or noun phrase. The understanding Parts of Speech will be easier to form sentences correctly.

2.1.2 English Song

A. Definition of English Song

According to Merriam Webster, song is a melody for a lyric poem or ballad. 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 Griffey 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.

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 knowledge, and causing to know or understand. 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 strategies 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:

1. Songs and rhymes for young students should be interesting and understandable
2. Songs should have a relationship to the students area
3. Songs should be linked to the theme, it should relate and interested.

From the previous research above the researcher conclude that the consideration and principles of choosing 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 researcher will apply song lyrics in teaching vocabulary of Verbs, Adverb, Adjective and Nouns 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 students 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 gives a copy of song lyric.
8. The teacher ask the students for a words meaning, give clues as an exaggerated the 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:

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

2.2. Previous Study

The researcher takes some previous studies as the reference in conducting this research. The previous research was about Vocabulary Mastery. Here are some previous studies that were taken by researcher as samples:

1. Alwiwana (2021) the tittle of research “The Students’ Strategy In Learning Vocabulary at SMP Nusantara MancaniPalopo” The discussion in this research is that vocabulary learning strategies are an important aspect in vocabulary mastery because vocabulary learning strategies will help students to easily learn vocabulary well. Language learners need to learn and know how to record, store and practice new words using different types of vocabulary learning strategies. Based on the explanation above, it can be concluded that vocabulary learning strategies are any set of actions, plans, tactics, thoughts, or behaviors that language learners have made use of to help them to facilitate thecomprehension, storage, retrieval, and use of information or in other words it can said that vocabulary learning strategy is the way to learn about vocabulary.
2. Amir (2010) has done a research on “Exploring the Vocabulary Learning Strategies of EFL Learners atUniversity Nationality Malaysian”. Amir found out that the strategies most often used by the EFL learners in this study were memorization (in terms of mental images), dictionary strategies and linguistic clues.
3. LiachandGallego (2010:10), did a research “Vocabulary learning strategies in a Second Language at Universidad de La Rioja, Spain”. The researcher of the research concluded that there were two strategies always used by the students. Those were memory and dictionary strategies.
4. LaurinaDimpudus (2011) with title of research

“Improving The Students’ Mastery of Vocabulary Through Games” a study will be conducted at MTS TARBIYAH TONDANO. The results of this research state that, the students cannot master English well, because they are lack of vocabulary, the lack of motivation. Games are one effective and interesting technique that can motivate and challenge the student interest to improving the student communicative competence. Through games can improve the student’ mastery of vocabulary because vocabulary is one of the language components that have to be taught to the students in learning a foreign language.

Based on some of the previous studies above, the researcher wants to make a simple conclusion that many people have explored vocabulary mastery with different learning media. In the previous studies above, it looks the same thing where all researchers discuss vocabulary mastery. The results of the previous studies above also motivate the researcher of this study to explore vocabulary mastery, but by using different strategies and learning models, namely using the song. With this, the researcher is interested in raising the title “Improving the Vocabulary Mastery of the Eighth Grade Students at SMP Cokroaminoto Palopo by Using English Songs”.

2.3. Conceptual Framework

The conceptual of this research present the following:

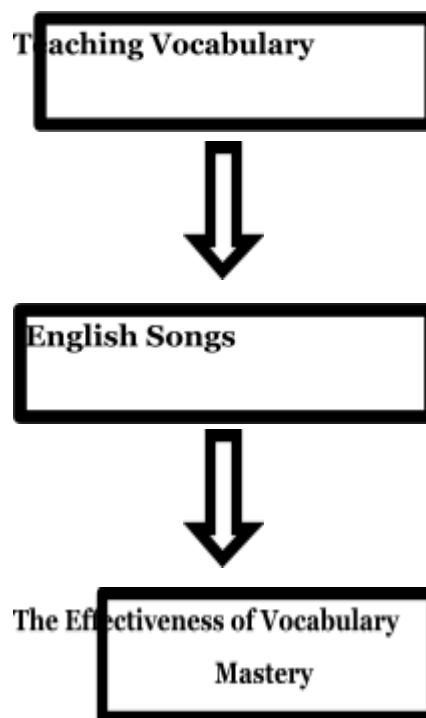


Figure 1. conceptual Framework

2.4. Hypothesis

There (Arikunto, 2010) Broadly speaking, a hypothesis is a temporary answer to a research problem conducted by researchers.

To find out the effectiveness of the English song method in learning English vocabulary, the formulation of the research hypothesis is as follows:

H0 : (H0 is rejected) If the use of the English song method is not effective in improving the English vocabulary mastery of eighth grade students of junior high school.

H1 : (H1 is accepted) If the use of the English song method is effective in increasing the English vocabulary mastery of eighth grade students of junior high school.