



**IMPROVING STUDENTS' VOCABULARY MASTERY  
THROUGH ENGLISH SONG AT GRADE VII MTS N  
SIPIROK**

**A THESIS**

*Submitted to the state Institute for Islamic Studies Padangsidempuan as  
A Partial Fulfillment of Requirement for the Degree of  
Islamic Educational Scholar (S.Pd.I) in English*

**Written by:**

**DESI FATMALA POHAN**

**Reg. No. 09 340 0035**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND PEDAGOGY FACULTY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2014**



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Written by:  
**DESI FATMALA POHAN**  
Reg. No. 09340 0035



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**Fitri Rayani Siregar, M. Hum.**  
NIP.19820731 200912 2 004

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND PEDAGOGY FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2014**

LETTER OF AGREEMENT

Things : Thesis  
a.n. Desi Fatmala Pohan

Appendix : 5 (five) Exemplar

Padangsidempuan, 28<sup>th</sup> May 2014

To:

Dean of Tarbiyah and Pedagogy Faculty

In-

Padangsidempuan

*Assalamu'alaikum Wr.Wb.*

After Reading, studying, and giving advices for necessary revises on thesis belongs to Desi Fatmala Pohan, entitle "IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SONG AT GRADE VII MTS N SIPIROK". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

*Wassalamu'alaikum Wr.Wb.*

Advisor I



Hj. Zulhimma, S.Ag.,M.Pd  
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## LETTER OF AGREEMENT

Things : Munaqosyah Padangsidimpuan, 28<sup>th</sup> May 2014  
a.n. Desi FatmalaPohan To:  
Appendix : 5 (five) Exemplar Dean of Tarbiyah and Pedagogy Faculty  
In-  
Padangsidimpuan

*Assalamu'alaikum Wr.Wb.*

After reading, studying and giving advice for necessary revise on thesis belong to Desi Fatmala Pohan, entitle **"IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SONG AT GRADE VII MTS N SIPIROK"**. We assume that the thesis has been acceptable to complete the assignments and fulfil the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hoped that she could be to defend her thesis in munaqosyah. That's all and thank you for the attention.

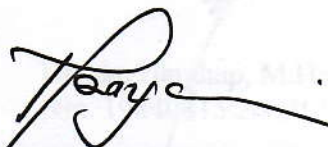
*Wassalamu'alaikum Wr. Wb.*

Advisor I



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Advisor II



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**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : DESI FATMALA POHAN  
Reg. No : 09 340 0035  
Thesis : IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SONG AT GRADE VII MTS N SIPIROK

Chief,

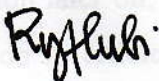


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Secretary,



Rayendriani Fahmei Lubis, M.Ag.  
Nip.19710510 200003 2 001



Rayendriani Fahmei Lubis, M.Ag.  
Nip. 19710510 200003 2 001

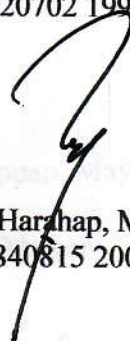
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Proposed

Place : IAIN Padangsidempuan  
Date : June, 11<sup>st</sup>2014  
Time : 14.00 until finish  
Result/Mark : 78/ B  
IPK : 3.16  
Predicate : Very Good

## DECLARATION OF WRITING OWN THESIS

Name : DESI FATMALA POHAN  
Registration Number : 09 340 0035  
Department / Study Program : Tarbiyah / TBI – 2  
The Title of Thesis : **“Improving Students’ Vocabulary Mastery  
Through English Song at grade VII MTs N  
Sipirok”**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students’ ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students’ ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidempuan, May 28<sup>th</sup>, 2014

**Declaration Maker**



**DESI FATMALA POHAN**  
Reg. No. 09 340 0035



**MINISTRY OF RELIGION  
INSTITUT AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN  
TARBIYAH AND PEDAGOGY FACULTY  
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## **LEGALIZATION**

The thesis with title : **IMPROVING STUDENTS' VOCABULARY MASTERY  
THROUGH ENGLISH SONG AT GRADE VII MTS N  
SIPIROK**

Written by : **DESI FATMALA POHAN**

Reg. No : **09340 0035**

Had been accepted as a partial fulfillment of the requirement for the  
degree of Islamic Educational scholar (S.Pd.I)

Padangsidempuan, June, 17<sup>th</sup>2014  
Dean

**Hj. Zulhingga, S.Ag. M.Pd.  
NIP. 19720702 199703 2 003**



## ACKNOWLEDGEMENT

### بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to the prophet Muhammad SAW who has brought us from the darkness into the lightness. Then thank you to my almost beloved parents, they are my mom and my father who always support me every time I'm down when do this thesis and my beloved Rizka Ramadhani Pohan as my young sister, Erwin Pohan and Dedek Saputra Pohan as my young brothers.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following:

1. The Chief of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time. So, I could learn and got some knowledge from IAIN Padangsidimpuan.
2. Mrs. Hj. Zulhimma, S. Ag., M. Pd., as my first advisor and the Dean of Tarbiyah and Pedagogy Faculty who has helped, supported and suggested me to finish this thesis.
3. Fitri Rayani Siregar, M.Hum., as my second advisor who has given much suggestions and helps in writing this thesis and now I finished it.

4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Education Department.
5. Mr. Syamsuddin, M. Ag., as the lecturer who help me to finished my Ayat
6. Mr. Aswadi Lubis, S. E., M. Si., as my Academic Advisor
7. My Love sister Nahriyah Fata, S. Ag., M. Pd., who always support me that I can finished this study
8. All lecturers of IAIN Padangsidempuan who have given much, much and much knowledge during I studied in this beloved institute.
9. IAIN Padangsidempuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum), for their cooperative and permission to use their books.
10. My beloved friend, Tri Rizky, Sulastri, Dian Febriani, Lili Haryati, who always give their materials, pray, motivation, and moral encouragement to finish my study.
11. My close friend from the first semester until I finished this study, Desi Handayani Siregar, Eva Wahyuni Siregar and Fitri Morbeini Daulay
12. My beloved friends in TBI – 2 that I cannot mention one by one
13. My beloved friend (Nurdiana Panjaitan, Kak Rida, Lanniari Siagian, Lisnawati Siregar and Khoirunnisa Matondang) and my young sister in Blue Kost Gapuk that I can't mention one by one who always give me a smile every day and always support me when I'm down.
14. My Boy Friend Hamzah Fansuri Harahap who always support me to be patient in all of the situations.

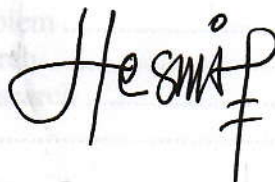
TABLE OF CONTENTS

- 15. My beloved friends, brother and sister in HMI (Bang Arifin, Bang Marakali, Bang Akub Humala, Kak Titi and other that I can't mention one by one)
- 16. All my friends in IAIN Padangsidimpuan, good luck for you.
- 17. All the people who have helped me to finished my study that I cannot mention one by one.

May Allah, Almighty bless us, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, May 24<sup>th</sup> 2014

Researcher,



**DESI FATMALA POHAN**  
**Reg. No. 09 340 0035**



**Name** : Desi Fatmala Pohan  
**Reg. No** : 09 340 0035  
**Faculty** : Tarbiyah  
**Department** : TadrisBahasa Inggris (TBI-2)  
**Title of Thesis** : **Improving Students' Vocabulary Mastery Through English Song at grade VII MTs N Sipirok**

### **ABSTRACT**

This study talked about improving students' vocabulary mastery through English song at grade VII MTs N Sipirok. Most of the students' felt bored in study English with the same method from one lesson to other lesson. It was read the text, answered the task and opened the dictionary. This method made them bored and not interesting with the lesson. The students' needed the new method who motivated and made them enjoyed the studied English.

This research supposed how far the English song could improve the students' vocabulary mastery at grade VII MTs N Sipirok. To solve the problem, the researcher conducted classroom action research by using English song method. The researcher applied two cycles, four meetings and four tests. They were two tests in each cycle. The participants in this research consist of 25 students'. The researcher used essay test as instrument, observations sheets and interview.

Based on the research result, showed the students' vocabulary mastery was improved. In the first cycle was 2 test; the mean score of the first test was 26,2 and the second test 66,2. In the second cycle was 2 test too; the mean score of the third test was 80 and the fourth test was 93,4. The first cycle; the first test categorized into low and the second test categorized into enough. The second cycle; the third test categorized into good and the fourth test categorized into excellent. So, it could be concluded that English song method couldimprove the students' vocabulary mastery.



## **CURRICULUM VITAE**

### **1. Personal Data**

Name : Desi Fatmala Pohan  
Reg. Students Number : 09 340 0035  
Place, Date of Birthday : P. Sidimpuan, December, 7<sup>th</sup>1991  
Sex : Female  
Address : Buburan, Kec Natal  
Kab.Madina

### **2. Educational Background**

Primary School : SD Negeri No 142714 Buburan  
Junior High School : Pon-Pes Modern K.H. Ahmad Dahlan Sipirok  
Senior High School : SMA Negeri 1 Natal

### **3. Parents Data**

Father's Name : Hamzah Pohan  
Date of Birthday : April, 28<sup>th</sup> 1965  
Mother's Name : Juraidah Harahap  
Date of Birthday : March, 20<sup>th</sup> 1969

## APPENDIX I

### LESSON PLAN CYCLE I

<b>Instruction Unit</b>	<b>:Vocabulary</b>
<b>School</b>	<b>: MTS N Sipirok</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>:Your Mother song</b>
<b>Class/Semester</b>	<b>: VII grade</b>
<b>Time</b>	<b>: 2 x 40 minutes</b>
<b>Meeting</b>	<b>: 1</b>

#### A. Standard of Competence

Understanding the topic about noun, adjective, verb and adverb.

#### B. Based Competence

- 1.1. Responds the instruction, understanding the topic and find the noun, adjective, verb and adverb from “Your Mother Song”

#### C. Indicator

1. The students are responds and can makes the example about noun
2. The students are responds and can makes the example about adjective
3. The students are responds and can makes the example about verb
4. The students are responds and can makes the example about adverb
5. The students are able to find the noun, adjective, verb and adverb in my mother song



#### **D. Source**

1. Buku yang relevan
2. Dictionary
3. English song
4. Laptop
5. Mini loudspeaker

#### **E. Material**

English song is musical composition which contains vocal parts that are performed and feature words commonly accompanied by musical instrument. Find the words by solved clues. Vocabulary about noun, adjective, verb and adverb.

#### **F. Learning Method**

English song method

#### **G. Teaching Learning Activity**

1. Teacher say greeting and introducing patiently
2. Teacher reviews the previous lesson
3. Teacher explains about noun, adjective, verb and adverb
4. Teacher gives test in English song form and answering the blank task
5. Teacher and students discussed together the answer of the test after finishing the test

## H. Evaluation

The evaluation will be done by answering the blank in the song.

### 1. The instrument of the test

The answer the blank in the song expected the students to improved their vocabulary

### 2. The indicator of the result (Vocabulary Mastery)

No	Indicators	Items	Number Items	Score	Total score
1.	Noun	5	2, 3, 4, 17, 18	1 item x 5	25
2.	Adjective	5	1, 8, 10, 13, 16		25
3.	Verb	5	5, 6, 11, 12, 19		25
4.	Adverb	5	7, 9, 14, 15, 20		25
Total Score 100					

Sapirok, May, 12<sup>nd</sup>2014

Teacher of MTS N Sapirok  
As Collaborators

Co- Teacher

SuryaniPohan, S. Pd

DesiFatmalaPohan  
Nim. 09 340 0035

The Headmaster of MTS N Sapirok

SabbanSiregar, S.Pd  
Nip. 19691012 199903 1 006

## APPENDIX II

### FIRST TEST

Class : VII Seventh

Petunjuk / instruction :

1. Isilah lirik lagu yang kosong sambil mendengarkan lagu
2. Isilah jawaban dengan menggunakan bahasa Inggris
3. Test ini bertujuan untuk mengetahui kemampuan murid-murid dalam menguasai kosakata
4. Score tiap soal adalah 5
5. Waktu yang tersedia 40 menit

#### **Rashid A. Bhikha- Your Mother**

Who should I give my love to?  
My respect and my honor to  
Who should I pay 1) .....mind to?  
After 2). ....  
And Rasulullah

Comes your 3).....  
Who next? Your mother  
Who next? Your mother  
And then your 4) .....

Cause who used to 5).....you  
And 6).....you and clothes you  
Who used to feed you?  
And 7).....be with you  
When you were 8).....  
Stay up all 9).....  
Holding you 10).....  
That's right no other  
Your mother (My mother)

Who should I take good care of?  
Giving all my love  
Who should I think most of?  
After Allah  
And Rasulullah



Cause who used to 11).....you  
Before you could talk  
Who used to hold you?  
Before you could 12).....  
And when you 13).....who picked you up  
Clean your cut  
No one but your mother  
My mother

Who should I stay right close to?  
Listen 14).....to  
15) ..... say no to  
After Allah  
And Rasulullah

Cause who used to hug you  
And buy you 16).....clothes  
Comb your 17).....  
And blow your 18).....  
And when you 19).....  
Who wiped your tears?  
Knows your fears  
Who 20).....cares?  
My mother

Say Alhamdulillah  
Thank you Allah  
Thank you Allah  
For my mother.

## **APPENDIX III**

### **The First Test Key Answer**

#### **Rashid A Bhikha- Your Mother**

1. Good
2. Allah
3. Mother
4. Father
5. Hold
6. Clean
7. Always
8. Sick
9. Night
10. Tight
11. Hear
12. Walk
13. Fell
14. Most
15. Never
16. New
17. Hair
18. Nose
19. Cry
20. really

**APPENDIX IV**

**STUDENTS' VOCABULARY MASTERY ON THE FIRST TEST**

**CYCLE 1**

No	Name	Noun	Adjective	Verb	Adverb	Right	Total Score
1	Abdul AzisSiregar	1	1	-	-	2	10
2	AinunHarahap	3	1	-	1	5	25
3	ArdiansyahSiregar	3	1	-	1	5	25
4	AyuFebriani	3	2	-	-	5	25
5	Akhir Rajab	1	1	-	-	2	10
6	Delianna	2	1	-	-	3	15
7	DoniPangestu	3	3	1	3	10	50
8	Fahrizal Pane	2	1	-	1	4	20
9	FitriRahmayani	3	1	-	-	4	20
10	Mansur SaminNst	2	1	-	-	3	15
11	MunawirSajaliSrg	3	2	-	-	6	30
12	Putra Tondi H	3	2	1	-	6	30
13	RahmatIsnainHrp	3	2	1	-	9	45
14	RamadhanSahdan	1	1	-	-	2	10
15	RamadhanSiddik	3	2	0	1	6	30
16	RestiAfriani	3	3	-	3	9	45
17	Risky AfridaYanti	3	1	2	-	6	30
18	Rinaldi	3	1	-	2	6	30
19	Sitioli	1	1	-	-	2	10
20	SitiWahyuniSrg	3	3	1	3	10	50
21	SoriamasSiregar	3	2	-	-	5	25
22	SahrianiHarahap	2	1	-	2	5	25
23	SuciPurnama	2	2	-	1	5	25
24	WafiatulKhoiriah	3	2	1	-	6	30
25	Zulfaizal	4	1	-	-	5	25
<b>SUM</b>							<b>655</b>
<b>MEAN SCORE</b>							<b>26, 2</b>

$$\bar{x} = \frac{\sum xi}{\sum N}$$

$$= \frac{655}{25}$$

$$= 26, 2$$

The recapitulation of the students' score in the first test

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Score
1	Abdul AzisNasution		√											√								2
2	AinunHarahap		√	√	√									√		√						5
3	ArdiansyahSilaban		√	√	√									√		√						5
4	AyuFebriani	√	√	√	√									√								5
5	Akhir Rajab		√											√								2
6	Delianna		√	√										√								3
7	DoniPangestu	√	√	√	√					√				√	√	√	√			√		10
8	Fahrizal Pane		√	√										√	√							4
9	FitriRahmayani		√	√	√									√								4
10	Mansur SaminNasution		√	√										√								3
11	MunawirSajali	√	√	√	√									√	√							6
12	Putra TondiHasian	√	√	√	√								√	√								6
13	RahmatIsnainHarahap	√	√	√	√	√								√	√	√			√			9
14	RamadhanSahdan		√											√								2
15	RamadhanSiddik	√	√	√	√									√	√							6
16	RestiApriani	√	√	√	√					√				√	√	√	√					9
17	Risky AfridaYanti		√	√	√	√	√							√								6
18	Rinaldi		√	√	√									√	√	√						6
19	Sitioli		√											√								2
20	SitiWahyuniSiregar	√	√	√	√					√				√	√	√	√			√		10
21	SoriamasSiregar	√	√	√	√									√								5
22	SahrianiHarahap		√		√									√	√	√						5
23	SuciPurnama	√	√	√										√		√						5
24	WafiatulKhoiriyah	√	√	√	√		√							√								6
25	Zulfaizal		√	√	√									√					√			5



**APPENDIX V**

**Observation Sheet**  
**Students' Activity in Teaching Learning Process**  
**Classroom Action Research**

**Subject Matter** : English  
**Class / semester** : VII/ II  
**Days / Date Of** : Saturday/ May, 12<sup>nd</sup>2014  
**Cycles/ Meeting** : I / 1

No.	Activities	Yes	No
1	Students'are active writing learning material		√
2	Students' are active listening English song	√	
3	Students' are active singing song together		√
4	The English song motivated the students' in study English		√
5	Students' are answer the task while listening English song		√
6	Students' are collects the task on time	√	

## APPENDIX VI

### LESSON PLAN CYCLE I

<b>Instruction Unit</b>	<b>: Vocabulary</b>
<b>School</b>	<b>: MTS N Sipirok</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>:My Lovesong</b>
<b>Class/Semester</b>	<b>: VII grade/ II</b>
<b>Time</b>	<b>: 2 x 40 minutes</b>
<b>Meeting</b>	<b>: 2</b>

#### **I. Standard of Competence**

Understanding the topic about noun, adjective, verb and adverb.

#### **J. Based Competence**

1.2 .Responds the instruction, understanding the topic and find the example about noun, adjective, verb and adverb in “My Love” song

#### **K. Indicator**

6. The students' are responds and can makes the example about noun
7. The students'are responds and can makes the example about adjective
8. The students' are responds and can makes the example about verb
9. The students' are responds and can makes the example about adverb
10. The students' are able to find the noun, adjective, verb and adverb in my love song

#### **L. Source**

1. Buku yang relevan
2. Dictionary
3. English song
4. Laptop
5. Mini loudspeaker

#### **M. Material**

English song is musical composition which contains vocal parts that are performed and feature words commonly accompanied by musical instrument. You find the words by solving clues. Vocabulary about noun, adjective, verb and adverb.

#### **N. Learning Method**

English song method

#### **O. Teaching Learning Activity**

6. Teacher say greeting and introducing patiently
7. Teacher reviews the previous lesson
8. Teacher write song on the whiteboard
9. The students' write it in their book
10. The researcher and the students' singing together
11. The students' answer the blank of English song
12. Teacher and students discussed together the answer of the test

## P. Evaluation

The evaluation will be done by answering the blank in the song

### 3. The instrument of the test

The answer the blank in the song expected the students to improve their vocabulary

### 4. The indicator of the result (Vocabulary Mastery)

No	Indicators	Items	Number Items	Score	Total score
1.	Noun	5	2, 5, 6, 11, 13	1 item x 5	25
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3.	Verb	5	7, 15, 16, 18, 19		25
4.	Adverb	5	4, 8, 9, 12, 20		25
Total Score 100					

Teacher of MTS N Sipirok  
As Collaborators

Sipirok, May, 16<sup>th</sup>2014  
Co- Teacher

Suryani Pohan, S.Pd

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## APPENDIX VII

### SECOND TEST

Class : VII Seventh

Petunjuk / instruction :

1. Isilah lirik lagu yang kosong sambil mendengarkan lagu
2. Isilah jawaban dengan menggunakan bahasa Inggris
3. Test ini bertujuan untuk mengetahui kemampuan murid- murid dalam menguasai kosakata
4. Score tiap soal adalah 5
5. Waktu yang tersedia 40 menit

#### Westlife - My Love

An 1).....street  
And empty 2).....  
A3).....4).....my heart  
I'm all alone  
The 5).....are getting smaller  
I wonder how  
I wonder why  
I wonder where they are  
The days we had  
6).....we sang together

And all my love  
I'm 7).....on 8).....  
Reaching for the love that seem so 9).....

So I say a 10).....prayer  
And hope my 11).....will take me 12).....  
Where 13).....are 14).....  
To 15).....you once again my love  
oversees from coast to coast  
to 16).....the place i love the most  
Where the fields are 17).....  
To see you once again my love

I try to 18).....  
I go to work  
I'm laughing with my friends  
But I can't stop to 19).....myself from thinking  
I wonder how  
I wonder why  
I wonder where they are  
The days we had  
The song we sang together

And all my love  
I'm holding on forever  
Reaching for a love that seem so far  
Chorus

Bridge  
To hold u 20).....  
To promise you my love  
To tell you from my heart  
You're all I'm thinking of

I'm reaching for a love that seem so far

## **APPENDIX VIII**

### **The Second Test Key Answer**

#### **Westlife – My Love**

1. Empty
2. House
3. Hole
4. Inside
5. Rooms
6. The song
7. Holding
8. Forever
9. Far
10. Little
11. Dream
12. There
13. The sky
14. Blue
15. See
16. Find
17. Green
18. Read
19. Keep
20. In my arms

## APPENDIX IX

### STUDENTS' VOCABULARY MASTERY ON THE SECOND TEST

#### CYCLE 1

No	Name	Noun	Adjective	Verb	Adverb	Right	Total
1	Abdul Azis Siregar	-	2	2	2	6	30
2	Ainun Harahap	3	3	3	4	13	65
3	Ardiansyah Siregar	4	5	1	3	13	65
4	Ayu Febriani	3	2	2	5	12	60
5	Akhir Rajab	2	2	2	3	9	45
6	Delianna	4	4	3	3	14	70
7	Doni Pangestu	5	5	3	4	17	85
8	Fahrizal Pane	-	1	2	2	5	25
9	Fitri Rahmayani	4	5	4	5	18	90
10	Mansur Samin Nst	3	3	2	2	10	50
11	Munawir Sajali Srg	3	4	4	4	15	75
12	Putra Tondi H	3	4	1	2	10	50
13	Rahmat Isnain Hrp	4	4	4	4	16	80
14	Ramadhan Sahdan	3	5	4	5	17	85
15	Ramadhan Siddik	4	3	3	3	13	65
16	Resti Afriani	4	5	4	4	17	85
17	Risky Afrida Yanti	5	4	4	5	18	90
18	Rinaldi	1	1	1	2	5	25
19	Sitioli	4	4	2	2	12	60
20	Siti Wahyuni Srg	4	5	3	4	16	80
21	Soriamas Siregar	5	3	3	4	15	65
22	Sahriani Harahap	4	4	5	5	18	90
23	Suci Purnama	4	2	3	3	12	60
24	Wafiatul Khoiriah	3	2	3	3	11	55
25	Zulfaizal	5	4	5	5	19	95
SUM							<b>1655</b>
MEAN SCORE							<b>66,2</b>

$$\bar{x} = \frac{\sum xi}{\sum N}$$

$$= \frac{1655}{25}$$

$$= 66,2$$



## APPENDIX X

### Observation Sheet Students' Activity in Teaching Learning Process Classroom Action Research

**Subject Matter** : English  
**Class / semester** : VII/ II  
**Days / Date Of** : Wednesday/ May, 16<sup>th</sup>2014  
**Cycles/ Meeting** : I / 2

No.	Activities	Yes	No
1	Students' are active writing learning material	√	
2	Students' are active listening English song	√	
3	Students' are active singing song together	√	
4	The English song motivated the students' in study English	√	
5	Students' are answer the task while listening English song		√
6	Students' are collects the task on time	√	



## APPENDIX XI

### LESSON PLAN CYCLE II

<b>Instruction Unit</b>	<b>:Vocabulary</b>
<b>School</b>	<b>: MTS N Sipirok</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>:A Thousand Yearssong</b>
<b>Class/Semester</b>	<b>: VII grade</b>
<b>Time</b>	<b>: 2 x 40 minutes</b>
<b>Meeting</b>	<b>: 3</b>

#### **Q. Standard of Competence**

Understanding the topic about noun, adjective, verb and adverb.

#### **R. Based Competence**

1.3. Responds the instruction, understanding the topic and can find the noun, adjective, verb and adverb from “A Thousand Year” song.

#### **S. Indicator**

11. The students are responds and can makes the example about noun
12. The students are responds and can makes the example about adjective
13. The students are responds and can makes the example about verb
14. The students are responds and can makes the example about adverb
15. The students are able to find the noun, adjective, verb and adverb in “A Thousand Year” song

## **T. Source**

1. Buku yang relevan
2. Dictionary
3. English song
4. Laptop
5. Mini loudspeaker

## **U. Material**

English song is musical composition which contains vocal parts that are performed and feature words commonly accompanied by musical instrument. You find the words by solving clues. Vocabulary about noun, adjective, verb and adverb.

## **V. Learning Method**

English song method

## **W. Teaching Learning Activity**

13. Teacher say greeting and introducing patiently
14. Teacher reviews the previous lesson
15. Teacher write English song on the whiteboard
16. The students' write it in their book
17. The researcher and the students' singing together
18. The students' answered the test
19. Teacher and students discussed together the answer of the test after finishing the test

## X. Evaluation

The evaluation will be done by answering the blank in the song.

### 5. The instrument of the test

The answer the blank in the song expected the students to improve their vocabulary

### 6. The indicator of the result (Vocabulary Mastery)

No	Indicators	Items	Number Items	Score	Total score
1.	Noun	5	1, 8, 10, 13, 20	1 item x 5	25
2.	Adjective	5	2, 5, 11, 12, 17		25
3.	Verb	5	3, 6, 14, 18, 19		25
4.	Adverb	5	4, 7, 9, 15, 16		25
Total Score 100					

Sipirok, May, 14<sup>th</sup> 2014

Teacher of MTS N Sipirok  
As Collaborators

Co- Teacher

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## APPENDIX XII

### THIRD TEST

Class : VII Seventh

Petunjuk / instruction :

1. Isilah lirik lagu yang kosong sambil mendengarkan lagu
2. Isilah jawaban dengan menggunakan bahasa Inggris
3. Test ini bertujuan untuk mengetahui kemampuan murid- murid dalam menguasai kosakata
4. Score tiap soal adalah 5
5. Waktu yang tersedia 40 menit

#### Cristina Perry-A thousand Years

1)....., beast, fast, colours and promises

How to be brave

How can I love when I'm 2).....to fall

But 3).....you stand alone

All of my doubt 4).....goes away some how

One step closer

#### Chorus

I have 5).....6)..... 7).....for you

8).....don't be afraid I have love you

For 9).....

I love you for a thousand more

10)....., stand, still 11).....in all she is

I will be 12).....

I would not let anything take a 13).....14).....in 15)..... of me

Every breath, 16)..... has come to this

One step closer

**Chorus**

And all 17).....I believe I would 18)..... you

Time has 19)..... your heart to me I have love you

For a thousand 20).....

I love you for a thousand more

## **APPENDIX XIII**

### **The Third Test Key Answer**

#### **Cristina Perry – A Thousand Years**

1. Heart
2. Afraid
3. Watching
4. Suddenly
5. Die
6. Waiting
7. Everyday
8. Darling
9. A thousand years
10. Time
11. Beauty
12. Brave
13. Way
14. Standing
15. Front
16. Every hours
17. Long
18. Find
19. Brought
20. Years





APPENDIX XIV

STUDENTS' VOCABULARY MASTERY ON THE THIRD TEST

CYCLE 2

No	Name	Noun	Adjective	Verb	Adverb	Right	Total Score
1	Abdul AzisSiregar	5	3	1	3	12	60
2	AinunHarahap	4	4	4	2	14	70
3	ArdiansyahSiregar	3	5	2	3	13	65
4	AyuFebriani	5	4	4	5	18	90
5	Akhir Rajab	4	3	2	3	12	60
6	Deliana	4	3	3	5	15	75
7	DoniPangestu	5	5	5	5	20	100
8	Fahrizal Pane	5	1	1	1	8	40
9	FitriRahmayani	5	4	5	5	19	95
10	Mansur SaminNst	5	3	2	3	13	65
11	MunawirSajaliSrg	4	4	3	4	15	75
12	Putra Tondi H	5	4	1	2	12	60
13	RahmatIsnainHrp	4	5	3	4	16	80
14	RamadhanSahdan	5	4	5	5	19	95
15	RamadhanSiddik	5	4	4	4	17	85
16	RestiAfriani	5	5	5	5	20	100
17	Risky AfridaYanti	5	4	5	4	18	90
18	Rinaldi	4	4	1	3	12	60
19	Sitioli	5	5	4	2	16	80
20	SitiWahyuniSrg	5	5	5	5	20	100
21	SoriamasSiregar	5	3	3	4	15	75
22	SahrianiHarahap	5	4	5	5	19	95
23	SuciPurnama	5	5	5	4	19	95
24	WafiatulKhoiriah	5	5	5	4	19	95
25	Zulfaizal	5	4	5	5	19	95
SUM							<b>2000</b>
MEAN SCORE							<b>80</b>

$$\bar{x} = \frac{\sum xi}{\sum N}$$

$$= \frac{2000}{25}$$

$$= 80$$

APPENDIX XV

**Observation Sheet**  
**Students' Activity in Teaching Learning Process**  
**Classroom Action Research**

**Subject Matter** : English  
**Class / semester** : VII/ II  
**Days / Date Of** : Monday/ May, 14<sup>th</sup>2014  
**Cycles/ Meeting** : II/ 3

No.	Activities	Yes	No
1	Students' are active writing learning material	√	
2	Students' are active listening English song	√	
3	Students' are active singing song together	√	
4	The English song motivated the students' in study English	√	
5	Students' are answer the task while listening English song	√	
6	Students' are collects the task on time	√	

## APPENDIX XVI

### LESSON PLAN CYCLE II

<b>Instruction Unit</b>	<b>:Vocabulary</b>
<b>School</b>	<b>: MTS N Sipirok</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>:Ramadhan song</b>
<b>Class/Semester</b>	<b>: VII grade</b>
<b>Time</b>	<b>: 2 x 40 minutes</b>
<b>Meeting</b>	<b>: 4</b>

#### **Y. Standard of Competence**

Understanding the topic about noun, adjective, verb and adverb.

#### **Z. Based Competence**

- 1.4. Responds the instruction, understanding the topic and can find the noun, adjective, verb and adverb from “Ramadhan” song..

#### **AA. Indicator**

16. The students are responds and can makes the example about noun
17. The students are responds and can makes the example about adjective
18. The students are responds and can makes the example about verb
19. The students are responds and can makes the example about adverb
20. The students are able to find the noun, adjective, verb and adverb in “Ramadhan”  
song

**BB. Source**

1. Buku yang relevan
2. Dictionary
3. English song
4. Laptop
5. Mini loudspeaker

**CC. Material**

English song is musical composition which contains vocal parts that are performed and feature words commonly accompanied by musical instrument. Find the words by solving clues. Vocabulary about noun, adjective, verb and adverb.

**DD. Learning Method**

English song method

**EE. Teaching Learning Activity**

20. Teacher say greeting and introducing patiently
21. Teacher reviews the previous lesson
22. Teacher write the English song text on the whiteboard
23. The teacher and the students' singing together
24. The students' answer the test
25. Teacher and students discussed together the answer of the test after finishing the test

## FF. Evaluation

The evaluation will be done by answering the blank in the song.

### 7. The instrument of the test

The fill the blank in the song expected the students to improve their vocabulary

### 8. The indicator of the result (Vocabulary Mastery)

No	Indicators	Items	Number Items	Score	Total score
1.	Noun	5	4, 7, 12, 13, 15	1 item x 5	25
2.	Adjective	5	2, 6, 11, 19, 20		25
3.	Verb	5	1, 3, 16, 17, 18		25
4.	Adverb	5	5, 8, 9, 10, 14		25
Total Score 100					

Sipirok, May, 18<sup>th</sup>2014

Teacher of MTS N Sipirok  
As Collaborators

Co- Teacher

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## APPENDIX XVII

### FORTH TEST

Class : VII Seventh

Petunjuk / instruction :

1. Isilah lirik lagu yang kosong sambil mendengarkan lagu
2. Isilah jawaban dengan menggunakan bahasa Inggris
3. Test ini bertujuan untuk mengetahui kemampuan murid- murid dalam menguasai kosakata
4. Score tiap soal adalah 5
5. Waktu yang tersedia 40 menit

#### **Maher Zain – Ramadan**

You 1).....me up 2).....  
You 3).....my 4).....  
And fly me 5).....  
I feel so 6).....  
Its like my7).....thrives 8).....  
But how I wish you'd be  
Here with me all year 9).....

#### **Chorus**

Ramadan Ramadan,  
Ramadanu ya habib  
Ramadan Ramadan  
Laytaka dawman qareeb

Love is 10).....  
So much 11).....fills up the air  
Ramadan 12).....of the 13).....  
I feel it 14).....of me, strengthening my Iman  
But how I wish you'd be  
Here with me all year around

#### **Chorus**

I just love the 15).....you make me feel

Every time you come around you 16).....life into my soul  
And I 17).....that  
I'll throughout the year  
To 18).....your 19).....alive  
In my heart it never 20).....

## **APPENDIX XVIII**

### **The Fourth Test Key Answer**

#### **Maherzain - Ramadhan**

1. Lift
2. High
3. Spread
4. Wings
5. To the sky
6. Alive
7. Soul
8. In your light
9. Around
10. Everywhere
11. Peace
12. Month
13. Qur'an
14. Inside
15. Way
16. Breathe
17. Promise
18. Keep
19. Spirit
20. Dies

**APPENDIX XIX**

**STUDENTS' VOCABULARY MASTERY ON THE FORTH TEST**

**CYCLE 2**

No	Name	Noun	Adjective	Verb	Adverb	Right	Total Score
1	Abdul Azis Siregar	5	5	4	5	19	95
2	Ainun Harahap	4	4	3	3	14	70
3	Ardiansyah Siregar	5	5	5	3	18	90
4	Ayu Febriani	5	5	5	5	20	100
5	Akhir Rajab	5	5	4	3	17	85
6	Delianna	5	4	5	4	18	90
7	Doni Pangestu	5	5	5	5	20	100
8	Fahrizal Pane	4	5	2	1	12	60
9	Fitri Rahmayani	5	5	5	5	20	100
10	Mansur Samin Nst	3	5	3	3	14	70
11	Munawir Sajali Srg	4	5	4	3	16	80
12	Putra Tondi H	5	5	5	5	20	100
13	Rahmat Isnain Hrp	5	5	5	5	20	100
14	Ramadhan Sahdan	5	5	5	5	20	100
15	Ramadhan Siddik	5	5	5	5	20	100
16	Resti Afriani	5	5	5	5	20	100
17	Risky Afrida Yanti	5	5	5	5	20	100
18	Rinaldi	5	5	5	5	20	100
19	Sitioli	4	5	5	5	19	95
20	Siti Wahyuni Srg	5	5	5	5	20	100
21	Soriamas Siregar	5	5	5	5	20	100
22	Sahriani Harahap	5	5	5	5	20	100
23	Suci Purnama	5	5	5	5	20	100
24	Wafiatul Khoiriah	5	5	5	5	20	100
25	Zulfaizal	5	5	5	5	20	100
SUM							<b>2335</b>
MEAN SCORE							<b>93,4</b>

$$\bar{x} = \frac{\sum xi}{\sum N}$$

$$= \frac{2335}{25}$$

$$= 93,4$$



**APPENDIX XX**

**Observation Sheet**  
**Students' Activity in Teaching Learning Process**  
**Classroom Action Research**

**Subject Matter** : English  
**Class / semester** : VII/ II  
**Days / Date Of** : Friday/ May, 18<sup>th</sup>2014  
**Cycles/ Meeting** : II/ 4

No.	Activities	Yes	No
1	Students' are active writing learning material	√	
2	Students' are active listening English song	√	
3	Students' are active singing song together	√	
4	The English song motivated the students' in study English	√	
5	Students' are answer the task while listening English song	√	
6	Students' are collects the task on time	√	

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is a universal and recognizable part of human behaviour and of the human faculties, perhaps one of the most essential to human life as we know and one of the most for reach of human capabilities in relation to the whole span of mankind's achievement. Hornby says that language is the way of expressing ideas and feeling using movement, symbol and sounds.<sup>1</sup> At the same time, language is intimately connected with society through its function, which is primarily that of communicating messages from individual to one or more others, not could human society exist without language.

As the international language, English is an interesting subject to be learned by many people especially who really want to master English. In the holy Qur'an, Allah said:

أَلْوَانِكُمْ أَلسِنَتِكُمْ وَأَخْتَلَفُوا فِي الْأَرْضِ السَّمَوَاتِ خَلْقًا آيَاتِهِ وَمِنْ  
لِّلْعَالَمِينَ لَأَيِّتٍ لِّكَ فِي إِنَّو

Meaning: And among His signs in the creation of the heavens and the earth, and the difference of your language and skin colours. Verily, in that are indeed signs for men of sound knowledge. (Ar-Rum: 22)<sup>2</sup>

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<sup>1</sup> A. S. Hornby, *Oxford Advance Learners Dictionary*, (New York: Oxford University Press, 2000), p. 223

<sup>2</sup> Muhammad Taqi'ud-Din Al-Hilqidan Muhammad Musin Khan, *Translation of The Meanings of The Noble Qur'an in The Language*, (Madinah: K. S. A, 1445), P.542

From the definition above, it can be seen that many languages in the world. To communicate with others, we must master other languages. One of them is the English language. Besides it, the ability in using the English language as a way to be successful in many aspects of life. English is one of the requirements for getting a job. In using English, not only focus on one skill such as speaking but also listening, reading and writing. To master the four skills, it must be mastered in vocabulary also because vocabulary is the most important. Without vocabulary, it's impossible to speak English well, understand and write the text.

Teaching English to the students in Junior High School is not easy because the students are generally aggressive, they often move to other places, disturb their friends or eating snacks in the classroom when the teacher explains the lesson. A good English teacher must be able to control students and make them interested in the lesson, get the students to be enjoyable in learning, friendly, respect, but not afraid of the teacher. Then, the teacher must have the ability to create the methods and friendly environment to stimulate students, maintain interest in various activities and give the students' success.

The teacher in MTs N Sapiro said that students' vocabulary mastery is low. It can be seen from the students' report result. The students' came from different ethnic groups. Some of them are Batak and Javanese. The accent is different each other. The phenomenon in the field, the Batak is difficult to speak English smoothly. It relates to the pronunciation. Sometime, they also shy to speak English because afraid our friends is laughing. Actually, not only



Bataknesehas the problem in accent but also Javanese. The students' fluency and the accuracy are bad. Many students' feel tremble, tight, and worry.

Actually, vocabulary is very important in communication. Allah said in the Holy Qur'an:

أَسْمَاءِ أَنْبِئُونِي فَقَالَ الْمَلَيْكَةُ عَلَى عَرَضِهِمْ ثُمَّ كُلَّهَا الْأَسْمَاءِ آدَمَ وَعَلَّمَ  
 ب ۞ صَادِقِينَ كُنْتُمْ إِنْ هَؤُلَاءِ

Meaning: AndHe taught Adam all the names of everything, then He showed them to the angels and said,“Tell me the names of these if you are thruthful”(Albaqarah: 31).<sup>3</sup>

From the definition above, it can be concluded that vocabulary is important aspect in teaching English.How the students' are master in vocabulary if they never applied it. It becan looked in their daily life. They are never usedEnglish to communicate. In fact, they used our mother tongue to communicate in the classroom. They are always uses their mother tongue to ask, joke their teacher and sometimes they didnt listen and got along with subject. In this case, the students did not got the vocabulary if the teacher let them do it. So, the teacher must understand their condition. The teacher must be brought them in their daily and found the best method which is interested to study.

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<sup>3</sup>Muhammad Taqi'ud-Din Al-Hilqidan Muhammad Musin Khan, *Opcit*, p. 824

Song is the method was used in the research. Singing gives relaxing. By singing, the students can study and playing. Teaching other language is very difficult. But, it did not difficult if the teacher are able to matched to the students needed. Knowing the methods are matching with the students it did not be difficult. Moreover, teach young students it is so difficult. They like something fun, make happy, laugh, unique, and interesting. So, the role of the teacher is very important. The result of the students is influenced by teacher working. If the teacher is good, so the students' was got good result. Unfortunately, the students' was be bad if the teacher did not able in teaching.

The teacher is one of the important in teaching and learning process. If their mother teach them, they are still enjoy, stop the lesson when they bored it, sleepy and hungry. Because the students know if they want something and their mother did not be angry with them. It's different with their teacher in the school, When they are not collected their task, they was got a punishment and a bad result in the lesson. The teacher should not realize the Junior High School still young to learn English. The teacher also did not know that children did not like to studied with the pressure and like to studied with funny and enjoyable ways. Consequently, the teacher must found the suitable method can motivated them to learned, did not made them bored and frustrated. As a teacher, should consider the techniques as an important aspect learn because it cant to helped the students got a good result in teaching especially teaching vocabulary.

In learning English, the teacher must be product the qualities human, academic and mentalist.<sup>4</sup> Especially vocabulary mastery, many efforts have been done by teachers such as conducting a suitable method, providing dictionary, building English laboratory, gave course of English and receiving the curriculum and so forth, but dealing with using English song are seldom applied by the teachers. Thus, probably the teaching method with using English song is helpful. Finally, the researcher interested to conducted a research about “**IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH ENGLISH SONG AT GRADE VII MTS N SIPIROK**”

### **B. The Identification of the Problem**

The problems came from students and teachers. However, those problems are considered to be solved immediately. The first problem is about students. Most of students’ did not have many vocabularies. That concern with their environment and their parents. The second problem is from the teachers themselves. The teacher difficult to found and choose an interesting method to teaching vocabulary. As a result, the students were not interested in learning vocabulary.

### **C. Limitation of the Problem**

Based on identification of the problem described in the previous section, this research is limited to see the improvement of vocabulary mastery through English song. This research is conducted by classroom action research

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<sup>4</sup>Kunandar, *Guru Profesional*, ( Jakarta: RajawaliPers, 2010), p 37

#### **D. Definition of the Terminologies**

Avoid vagueness misunderstanding in assuming the title of the research, then was clarified the definition of the variable terminologies in the title: Improving Students' vocabulary Mastery through English Song at Grade VII MTs N Sipirok as following:

##### **1. Improving**

Improving is a verb that has made something or become better.<sup>5</sup>So, improving is going through better work to reach something. Improving is do something or apply some methods to got better. In this research,the researcher used English song to improve students vocabulary mastery. Improving consist of three steps, doing work in a simple way, doing work in a different way but in a corrected manner and doing work in a different way with a great quality and correctly.

##### **2. Students Vocabulary Mastery**

- a. Students' is a person who is studying at junior high school up to a university or a collage
- b. Vocabulary is a total number of words
- c. Mastery is a level of skill or intelligence

So, students' vocabulary mastery is a person who have a level skill or intelligence in total number of words that person is studying at Junior High School up to a University.

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<sup>5</sup>*Op. Cit.*, p. 682

### **3. Song**

Song is musical composition which contains vocal parts that are performed and feature words commonly accompanied by musical instrument. Song are generally a real source of authentic language and since a large fiction of the world listen to English song, it was more fun than hard work for the learners to acquired mastery in vocabulary and listening. By the song, the teacher invited students to do the activity is coherence wit daily activity. Song is the method is very well to study English for children. Song and the lyric are the parts of children life as tools and language learning media for children.

So, the definition of the improving students' vocabulary mastery through English song is a process of making students vocabulary mastery better through several cycles with using English song that improved students' vocabulary mastery.

#### **E. Formulation of the Problem**

Based on limitation of problem mentioned above, the problem of the research can be formulated as follows; what extend the English song improve the students' vocabulary mastery at MTs N Sipirok?

#### **F. The Objective of the Research**

The purpose of the research is to found whether English song can improved students vocabulary mastery at Grade VII MTs N Sipirok or not.

### **G. The Significances of the Research**

The significances of the research are:

1. The result of this research is expected to be useful English teacher improving students' vocabulary mastery through English song
2. The result of this research is expected increase students interest and motivation in learning vocabulary
3. The result of this research is also expected to develop all information and knowledge for those who are interested in doing this research.

### **H. Indicators of the Action**

There are many indicators used in teaching vocabulary through English song. The first, teach them in four aspects of the vocabulary, they are noun, adjective, verb, and adverb. The second, the researcher explain the song. The third, the researcher give test in the blank of English song. Here, the researcher wants to research the students interesting in learning vocabulary through English song. The last, the researcher and the students' answer the test together.

## CHAPTER II

### THEORITICAL DESCRIPTION

In conducting a research, theory are needed to explain some concepts or term applied in research concerned. The term as follow:

#### **A. Vocabulary**

##### **a. The Definition of Vocabulary**

Vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention. Vocabulary is groups of word should be learned as units. According to Hornby “Vocabulary is all the words that a person knows or use, the words that people used when they are telling about particular subject.<sup>1</sup>From the definition above that vocabulary can’t be constructed without words, word is an important part in building vocabulary. In the other hand, Penny said that “Vocabulary can be defined, roughly, as the words we teach in the foreign language”.<sup>2</sup>Similarly with Penny Barnhart also says that vocabulary as "(1) Stock of words used by person, class of people, profession. (2) A collection or list of words, usually in alphabetical order and defined.<sup>3</sup> Stock of word is the word knowledge by people and used by them in the daily, like noun, adjective, verb and adverb.

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<sup>1</sup>*Ibid*, p.1506

<sup>2</sup>Penny Ur, *A Course in Language Teaching: Practice andTheory* (Tkt: CambridgeUniversity Press, 1991), p. 60.

<sup>3</sup> Cynthia A. Barnhart, *The Facts on File Student’s Dictionary of American English*, Facts on File (America : Inc. 2008), p. 697.

Beside that, Jack C. Richard and Willy A Renandya said “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”.<sup>4</sup>Not also Richard and Willy have theory about vocabulary but also Thomas Nelson said “Vocabulary is a list of word explained in alphabetical order”.<sup>5</sup>The listening vocabulary includes all the words one hears and understands. The speaking vocabulary includes all the word continuous to be important used in oral announcement. The reading vocabulary is composed of words one recognized and understands in reading. The writing vocabulary notes the words and helpful to remembered it.

#### **b. Kinds of Vocabulary**

Vocabulary is groups of word should be learned as units. Vocabulary are classified into function of contents of the words. The classification of words intended noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection.<sup>6</sup>The researcher was defined four categories of the words, they are:

##### a) Noun

Noun is the most important part of speech. Noun used to explain the name, place or thing. According to Sharon Shoreenson, noun is the name of a person, place, or thing.<sup>7</sup>Then, Marcella Frank says “Noun is one of the mast

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<sup>4</sup> Jack C. Richard & Williy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*,(USA: Cambridge University Press, 2000), p. 255

<sup>5</sup> Howard Jackson & Etienne Ze' Ampela, *Words, Meaning and Vocabulary* (London and Newyork : Cassel, Tht ), p. 71.

<sup>7</sup> Sharon Shoreenson, *Webster's New World Student Writing Handbook*, (US: Wiley Publishing, 2010), p. 404.



important parts of speech. It is arrangement with the verb help to form the sentences. In addition it may function as the head word in many structures".<sup>8</sup>Rodney and Geoffrey say that noun is a grammatically distinct category of words which includes those denoting all kinds of physical objects, such as persons, animals and inanimate objects.<sup>9</sup>It means, noun is the words who explain about person, animals or inanimate object always used in the daily.

So, it can be conclude that noun is the name all the words such as name of people, object, place, and thing.Noun classified into two kinds, they are:

1) Concrete noun

Concrete noun is the noun can touch and see.

Example:

- a. Name: Desy, Eva, Fitri and Handayani
- b. Place: Natal, Panoppuan, GunungTua, and Binanga.
- c. Thing: man, women, television and table.

2) Abstract noun

Abstract noun is the noun cannot be seen but can be felt and imagined.

Example:

- a. Happiness
- b. Love

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<sup>8</sup>Marcella Frank, *Modern English*, (New York: Prentice Hall, 1972), p. 47

<sup>9</sup> Geoffrey K. Pullum and Rodney Huddleston, *A Students' Introduction English Grammar*,(Cambridge: University Press,2007), p.83.

c. Faith

d. Friendship

b) Adjective

Adjective is the word used to explain the character of something or explain about noun. According to Barbara and Dykes, the word “adjective” is from Latin *ad jacere* “throw to” or “add”. In the grammatical sense, it means to add the characteristic of something.<sup>10</sup> Marcella Farnk says “Adjectives is a word well express the quality, quantity, number and point out the person or thing is regarded as an adjective”.<sup>11</sup> Then, in the other word it can be said that adjective defined the colour and condition of the noun.

So, adjective is a words used to another word as attribute and predicate that explained quantity, quality and number from character of words. Adjective is also to completed and combined the meaning of words that difficult to understand.

Example:

- 1) *Beautiful* women
- 2) *Blue* eyes
- 3) *Smart* boy
- 4) *Gold* ring

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<sup>10</sup> Barbara and Dykes, *Grammar for Everyone*, (Australia: Acer Press, 2007), p. 5

<sup>11</sup> Marcella Frank, *Op. Cit.*, p. 47

## d) Verb

Verb is a word that tells something about a person or thing. Verb described as a word used to indicates an action, a state of being of existence or possession. SatrioNugroho says “kata kerja adalah menunjukkan suatu pekerjaan, perbuataningka laku atau kegiatan”.<sup>12</sup> Then, JayantiDaksinaMurty says “The verb follows subject in a declarative sentence, it generally shows the action of the sentence and the sentence must have a verb”.<sup>13</sup> It means, the verb used to explains about work or activity of someone or something.

From the definition above, the researcher concluded that verb is the verb is most complete part of speech is used to helps making statement, asking question or delivering commands. There should be a verb to make a sentence. It must contain of subject and predicate at lest. In addition, verb takes time of the action or activity. Consequently to write a good paragraphs need verb understanding.

Example:

- 1) Trilanti sends me a letter
- 2) Sahriani cooks a cake
- 3) Rani cleans the class
- 4) Hamzah writes a short story

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<sup>12</sup>SatriaNugroho ,*Complete English Grammar*,(Surabaya: Kartika,2003), p. 168

<sup>13</sup>JayantiDaksina Murthy, *Contemporary English Grammar*, (New Delhi: Book Place, 2003), p. 86.

5) Kiky calls me

e) Adverb

Adverb is a word which modified the meaning of a verb, an adjective. An adverb is the word that add meaning to any other word, except a noun or pronoun (that being the job of an adjective). Adverb is a word used to end something to the meaning of a verb and adjective or another adverb.<sup>14</sup> Adverb used to explains about place, manner, frequency, and time.

From the statements above, the researcher concluded that adverb is have function to gave information about the meaning of a verb, and adjectives, or another adverb.

Example:

- 1) Hamzah walksslowly into the shop
- 2) Parlin workshardly
- 3) Andra never comes late
- 4) Matlin breakfast in the morning
- 5) He always smiles when meet me

### c. Teaching Vocabulary

In the era of communication, vocabulary are fundamental tool. The more word we have to choose form, the more ideas and feelings it can express. According to Botha and Puhlthat in fact music provides an entire brain stimulation and activates subconscious resources all necessary for acquisition

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<sup>14</sup>Hotbin D. Lingga, *Advance English Grammar for Toefl*, (Jakarta: PuspaSwara, 2006), p. 84

and greater retention of vocabulary and language structures.<sup>15</sup> In the past Gardner has proposed the use of music as a problem-solving tool suggesting that all individuals without brain damage possess some degree of musical intelligence.<sup>16</sup> Tapping the musical intelligence in the classroom combines the theory of multiple intelligences with actual classroom learning. Application of music in foreign language classes could allow teachers to use the students' musical intelligence and their musical interests to achieve mastery of language skills.<sup>17</sup> Trying to write or speak with a limited vocabulary is like trying to painted a picture with a limited number of colours. To increase the vocabulary, it must have a desire to expanded our knowledge of words meanings first, as well as a commitment to studied new words. Following are a number of helpful techniques that it was used reading, discussing, recognizing the related words and listening. The definitions are as follow:

a) Reading

Reading is a receptive skills, it is a transactional between reader and the writer. The writer communicates with the reader through a text. Reading is an interactive process between the reader and the writer. An interactive process happens when the reader try to understand the text. While understanding the text, the reader wants to communicate with the idea proposed by the writer. After reading a text we can got some opinions in our

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<sup>15</sup> Claudia S. Salcedo, *The Effects Of Songs In The Foreign Language Classroom On Text Recall, Delayed Text Recall And Involuntary Mental Rehearsal*, (USA: Southeastern Louisiana University), p. 20

<sup>16</sup> *Ibid*

<sup>17</sup> *Op. Cit.*, p. 20

mind. Thus, reading is state as an interactive process, because in reading the readers communicate with the writer. By reading, the reader knows the main idea of the writer.

Reading is the process of cognition, interpretation an perception of a write and printed the material. As stated good man in carrel.<sup>18</sup>Reading is a receptive language process; it is a psycholinguistics process in which the readers reconstructed the meaning. It happens in human minds; people received the text and then process with their mind. In the processing their minds, they made their own interpretations of the text they read.The process in reading happens when the reader try to communicated with the writer through their writing, they try to understand well the text. According to Douglas Brown that “Reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction”.<sup>19</sup>Douglas means here, after the reader read the text, the reader make a scheme for easy to understand it. Then, with the scheme, the reader was easy to remember it.

From the theory above, it can be concluded that reading made the reader got more vocabulary, because in reading the reader was understand the meaning of the passage. The reader comprehends, try to translated, and can remembered it. Beside it, reading gives us more information, because

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<sup>18</sup> Patricia L Carrel, *Interactive Approaches to Second Language Reading*, (New York: Cambridge University Press, 1998), p.12

<sup>19</sup> Douglas Brown, *Language Assessment* (USA: Longman, 2004), p.189.

every text has another information. So, reading is a good method in learning vocabulary, not only got more information but also got more vocabulary.

b) Discussing

Discussing is the process to solve of the problem. According to Roy Killen, “Discussion is an orderly process of face to face group of interaction in which people exchange ideas about an issue for the purpose of solving a problem, answering a question, exchanging their knowledge or understanding or making a decision”.<sup>20</sup> According to the Bridge, kind of the discussion is used, in the discussed the teacher must be setting the condition to:

1. Every students can speak, give opinion or idea's
2. Every students must be listen other opinion
3. Every students must give respond of the idea from other
4. Every students must can collect or write the ideas is important.
5. From the discussion, every students must comprehend the issues is discussed in the discussion.<sup>21</sup>

So, it can conclude that discussion is discussed together to solve the problem.

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<sup>20</sup> Roy Killen, *Effective Teaching Strategies*, (Australia: Social Science Press, 1998), p.26

<sup>21</sup> WinaSanjaya, *Op. Cit*, p. 156

c). Recognizing the related words

Discovering how word relates to other word is good way to increase our vocabulary. They are synonym and antonym. There is the definition as follow:

1. Synonyms

The term 'synonym' came from a Greek word (nonumon) meaning 'having the same name'. It is used in modern semantics to refer to a relationship of 'Sameness of meaning' that may hold between two words. Synonym is the similarity of meaning. Synonym is a widespread relation in the vocabulary of English, for which good evidence is provided by the many synonym dictionaries and thesauruses (e.g. the Concise Oxford Thesaurus, Collin Thesaurus).

2. Antonyms

Antonym is the word has different meaning. Antonym derived from the Greek anti 'against' and *onomo* names. Literally antonym is another name for another object.<sup>22</sup> Antonym is the word the opposite meaning. Generally, antonym has regularity and properly identified. It can be divided into several kinds, among other; pair of complementary pairs of complementary words, the comparison of mate removal of a word is not synonymous with other words, the relational antonyms that show symmetry in the sense of member group, and antonym is reciprocal

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<sup>22</sup>Gaunts Ruth and Redman Stuard, *a Guide to Guide to Teaching and Learning Vocabulary* (USA: Cambridge University Press, 1986), p. 74



antonym that show reciprocal functional relationship, although opposite meaning.

#### d) Listening

Listening is an active, purposeful process of making sense of what we hear. Every day we listen to many different things ways. Whether it is conversation with colleague the TV news, or a new music CD, we listen.<sup>23</sup> Language skill are often categorized as receptive or productive. Speaking and writing are the productive skills. Listening along with reading is a receptive skill. That is, it requires a person to received and understand incoming information (input). Because listening is receptive, we can listened to and understand things at a higher level than we can produced. Understand how listening works and how to teach it effectively, started by thinking about your on listening. Listening also is not a one way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet- the first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.

## **B. English Song**

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<sup>23</sup> David Nunan , *Practical English Language Teaching*,(New York: McGraw Hill, 2003),p.24

## 1. The Definition of English Song

Song are combination of the words sing by specific rhythm and intonation. Song made for two goal, they are (1) Song made just for relax and (2) Song made for learning.<sup>24</sup> Hornby say that song is singing, music for the voice, while chant, often repeated tune to which slam and canticle are fitted; several syllables or words to one note.<sup>25</sup> Yulianna said that the addition of melody in song facilitates learning and music helps learners develop cognitive skills and at same time improve their language skill. Children learn language appreciation, rhyme and vocabulary use through English song.<sup>26</sup> Furthermore, song is one of the basic of human spirits and has recently become and important part of foreign language. The techniques using music with the goal to relax the student, which is believed to be an essential element for the learning process to take place. Songs reflect culture; Shenstates, “Language and music are interwoven in songs to communicate cultural reality in a very unique way”.<sup>27</sup> Lems states that song lyric should be focused on since they have common short word as well as repetition of words and structure who helps learners understand the meaning of words.<sup>28</sup> Although this is probably more applicable to songs for older learners, young learners can be given the

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<sup>24</sup>Suyanto, *English for Young Learners*, (BumiAksara: Jakarta, 2010), p. 113

<sup>25</sup>*Op. Cit.*, p.337

<sup>26</sup>BenhazDarban, *On the Effect of Using Games, Song and Stories on Young Iranian EFL Learners' Achievement*, (University of Shiraz: 2012), p. 108

<sup>27</sup> Neil T. Millington, *Using Songs Effectively to Teach English to Young Learners*, (Japan: Ritsumeikan Asia Pacific University, 2011), p. 3

<sup>28</sup> Fu Xiaowei, *Strategy of Learning English Vocabulary From Pop Song*, (China: Kristad University, 2010), p. 21

opportunity to learn about seasonal or historical events in the target language through songs.

Songs have been part of the human experience for as long as we can remember. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value. Nation says “Songs allow learners to repeat and to memorize chunks of language”. This contributes to vocabulary learning too; repetition is needed to help learners remember words.<sup>29</sup> Domoney and Harris asserted that pop music was probably the most frequent and meaningful exposure to English outside learners’ English classes.<sup>30</sup> Therefore, popular songs can be effective materials that relate English learning to students’ daily life.

This research was focused on the reasons for using songs by demonstrated their effectiveness as a learning tool. Song introduced an atmosphere of gaiety, fun and informality in the classroom which was more conducive environment for language learning than a strictly regimented atmosphere where student are pounced upon for the slightest bit of deviation from grammatical norms or making unnecessary noise. Besides that, song helped students renew drive on learning and removed them from the bored. The children is very interested to listen the sound and beautiful rhythm. From the song is singing by themselves, listen the cd, radio, orchestra or the music tools.

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<sup>29</sup> Mohammed Mousa El-Nahhal, *The Effectiveness of Using Children Songs on Developing the Fourth Graders' English Vocabulary In Rafah Governmental Schools*, (Al- Azhar University of Gaza: 1991), p. 4

<sup>30</sup> Yi-Chun Chen, *The Effect of English Popular Songs on Learning Motivation and Learning Performance*, (Taiwan: Department of Foreign Languages and Literature National Cheng Kung University, 2009), p. 18

They are more easy to remembered about something and express the opinion if with the music.<sup>31</sup> So it can be concluded that music or English song is beautiful tool to help us teach vocabulary for our children or our students.

## 2. The Advantage Using English Song Method

Lemsstates that song lyrics should be focused on since they have common short words, as well as repetition of words and structure which helps learners understand the meaning of words.<sup>32</sup> It means, much repeat the words or listening the song it was helped us to understand and know the meaning of the word. Much listening one song and focus to that song, it was helped to memorize and improve the vocabulary.

Furthermore, Zhongstate that English songs containsome informal words and shortened forms of words and phrases such as wanna, shan't, ain't and sayin', which provide learners with many informal usages of English words or phrases.<sup>33</sup> The use of informal words in English pop songs is helpful for college students to learn the language which they cannot learned from college textbooks. In other word, the students' was got the new vocabulary in the song who no in the college textbooks.

Another advantage of using pop songs in language teaching and learning is the involvement of cultural knowledge. Cheung indicates that nowadays young people arecompletely exposed to popular culture.<sup>34</sup> By the

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<sup>31</sup>Shindunatha, *MembukaMasaDepanAnak- Anak Kita*, (Yogyakarta: Kanisius, 2000), p. 89

<sup>32</sup>Fu Xiaowei, *Ibid*, p. 22

<sup>33</sup>*Ibid*, p. 22

<sup>34</sup>*Ibid*, p. 22

English song, the students' was know the other culture or international culture, such the kinds' of English song. Kinds English song such, rock, pop or solo and how the singer to talked about the song. In the song, the other culture was found is no structure and grammar. It learned the students' to communicate with other without structure and grammar. It was easy for them, the students' was used English without the structure and grammar, because the important is the other people understand means.

### **3. The Disadvantage of Using English Song Method**

Lynch say that singers may have some accent or mispronunciation in the song. On the other, pop songs are notoriously loose in grammar and structure.<sup>35</sup>Hence, learning English from pop songs may have certain disadvantages unless teachers or learners select the suitable songs. Sometimes, the teacher did not know the familiar with the students'. The result, the student' did not know the meaning and the pronounced.

Certain behaviour indicates possible hearing defects. According to Cosford, Schmidt, and Madaule:

- a. Poor speech, delayed speech or no speech at all.
- b. Poor spelling.
- c. Reading problems.
- d. The child frequently asks the teacher to repeat things just said.
- e. Difficulty in following oral directions.
- f. Faulty pronunciation and bad speech articulation.
- g. Withdrawing from group activities where hearing is essential.
- h. Learners will have difficulty in hearing high frequency sounds

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<sup>35</sup>*Ibid*, p. 22

like “th”, “v”, “s” or “f”.<sup>36</sup>

From the definition above, it can be concluded that disadvantages of the English song method are the pronunciation, because the students’ often hear the English song. Beside that, the teacher did not know to choose the familiar song with the students’

### C. Review of Related Findings

There a researcher that has done a research same with the researcher. The first research was done in English Educational Department in STKIP Padangsidempuan. The researcher’s name is Amnah FR with the title “The Effectiveness of Using Reconstructed English Song on The Students’ Vocabulary Mastery”. The result was there is the significant effect the reconstructed English song on the students’ vocabulary mastery.<sup>37</sup> The second was done in English Educational Department in STAIN Padangsidempuan. The researcher name WirdaHalwi with the title “Improving Students Vocabulary Mastery Using Synonym and Antonyms”. The result was very well using synonyms and antonyms to improved the students vocabulary mastery”.<sup>38</sup>

The third research was done in English Educational Department in STAIN Padangsidempuan. The researcher name MasronaLubis with the title “The Students Vocabulary Mastery by Using Picture”. The result was there using the picture is

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<sup>36</sup> Catharina Aletta Horn, *English Second Language Learners: Using Music to Enhance the Listening Abilities of grade Ones*, University of South Africa, 2007), p. 112

<sup>37</sup> Amnah F R, *The Effectiveness Of Reconstructed English Song On Students Vocabulary Mastery*, (STKIP Padangsidempuan, 2010), p.32

<sup>38</sup> WirdaHalwi, *Improving Students Vocabulary Mastery Using Synonym and Antonyms*, (STAIN Padangsidempuan, 2012), p. 32

good to teaching vocabulary and use picture in learning vocabulary make class peaceful and make the students easy to memorize vocabulary.<sup>39</sup>

So that from the description above, the researcher concludes that many methods can improved the students' vocabulary mastery. Next, the researcher hope that English song can improved student's vocabulary mastery. So that, the researcher interested to research about “ *Improving Student's Vocabulary Mastery Through English Song at Grade VII Mts N Sipirok*”.

#### **D. Conceptual Framework**

In vocabulary, there is the problem between students and the teacher. The problem from the students are not interesting with the lesson, and the teachers did not know the methods made the students are interested and not friendly with them. As a teacher, very well if the teacher be friend of them. Who support, teach and ask for them to interesting in learning. Having good fluently in vocabulary made students and teacher work together in the class. So, the purpose of teaching English can be reached.

English song is one of many ways in improving students' vocabulary mastery. English song is considered to be effective way of teaching vocabulary because it enables the students' to communicated effectively and give them many changes to practiced target language. It needed the students' to be more active to listened, and speak it again because this method asks the students to express their remembering into vocabulary. The teacher was collaborated with the students to

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<sup>39</sup>MasronaLubis, *The Students Vocabulary Mastery By Using Picture* at SD Negeri No 100890 MuarataisBatangAngkola, (STAIN Padangsidimpuan, 2012), p.63

found the goal of the learning. The teaching learning process is focused on the students', so students' must be active.

Therefore, the researcher plans to do research based on the framework bellows:

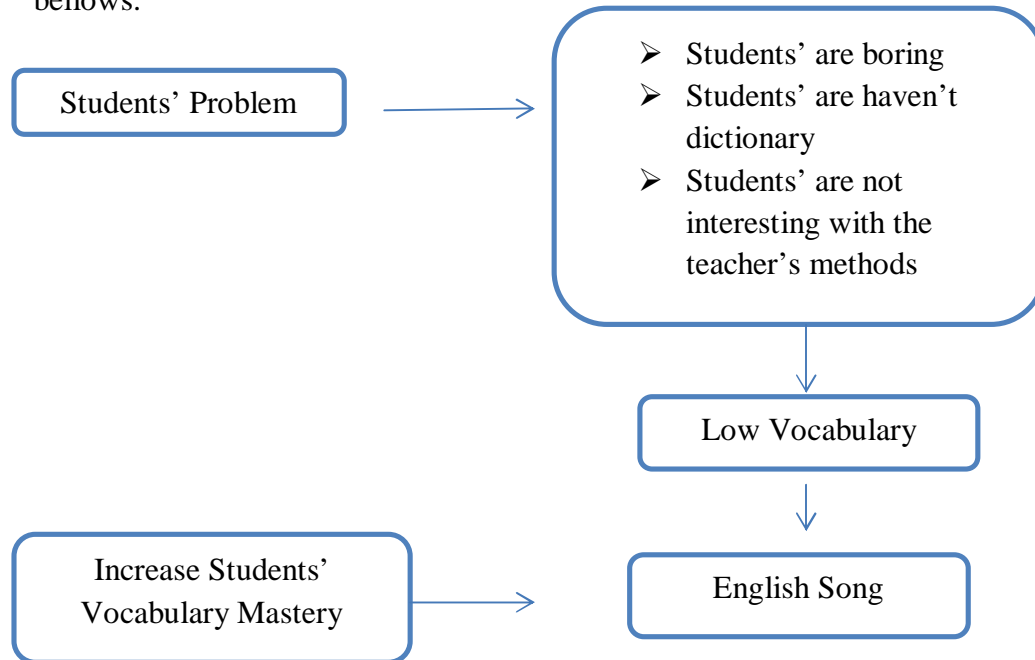


Figure 1: Conceptual Framework

Based on the figure above, the students' problem is low vocabulary. It can be seen when the teacher was open the lesson, any student is cannot express or talk about the expression and understand with the lesson. English song is the method was interested the students in learning vocabulary.

### E. Hypothesis of the Action

The hypothesis needed to show the researchers' thinking and expectation the outcomes of the research related to this research. The hypothesis of this research is stated that: "English Song can improve students' Vocabulary Mastery at Grade VII MTS N Sipirok".



## CHAPTER III

### RESEARCH METODOLOGY

#### **A. The Place and Time of the Research**

The place of the research was done at MTS N Sipirok. It was located in Sipirok, Desa Sialagundi. This research has been taken from November, 14<sup>th</sup> 2013 until May, 19<sup>th</sup> 2014.

#### **B. The Research Design**

In this research, classroom action research was applied. Wallace states that classroom action research is different from more conventional types of research.<sup>1</sup> It was focused on individual or small group professional practice and it was not concerned with making general statement. Action research is aimed to improved students' learning experience. In other word, it can be said that a classroom action research functions as a tool for the teachers toward an improvement in their teachings. Rochiati Wiratmaja explained that classroom action research is a research, which is, combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what was happening while included in the improving and changing.<sup>2</sup> In this research, the researcher join with the teacher to became a teamwork who work together to solved the students' problem.

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The

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<sup>1</sup> Michael J. Wallace, *Action Research for Language Teacher*, (USA: Cambridge University Press, 1998), p. 18

<sup>2</sup> Rochiati Wiratmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005) p. 11.

action and the observation can not be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

### **C. The Participants**

The participants of this research are the VII grade students of MTS N Sipirok. It consists of 25 students. The reason to choose this class because the researcher found the problems of students' vocabulary mastery in this class.

Another participant in this research is an English teacher of MTS N Sipirok. The researcher observed the activities in the class while the teacher doing an action in this class. Then, the teacher also helped the researcher in doing this research as collaborator.

### **D. The Instrumentation**

There are three instrumentations in this research, they are:

- a) Test: the researcher was used vocabulary test which is contained of 20 items. Suharsimi Arikunto stated that "Test is a group of the question that used to measure the skill, knowledge, ability or talent are had by individual or group".<sup>3</sup> The researcher was used administrating a test, which are essay test. The indicator tests are noun, adjective, verb and adverb. Then, every indicator was 5 test items. These types can be score objectively and can be measured learning outcome directly. In this research, the tests consist of 20 essay test. The score of each item is 5. It means totalities of the score are 100. The score from the 21-

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<sup>3</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2010), p. 193

40 was category bad. The score from 41- 60 was category enough. The score from 61 - 80 was good and the score from 81- 100 was category excellent.

Indicator of the test as follow:

Table 1

Indicator of Vocabulary Mastery

No	Indicators	Items	Scores	Total scores
1.	Noun	5	The scores each items is 5	25
2.	Adjective	5		25
3.	Verb	5		25
4.	Adverb	5		25
Score 100				

Based on above indicator, the scales are shown as follows:

Table 2

Score of the Result Test

Range of Real Score	Category
81-100	Excellent
61- 80	Good
41- 60	Enough
21- 40	Bad

- b) Observation: the researcher was used observation type of field notes. Gay and Airasian pointed out field notes are the observer's record of what was have been seen, heard, experienced and thought about during an observation session.<sup>4</sup> The researcher concluded that observation was doing the research

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<sup>4</sup> Gay and Airasian, *Education Research Competences for Analysis & Application*, (U.S.A: Prentice Hall, 2000), p. 219

directly to the location of the research. Observation was used for looking the students' and the teacher learning and the teaching process in learning English.

- c) Interview: the researcher was used the interview to know condition of the students. Hornby stated that interview is to talk somebody and asked them question at a formal meeting to find out they are suitable for job or study.<sup>5</sup> In this research, the researcher used the interview to get the information from the source of the data about condition of the students' in learning English. The interview from the English teacher is about the methods and system that are often used by the teacher to making the student's more comprehensive and improve their English especially the student's vocabulary mastery.

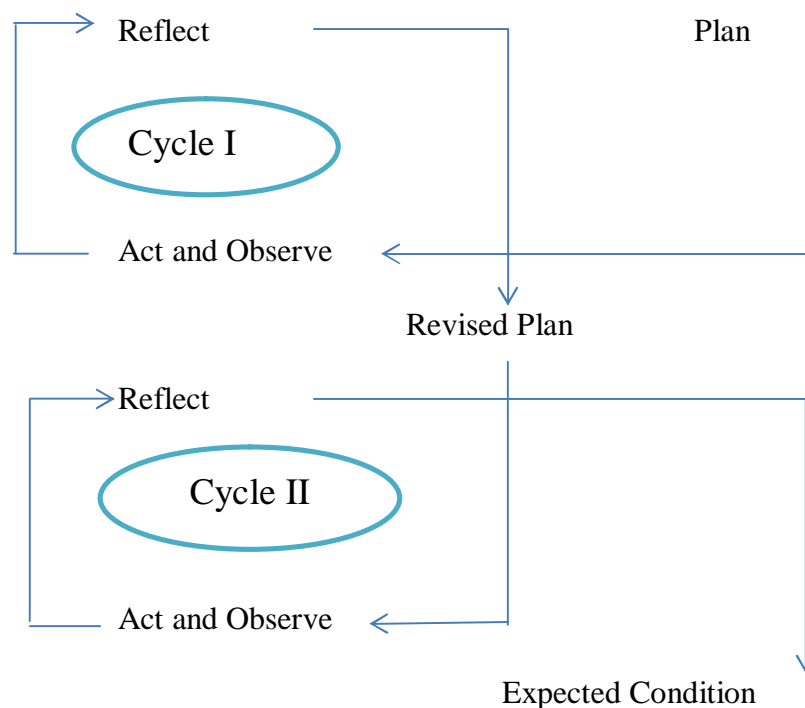
#### **E. The Procedures for Classroom Action Research**

In collected the data, the researcher was used test and interview. The main data was observed by field notes as the qualitative data. It used to described data which are not enable to be counted or measured in an objectively, and are therefore subjectively, this kinds of data was gathered through field notes. The data used to described the situation in the classroom during the learning process by English song in the term of students, teacher an influential factors. The quantitative data used to presents what was have been measured and it is considered as the objective data. This data was formed as the students' performance data to help the teacher assess the English song effectiveness students vocabulary mastery.

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<sup>5</sup> Hornby, *Oxford Advance Learners Dictionary, Op. Cit.*, 788

Classroom action research concerned on certain procedures, namely planning, action, observation and reflection. Kunandar stated that planning means developed an action plan which is critically done to improve what have been happened. Then, action research is the choice action which is believed as the resolution for the problem. Observation, the third step in the classroom action research was done comprehensively to figure out the process of the action. Then finally reflection was recognized and analysed the action that was conducted in classroom as it was figured out on the observation notes. This action research followed the model that is developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four steps; planning, acting, observing and reflecting. The model is described in the following figure:



### Figure 2: Action Research Spiral<sup>6</sup>

In this research, the researcher was applied two cycles. Each cycle consist of two meetings. Each meeting consist of 80 minutes. So, there eight meetings during research process. Each cycle consist of four steps, they are: planning, acting, observing and reflecting.

#### **First Cycle**

The first cycle the researcher was conducted for two meeting. Every meeting waseighty minutes. The researcher was observed all the activities in the classroom.

#### **1. First Meeting**

##### a. Planning

- 1) Arranging the lesson plan
- 2) Determining the lesson material is about aspect of vocabulary, which is about noun, adjective, verb and adverb around the school
- 3) Designing a procedure teaching vocabulary through English song
- 4) Preparing instrument to be used by students
- 5) Preparing instrument for teacher and observer observation.

##### b. Action

- 1) Telling the purpose of learning
- 2) Explain the topic for the students
- 3) Introducing the procedure of English song activity

- 4) Giving students function to be act
- 5) Tasking students to execute the activity to test the students vocabulary mastery
- 6) Discussing together the English song done
- 7) Concluding the learning
- 8) Observing the classroom

c. Observation

- 1) Observing the execution of the English song technique
- 2) Observing the students vocabulary mastery
- 3) Evaluated students by taking score of students vocabulary mastery based on the English song essay

d. Reflection

- 1) Discussed with collaborator about the action
- 2) Making any decision for the next cycle
- 3) Developed another environment to be stimulated
- 4) Analysed the found data
- 5) Clarified the found problems in the activity whether in the case of students or teacher.

## 2. Second Meeting

### a. Planning

- 1) Arranging the lesson plan
- 2) Determining the lesson material is about aspect of vocabulary, which is about noun, adjective, verb and adverb around the school
- 3) Designing a procedure teaching vocabulary through English song
- 4) Preparing instrument to be used by students
- 5) Preparing instrument for teacher and observer observation.

### b. Action

- 1) Telling the purpose of learning
- 2) Explain the topic for the students
- 3) Introducing the procedure of English song activity
- 4) Giving students function to be act
- 5) Tasking students to execute the activity to test the students vocabulary mastery
- 6) Discussing together the English song done
- 7) Concluding the learning
- 8) Observing the classroom

### c. Observation

- 1) Observing the execution of the English song technique
- 2) Observing the students vocabulary mastery
- 3) Evaluated students by taking score of students' vocabulary mastery based on the English song essay



#### d. Reflection

- 1) Discussed with collaborator about the action
- 2) Making any decision for the next cycle
- 3) Developed another environment to be stimulated
- 4) Analysed the found data
- 5) Clarified the found problems in the activity whether in the case of students or teacher.

### **Second Cycle**

The second cycle, the researcher was conducted for two meetings. Every meetings was eighty minutes, the researcher observed all the activities in the class.

#### **1. Third Meeting**

##### a. Planning

In this stage, the writer was planned and designed activities prepared topic song was used to solve the students' vocabulary problem.

- 1) Arranged lesson plan
- 2) Determined the lesson material is about aspect of vocabulary, which is about noun, adjective, verb and adverb around the market
- 3) Designed procedures of teaching
- 4) Prepared the instrument for students, teacher and observer.

b. Action

Researcher was applied English song based on the lesson plan that is result of reflection in second cycle.

- 1) Eliminating found problems in first cycle by motivating, controlling and managing the class.
- 2) Teach another English song
- 3) Tasking students to execute the activity to test the students vocabulary mastery
- 4) Discussing together the English song done

c. Observation

Both teacher and observer observed students vocabulary mastery and activity of the learning by using English song method.

- 1) Observed the procedure that had been arranged whether worked
- 2) Observed students vocabulary mastery is that better than before or not.
- 3) Observed the students vocabulary mastery by using instrument

d. Reflection

- 1) Discussed with collaborator about the action
- 2) Making any decision for the next cycle
- 3) Developed another environment to be stimulated
- 4) Analysed the found data
- 5) Clarified the found problems in the activity whether in the case of students or teacher.

## 2. Fourth Meeting

### a. Planning

In this stage, the writer was planned and designed activities prepared topic song was used to solve the students' vocabulary problem.

- 1) Arranged lesson plan
- 2) Determined the lesson material is about aspect of vocabulary, which is about noun, adjective, verb and adverb around the market
- 3) Designed procedures of teaching
- 4) Prepared the instrument for students, teacher and observer.

### b. Action

Researcher was applied English song based on the lesson plan that is result of reflection in second cycle.

- 1) Eliminating found problems in first cycle by motivating, controlling and managing the class.
- 2) Teach another English song
- 3) Tasking students to execute the activity to test the students vocabulary mastery
- 4) Discussing together the English song done

c. Observation

Both teacher and observer observed students vocabulary mastery and activity of the learning by using English song method.

- 1) Observed the procedure that had been arranged whether worked
- 2) Observed students vocabulary mastery is that better than before or not.
- 3) Observed the students vocabulary mastery by using instrument

d. Reflection

The researcher reflected the all cycles and analysed to have conclusion of the using English song method in improving students' vocabulary mastery in English learning.

**F. Techniques of Data Analysis**

In analysing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involved making sense out of text and image data. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. The qualitative data is analysed from observation sheet.

Quantitative data was used to analyse the score of students. The quantitative data is collected and analysed by computing the score of vocabulary test. To know the means of students' score for each cycle, the researcher was applied the following formula:

$$\bar{x} = \frac{\sum xi}{\sum N}$$

Explanation:

$\bar{x}$  : the mean score of the students

$\sum xi$ : the total score of the students

$\sum N$  : the number of the students<sup>7</sup>

Finally, researcher summarized qualitative data by six steps as suggested by Creswell as in the following:<sup>8</sup>

Step I: organized and prepared the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Step II: reading all the data. This is done by obtaining a general sense of the information and reflecting on its overall meaning.

Step 3: beginning detail analysis with a coding process it was organizing material into "chunks" before bringing meaning to those chunks. It involved taking English song data categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detail rendering of

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<sup>7</sup> Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, (Bandung: Cita Pustaka Media, 2014), p. 28

<sup>8</sup> John W Cresswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p.190

information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advancing how the description and themes are represented in the quantitative English song. This is discussed that mention a chronology of event, the detail discussion of several themes or interconnecting themes. Researcher used visual or figure to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

#### **G. Outline of the Thesis**

This thesis consisted of five chapters. In the first chapter dealt with background of the problems, the identification of the problem, limitation of the problem, limitation of the terminology, formulation of the problem, the purpose of the research, the significances of the research, indicators of the action.

The second chapter consisted of theoretical description of the research focus. It included theory of the vocabulary, kinds of vocabulary, teaching of vocabulary, English song definition, the advantages of English song and the disadvantages of English song. Review of related findings, conceptual framework and hypothesis of the action were also presented at the end of this chapter.

The third chapter is about the research methodology. It dealt with place and schedule, research design, participants, instrumentation, procedures of the research, and technique of data analysis

The fourth chapter is the researcher findings and discussion. There researcher completed report of findings of the classroom action research in each cycle. It was presented to describe the found data as the answer of the research questions and forward to state the purpose of the research. It described the research setting, first condition, cycle 1, cycle 2 that had been done, comparative result of the action, discussion and threats of the research.

In the last chapter researcher concluded the research, stated the implementation of the research concerning on the benefit findings, and recommended some suggestion whether for teacher, students or other researcher.

## **CHAPTER IV**

### **RESEARCH RESULT**

As mentioned in earlier chapter, in order to evaluate the improvement of English song method to the students' vocabulary mastery, the researcher has calculated the data using test. Next, the researcher described the data as follows:

#### **A. The Data Description**

##### **1. First Condition**

The researcher came to the class with co-teacher. Then, the researcher gave the first test to the students. Then the students' answer the blank in the paper of the test while listen the song. The co-teacher observed the students. The students were less in vocabulary. The students were frequent gross errors. 23 of the students truly very bad in their vocabulary, it can be seen from their answer result, 23 people of them just be able the value under 50. Then, 2 people are able in 50. Sometimes they got confidence but sometimes they got trouble in pronunciation and writings. Therefore, there was one of them really have high self-confidence. He has bravery and performance in sing a song. But, when listening the song he worry to write. He did not know the different of the pronunciation and the writings of the words that he listened.

##### **2. First Cycle**

The first cycle was conducted for two meetings. Two meetings here mean that it was conducted for two lesson plans and two tests (Lesson Plan 1, First Test, Lesson Plan 2 and Second Test). One meeting for two sessions, they were Lesson Plan 1 continued to First Test and Lesson Plan 2 continued to Second



Test. Then, every meeting was done for 2 X 40 minutes or 80 minutes. So, two meetings were done for 4 X 40 minutes or 160 minutes.

**a. First Meeting and First Test**

After making all the material in planning step in cycle 1; arranging the lesson plan, determining the lesson plan 1 and 2 about “My Mother Song” and “My Love” song, The researcher came to the class with co-teacher, an English teacher of grade VII Mts N Sapirok. The researcher conducted the action first. It was about “*Your Mother*” song by *Rashid A Bhika*. The researcher observed all the activities in the classroom.

Classroom activities should maximize opportunities to students to use target language for meaningful purpose; with attention on the message the students have many vocabularies. In the classroom activities, the researcher as a teacher started the lesson by saying greeting and introduced patiently to the students. Before introducing the first song, “My Mother”, the teacher explained the importance of the research for the students so that they could be motivated in the learning process and cooperate with the researcher. The students looked too enthusiasm and made the teacher were very optimism in explanation. After giving explanation about the importance of the research, the teacher give the test (it can be looked in the Lesson Plan 1) in the paper of the test and it was the first test.

Based on the observation that was done by the co-teacher, the English teacher of grade VII Mts N Sipirok, used field notes or “Students’ Activity in Teaching Learning Process” and used indicator checklist also “Teacher Activity in Teaching Learning Process” to observe the teaching learning process. Some students felt interesting and funny in learning vocabulary mastery by the researcher’s teaching vocabulary technique; English Song. However, more of the students were still uninterested yet. The researcher applied English song method in teaching vocabulary mastery.<sup>1</sup>

After several minutes, the researcher asked the students collected their test sheet. Then, the teacher and the students answered the blank English song together by discussing what the correct answers were. After analyse the first test data which was done by the grade VII students, the researcher found that the students’ vocabulary mastery was categorized into low categories. It was 26,2. It can be looked on Appendix 4: Students’ Vocabulary Mastery of the First Test. In this first test some students were interesting study English by using English song, but she has found the problem in listening.

As Sahriani said:

“I like study English by using English song method miss, but it so difficult to differ between the pronunciation and the writing the words”.<sup>2</sup>

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<sup>1</sup> *Observation*, English teacher of grade VII, (Sipirok: MTs N, May 12<sup>nd</sup>, 2014 on 08:15 a.m.)

<sup>2</sup> Sahriani, The Student of Grade VII in Academic Year 2013/ 2014 MTs NSipirok, *Interview* on 18<sup>th</sup> 2014.

Even though, most of them were interested in filling the blank English Song test but 4 of the students were not interested yet. It can be stated from the means score of the test that given that had been explained above, it was 10. Therefore, the researcher planned the more active activities than before for the Lesson Plan 2.

#### **b. Second Meeting and Second Test**

Then, the researcher applied the action again in Lesson Plan 2, it was about “*My Love*” song by *Westlife*. It was done for looking the students’ vocabulary mastery after analyse the students’ first test score. It means that the researcher conducted the English song method again, but it was in the changing material and more active than before. The researcher write “*My Love*” song in the whiteboard then the students’ write it in their book. Then, the researcher play “*My Mother*” song and the students’ listen while looking their song text. After that, the researcher and the students’ sing it together.

Even though the material was interesting, some of them still made noisy in the class. It was because of some students did not know the meaning or the answer, they made noisy by asking the other friends. Then, the researcher writes the text of the English song on the whiteboard. Then, the students’ write it in their book. Next, the researcher and the students’ sing it together. Then, after giving explanation about the importance of the research, the researcher give English song (it can be looked in the Lesson Plan 2) in the sheets of the test, it was the second test. It was about the topic was explained before.

In observing the action, the teacher used also field notes or “Students’ Activity in Teaching Learning Process” and the English teacher of MTs N Sapirokas an observer used indicator checklist “Teacher Activity in Teaching Learning Process” to observe the teaching learning process. Based on it, teacher explained the targeted language context. From the observation sheet, it has found that the teacher came to the class in time, said greeting and also motivated the students in participating in the classroom process. The teacher was active also in teaching learning process and discussed the problems together. For the students, most of students were too enthusiastic in teaching learning process. It was because of the interesting material.<sup>3</sup>

After several minutes, the researcher asked the students collected their test sheet. Then, the teacher and the students answered the blank English song together by discussing what the correct answers were. The last, reflected related to the process and the effects of the action. It was also the evaluation of the action that has been done. The evaluation covered evaluating the students’ vocabulary mastery scores in the second test and the result of observation which purposed to analyse the situation and made conclusion. Then, the result of the second test was used to take further action for the next cycle. Because of there were still problems in students’ vocabulary mastery, the teacher concluded to improve it in the next cycle. The students’ vocabulary mastery in second test was 65,8. It can be looked

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<sup>3</sup>Observation, English teacher of grade VII, (Sapirok: MTs N, May 16<sup>th</sup>. 2014 on 09:20 a.m.

on the Appendix 9: Students' Vocabulary Mastery of the Second Test. The researcher with co-teacher, the English teacher of MTs N Sapirok, concluded that the second cycle had to re-plan the gotten problems in the first cycle. In the next learning, lesson plan 3 and 4, it was needed to overcome motivation and enthusiastic of students in the learning process. Re-planning of English song method in the first cycle which resolved in the second cycle clearly is figured in the following table:

Table 3

## The First Cycle Problems and Resolution

<b>No</b>	<b>Problem in the first cycle</b>	<b>Resolution</b>
1	Most of the students' not interesting in teaching learning process	Teacher should motivate the students so that to be more active in teaching learning process
2	When the researcher give the test about English song, sometimes, the students' can't differentiate the pronounce and the writing	The researcher teach them how to pronounce the song word by word before singing the song together
3	When the researcher give the test, the students' confused to answer the task	The researcher explained them to answer the task while listen the song was playing. When the song was elapsed, the researcher talk them to let it and continue to answer the task suited the song was playing

### **3. Second Cycle**

The second cycle was conducted for two meetings, too. Two meetings here mean that it was conducted for two lesson plans and two tests too (Lesson Plan 3, Third Test, Lesson Plan 4 and Fourth Test). One meeting for two sessions, they were Lesson Plan 3 continued to Third Test and Lesson Plan 4 continued to the Fourth Test. Then, every meeting was done for 2 X 40 minutes or 40 minutes. So, two meetings were done for 4 X 40 minutes or 160 minutes.

#### **a. Third Meeting and Third Test**

The differentiation conditions here were the teacher should motivate the students so that they should be enthusiastic and active, the teacher had to change the material, blank English song and essay questions given became interesting and funny. Then the researcher planned the method who made them felt enjoy and active in using English song method to study English.

In the second cycle conducted in two meetings (Lesson Plan 3, Third Test, Lesson Plan 4 and Fourth Test). The teacher directly conducted the teaching learning vocabulary process. It was Lesson Plan 3. In opening the class, the teacher motivated the students more to do the lesson. The researcher also motivated them to explore more their vocabulary mastery and be more active in teaching learning vocabulary mastery process. The teacher gave the other song. The song in this lesson plan which had been explained above was “A Thousand Years” song by Cristina Perry.

After write the text of the song on the whiteboard the students' write it in their book, then, the researcher and the students singing together. After that, the researcher thought them to pronounce the song word by word. The researcher explain them how to answer the task to got best result. The students' answered the task while listen the song. And if the song has leave, the students' must focus on the song and lift the answer has loose. It was as stated above in table3: The First Cycle Problems and Resolution.

In observing of the action in this cycle were similar with the previous cycle. Based on the observation sheet, there was an improvement on students' enthusiastic in teaching learning vocabulary mastery process. The teacher came to the class in time, said greeting, introduced patiently and also did the orientation of teaching learning activity. The teacher motivated all students to participate in teaching process and set down its result on paper that is provided. Then, the researcher gives the other song test (it can be looked in the lesson plan 3).<sup>4</sup>

After several minutes, the researcher asked the students to collect their test sheet. Then, the researcher and the students answered the blank of the English song together by discussing what the correct answers were. Then, the researcher analysed their score in the third test. The researcher found that their vocabulary score was 80. It can be looked on Appendix 14: Students' Vocabulary Mastery of the Third Test. It can be categorized into good. It

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<sup>4</sup>*Observation*, English teacher of grade VII , (Sipirok: MTs N, May 14<sup>th</sup>2014 on 10:15 a.m. )

was improved, but it has not really improved because as the researcher explained above, the researcher wanted to improved students' vocabulary mastery into excellent or very good category.

**b. Fourth meeting and fourth test**

Therefore, the researcher conducted the action again. It means that the researcher had conducted the English song method again in Lesson Plan 4. The researcher conducted the teaching learning activities like in the previous lesson too. The teacher said greeting, introduced patiently, did the orientation of teaching learning activity.

The teacher motivated all students to participate in teaching process, talk them that the forth test is the last test to motived them to be active in listening the song and answering the blank of the song and set down its result on paper that is provided (it can be looked in the Lesson Plan 4), "Ramadhan song", it included into fourth test. After write the text of the song on the whiteboard the students' write it in their book, then, the researcher and the students singing together. After that, the researcher thought them to pronounce the song word by word. The researcher explain them how to answer the task to got best result. The students' answered the task while listen the song. And if the song has leave, the students' must focus on the song and lift the answer has loose. It was as stated above in table 3: The First Cycle Problems and Resolution.



In observing of the action in this cycle were similar with the previous cycle. Based on the observation sheet, there was an improvement on students' enthusiastic in teaching learning vocabulary mastery process, then, the students' very active in the learning process. The teacher came to the class in time, said greeting, introduced patiently and also did the orientation of teaching learning activity. The teacher motivated all students to participate in teaching process and set down its result on paper that is provided. Then, the researcher gave the other song test (it can be looked in the lesson plan 4).<sup>5</sup>

After several minutes, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the blank English song together by discussing what the correct answers were. Next, after analyse and counting the fourth data test, it was about the "Ramadhan" song. It was done for showing the evidence that the researcher as a teacher could improve the students' vocabulary mastery score into good category. It was about 60-100 score. It is surely that after analyse the students' fourth test sheet, the researcher found their score category was 93, 4. It means that the students' vocabulary mastery could be improved into good category. It can be looked on Appendix 19: Students' Vocabulary Mastery of the Fourth Test. In this last test some students' felt her vocabulary has improved and interesting study English using English song.

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<sup>5</sup>Observation, English teacher of grade VII, (Sipirok: MTs N, May 18<sup>th</sup> 2014 on 08:00 a.m.

As AyuFebriani said:

“After Miss changed the method in listening English song, I feel my vocabulary and my pronunciation is improved. And then, I was easy answer the task, I felt enjoy and interesting to study English”.<sup>6</sup>

In addition, it means that the students were more and more active and enthusiastic in doing the teaching learning process in the lesson plan 4. Based on the field notes “Teacher Activity in Teaching Learning Process”, it showed that teacher mastery in teaching vocabulary mastery process was done well. Test scores had shown an improvement in the first cycle to the second cycle. They were (26, 2), (66, 2), (80), and (93,4). By using English song method, the students’ vocabulary mastery improved significantly.

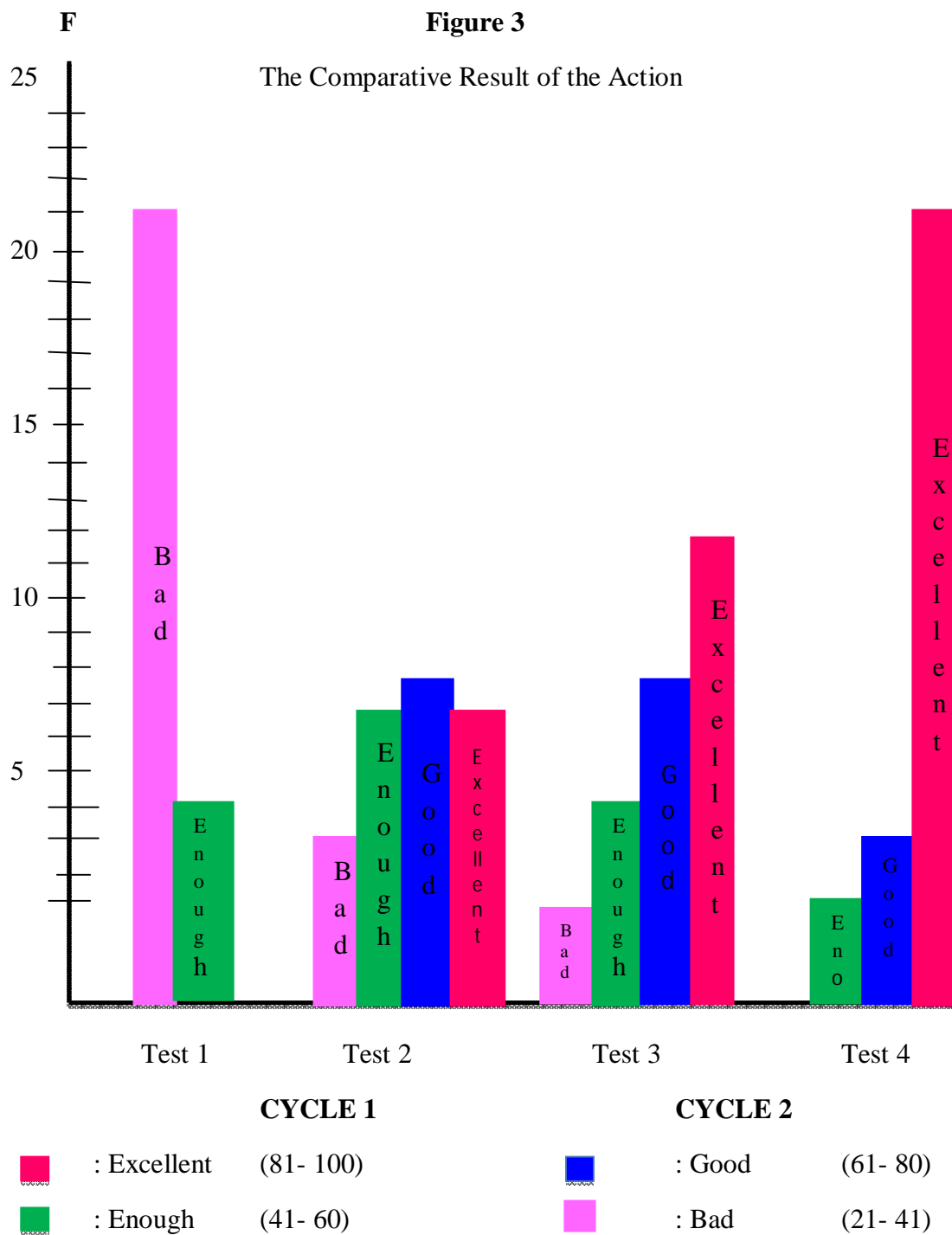
#### **B. The Comparative Result of the Action**

The students’ vocabulary score improved from the first to the fourth English song test. The researcher gave the test in each lesson plan meeting. After teaching them, the researcher gave the test directly by using blank the English song sheet task. The test from the first to the fourth meeting was about Your Mother, My Love, A Thousand Years and Ramadhan. The evidences can be looked from the mean score of the first to the fourth test; they were (26, 2), (66, 2), (80), and (93, 4). It can be looked on appendix 17: Students’ Mean Score Improvement. It means that during the research, it was found that the students’ score kept improving from the first to the fourth test. By application English song method, the students’ score was significantly improved. There were differences in the lowest and the highest of students’ vocabulary mastery score in each test which was given during the

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<sup>6</sup>AyuFebriani, The Student of Grade VII in Academic Year 2013/ 2014 MTsNSipirok, *Interview* on 18<sup>th</sup> 2014.

research. The differences showed that there was a significant improvement of students' vocabulary mastery. Then, it can be looked also from the diagram below:



From the figure above, it can be seen that the students' score kept improved. In first test, 21 students' got 21- 40 score and 4 students' got 41- 60 score. In second test 3 students got 21- 40 score, 7 students' got 41- 60 score, 8 students' got 61- 80 score and 7 students' got 81- 100 score. In the third test 1 students got 21- 40 score, 4 students got 41- 60 score, 8 students got 61- 80 and 12 students got 91- 100 score. The last is in the fourth test, 1 students' got 41- 60 score, 3 students got 60- 80 score and 21 students got 81- 100 score. It showed the significances improvement in students' vocabulary mastery.

In the first cycle, the researcher did the action first and directly gave first test to know their vocabulary mastery and their problems in vocabulary mastery. There were four song that the students could do. The first test was *My Mother*, the second test was *My Love*, the third test was *A Thousand Years*, and the last test was *Ramadhan*. They had to fill out the blank of English song given. Many students were low in vocabulary (noun, adjective, verb and adverb). In the result of the research, the researcher applied 4 meetings. Two meetings for the Lesson Plan 1, First Test, Lesson Plan 2, and Second Test. Two meetings more for the Lesson Plan 3, Third Test, Lesson Plan 4, and Fourth Test. It means those two meetings for the first cycle and two meetings for the second cycle. It can be looked from the mean score of the students in every test.

### 1. The First Test

In the first test, it was song about My Mother. Most of the students were less in noun, adjective, verb and adverb. It means that they were less in all aspect of vocabulary that had been limited by the researcher. There were 4 students got 10 score, 2 student got 15 score, 2 students got 20 score, 7 student got 25 score, 6 students got 30 score, 2 students' got 45 score and 2 students got 50. In addition, 21 students got 21- 40 score, it was category bad. 4 students' got 41- 60 score, it categorized into enough. Then from analyse all the students' mean score, the researcher counted that their mean score in this test was 26, 2. It was bad score.

$$\begin{aligned}\bar{x} &= \frac{\sum xi}{\sum N} \\ &= \frac{655}{25} \\ &= 26,2\end{aligned}$$

### 2. The Second Test

In the second test, it was song about My Love. Most of the students had been improved in all the aspect of vocabulary that had been limited by the researcher in noun, adjective, verb and adverb. It means that they were less in all aspect of vocabulary that had been limited by the researcher. There were 2 students got 25 score, 1 student got 30 score, 1 students got 45 score, 2 student got 50 score, 1 students got 55 score, 3 students' got 60 score, 4 students' got 65 score, 1 student got 70 score, 1 students' got 75 score, 2 students' got 80

score, 3 students' got 85 score, 3 students' got 90 score and 1 student got 95 score. In addition, 3 students got 21- 40 score it was category bad. 7students' got 41- 60 score, it was category enough. 8 students got 61 -80 it was category good and 7 students got 81- 100 score, it was category excellent. Then from analyse all the students' mean score, the researcher counted that their mean score in this test was 66, 2. It was enough score.

$$\begin{aligned}\bar{x} &= \frac{\sum xi}{\sum N} \\ &= \frac{1655}{25} \\ &= 66,2\end{aligned}$$

### 3. The Third Test

In the third test, it was song about *A Thousand Years*. Most of the students had been improved in all the aspect of vocabulary that had been limited by the researcher in noun, adjective, verb and adverb. It means that they were improved in all aspect of vocabulary that had been limited by the researcher. There were 1students got 40 score, 4 student got 60 score, 2 students got 65 score, 1 student got 70 score, 3 students got 75 score, 2students' got 80 score, 1 students got 85 score, 2 student got 90 score, 6 students' got 95 score, 3 students' got 100 score. In addition, 1 students got 21- 40 score it was category bad. 4 students' got 41- 60 score, it was category enough. 8 students got 60- 80, it was category good. 12 students' got 81- 100 score, it was categoryexcellent. Then from analyse all the students' mean score, the

researcher counted that their mean score in this test was 80 score. It was good score

$$\begin{aligned}\tilde{x} &= \frac{\sum xi}{\sum N} \\ &= \frac{2000}{25} \\ &= 80\end{aligned}$$

#### 4. The Fourth Test

In the fourth test, it was song about *Ramadhan*. Most of the students had been improved in all the aspect of vocabulary that had been limited by the researcher in noun, adjective, verb and adverb. It means that they were improved in all aspect of vocabulary that had been limited by the researcher. There were 1 students got 60 score, 2 student got 70 score, 1 students got 80 score, 1 student got 85 score, 2 students' got 90 score, 2 students' got 95 score, 15 students' got 100 score. In addition, 1 students' got 41- 60 score it was category enough. 3students' got 61 - 80 score, it was category good. 21 students' got 81 -100 score, it was category excellent. It is surely that after analyse the students' fourth test sheet, the researcher found their score category was 93, 4.

$$\begin{aligned}\tilde{x} &= \frac{\sum x}{\sum N} \\ &= \frac{2335}{25} \\ &= 93,4\end{aligned}$$

It means that the researcher' hypothesis that English song method could improve the students' vocabulary mastery at Grade MTs N Sipirokwas accepted.

So, the English song method created a good environment in teaching learning vocabulary mastery in which students became active and enthusiastic in the process of getting new vocabularies, so that the students' vocabulary mastery expanded.

### **C. Discussion of the Research Findings**

Classroom activities in using English song method should maximize opportunity to the students to use target language for meaningful purposes; with attention on the message the students have many vocabularies rather than always looking to their dictionary. Students are given opportunities to explore their own learning process and developing of appropriate method for autonomous learning. The teacher gave various topics to expand the students' vocabulary mastery and enlarge their funny material. After making the students feel funny in learning the language, it seems advisable to challenge them get their many new vocabularies. By using English song method, the students' vocabulary mastery would improve.

The researcher organized all the quantitative data from all meetings. In every two meetings, the researcher conducted one vocabulary mastery test. From the first evaluation, it was found that the students' achievement in vocabulary mastery was still low in the level active vocabulary. They could not fill what the words should be in the blank English song given. Next, the first cycle of classroom action



research was conducted and the students were given treatment of English song method at the first time. Although they still had problems, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

The researcher also analysed data to support this research finding besides the quantitative data (vocabulary test score), the qualitative data were taken from observation and list of interview sheet. Observation result showed that the students gave their well attitudes and responses during the teaching learning process. Even though they got problems at the first time but they could solve their difficulties and enjoyed their lesson by the process of time. They became more active and enthusiastic in vocabulary mastery. The list of interview showed that the students agree that the application of English song method had helped them in vocabulary mastery. These all qualitative data supported the research findings which based on the quantitative data. Based on the result of quantitative and qualitative data, it was found that the application of English song method had successfully improved the students' achievement in vocabulary mastery.

In this study, it had found that the improvement of the students' vocabulary score. In the first cycle, the first test, the mean of the students were 26, 2 and the second test, the mean of the students were 66, 2. In the second cycle, the third test, mean of the students were 84.28 and improved again in 91.78 score in the fourth test. It means that the research findings from cycle had shown students' vocabulary mastery improved well by English song method. The researcher also analysed data to support this research finding besides vocabulary mastery test score.

Based on the result, it was found that the application of English song method had successfully improved the students' vocabulary mastery.

#### **D. The Treats of the Research**

In doing the research, the researcher found the threats in this research. The researcher found the students' problems in the classroom teaching learning vocabulary process. The students did not have good even very good vocabulary mastery categorized because the teacher did not conduct the interesting method so it was make them lazy and bored to learn out the topic given. The students their selves never try to ask the teacher the other interesting method and material. So that is why the researcher did the treatment in the research.

Moreover, English song method created a good environment in teaching learning vocabulary in which students became enthusiastic and active in the classroom, focused the students' mind to the teacher's explanation, shared together and it made them involved in teaching learning vocabulary process. English song method also created an interactive process where the students interacted not only with the essay questions they answered, but also with the context of the song given.

This research used human instruments in English vocabulary mastery learning. The observation of researcher as a teacher and the indicator checklist were done by the English teacher of MTs N Sipirok. So, it means that the observation of researcher and the students' vocabulary mastery were done by researcher herself and the co-teacher. The data in this research was taken by the test with any objective assessment. The result paper of material or lesson

plans assignment and of the test are needed to make the mark more objective, and the learning process more effective and efficient. The monitored activities of the students in the classroom were presented as the real situation at the research time.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyse and presented the data in the previous chapter, conclusion of the research was that the using of English song method in teaching vocabulary mastery gives positive effect on students' achievement. The method motivates the students to improve their vocabulary mastery. Based on the result of the classroom action research, it was concluded that English song method improved the students' vocabulary mastery at grade VII MTs N Sipirok. It based on the students' vocabulary mastery mean score, which was in cycle 1 were 26,2 and 66.2 become 80 and 93, 4 in cycle 2.

#### B. Suggestion

It had been described before that English song method improved students' vocabulary mastery and implication of the result goes to English teachers of Junior High School. The English teachers can apply the English song method in teaching learning process. By English song method, students will interesting and active in teaching learning. English song method with all structures creates students' vocabulary mastery to be better than before and it must be relevant to the social environment and real situation of the children in grade VII MTs N Sipirok.

The result of this study showed that using of English song method improved students' vocabulary mastery. The suggestions are special to the teachers, students and other researchers. Therefore, the following suggestions are as follow:

1. English song method is such activities can create interest and relieve tension in difficult curriculum areas, and can be used as an alternative way of English teaching.
2. For the teacher, it is very wise to used English song method in teaching vocabulary mastery because this method can enlarge and expand the students' vocabulary mastery and the students' vocabulary mastery will be improved directly.
3. For the students, it is hoped that by using English song method, the students will more interesting and active in studying English vocabulary mastery, because English song method provides well changing to improve the students' vocabulary mastery.

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