

IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH ENGLISH SONG IN SEVENTH GRADE JUNIOR HIGH SCHOOL

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ABSTRACT

This study aims to determine the increase in students' vocabulary mastery by using songs. This research was conducted using Classroom Action Research (CAR). The subjects of this study were students in class VII D of Abul Barokat Islamic Junior High School in academic year 2023/2024 with 28 students. The purpose of this research is to improve students' vocabulary mastery through English songs. This research was conducted in two cycles, each consisting of planning, action, observation, and reflection. Data is collected through qualitative and quantitative data. Qualitative data obtained by interviews and observation results. Then, quantitative data were obtained from the students' vocabulary scores from the pre-test, post-test. Based on the results of this study, it showed that there was progress in students' vocabulary mastery, as seen from the average pretest score of 66.07, the average posttest 1 score was 72.14, and the average posttest score. cycle 2 is 78.93. In addition, there were 5 students (18%) who passed the KKM on the pretest. Whereas in cycle 1 there were 15 students (54%) who passed the Minimum Completeness Criteria (KKM), and it was obtained in the post test cycle 2 that there were 24 students (86%) who passed. Criteria (KKM), so that success criteria are achieved. Then, the results show an increase and a positive response in the learning process of teaching vocabulary through English songs. Furthermore, the results of observations and interviews show that students are motivated in the teaching and learning process when using this English song.



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INTRODUCTION

Language as the tool of communication has an important role to reveal an intention to someone else. People will able to express their ideas and feeling by using language. Language, communication and life cannot be separated. Language can be applied in many aspects, such as education, society, politics, economics and culture. In this era of globalization, English language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world.

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate to another people.

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary *nothing* can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school.

In order the students can produce many sentences in writing or speaking 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.

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons.

Based on the characteristic of the problem, they can be solved by giving appropriate method. Then research tries to use this method because almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhyme. As adolescents, we consume the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion.

Because of the problem above, students need a good strategy to teach them how to improve their vocabulary mastery. One of the strategies that can be used to improve students' vocabulary mastery. The researcher hopes with using this strategy, the skill of students' vocabulary mastery will be more improving than before.

One of the ways to teaching strategies that can make students motivated to learn English is sing the suitable strategy, such as songs. The use of song not only will change the dynamic of class but also, we help student study easily and help the brain to learn more effectively. The brain is muscle just like any other. It needs to be work out, tested and put into competitive situations. Based on the problem above, research objectives to be achieved is to improving student's vocabulary mastery through english song in seventh grade junior high school in Abul Barokat Islamic Boarding School.

METHOD

The research using CAR (Classroom Action Research) to doing this Study. The (CAR) Classroom Action Research process according to Kemmis (1983) consists of four major stages, namely: planning, implementing, observing and reflecting. This means that classroom action research is not carried out in one go, but needs to be repeated so that behavioral stability is produced.

In here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The figure is below:

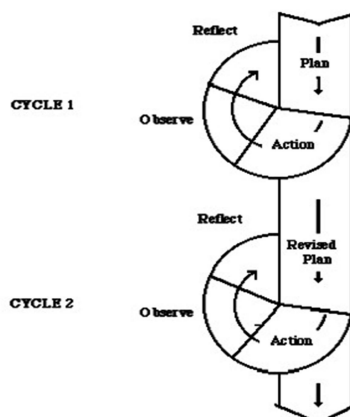


Figure 1 : Action Research Spiral, Model from Kemmis and Mc Taggart

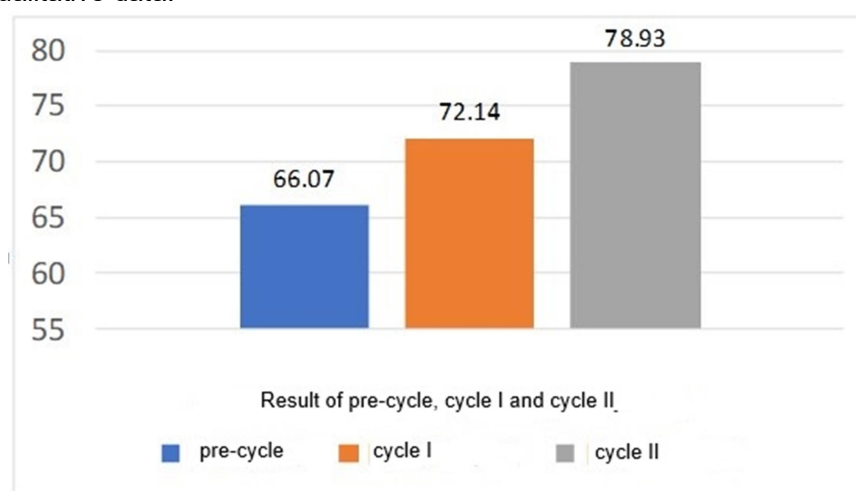
In collecting the data, this study uses some tests such as pre-cycle test, cycle I test, and cycle II test. The analysis of qualitative data used in this research is the observation of students' activities during the teaching learning process, and the interview before and after Classroom Action Research (CAR). In this case, the researcher collected the entire data which have gained. In analyzing the numerical data, first the researcher enters to get the average of students' vocabulary score per action within one cycle. It is used to know how well students' score as a whole on vocabulary skill. Second, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75 (seventy-five) which is adapted from the school agreement at Abul Barokat. Third, after getting mean of students' score per actions, the researcher identifies whether or not there might have students' improvement score on. Vocabulary comprehension from pre-cycle up to score in cycle I and cycle II.

RESULT AND 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-cycle was 66.07. It was low because only 5 students who got the score 75 and more. The mean of the students' score in the cycle I was 72.14. It was higher than the pre-cycle. The mean of the students' score in the cycle II was 78.93. It was higher than the result 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 5 students (18%). In the result of cycle I students who got point ≥ 75 there were 15 students (54%). It means that there was improved about 36 %. Then the result of cycle II, students who got point > 75 there were 24 students (86 %) and the improvement was about 32%. For the total improvement of the students' scores from pre-cycle to of cycle II was 68%. In other words, the students' vocabulary mastery was 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- cycle to the cycle I and from the cycle I to the cycle II. It also could be proven by the qualitative data.



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 1850 and the mean of the students' score 66.07. The percentage of the students' score of the test was 5 students who passed or got score up to 75, it was only 18%. There were 23 students who got failed or didn't get score up to 75 and it was 82%. 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 2020 and the mean of the students' score of the test was 72,14. The percentage of the students' score of the post-test I was 15 students who passed and got score 75 or up to 75 it was only 54%. On the other hand, 13 students failed or didn't get score up to 75 and it was 46%. 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 2210 and the mean of the students' score of the test was. 78.93. The percentage of the students' score of the post-test II was 24 students who passed and got score 75 or up to

75 it was only 86 %. On the other hand, 4 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 English song could be improved the students' vocabulary mastery.

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