

THESIS

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SONG
(A Classroom Action Research at the Fifth Grade Students of SD Negeri Demakan**

02, Mojolaban, Sukoharjo in 2009/2010 the Academic Year)



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This thesis is submitted to fulfill the requirement for Undergraduate Degree in English

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ABSTRACT

Ika Nurkhaeni. K2206003. **IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SONG (A CLASSROOM ACTION RESEARCH AT THE FIFTH GRADE STUDENTS OF SD NEGERI DEMAKAN 02, MOJOLABAN, SUKOHARJO IN 2009/2010 ACADEMIC YEAR)**. Thesis, Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, July 2010.

These research aims are to find out whether or not song can improve vocabulary mastery and whether the use of English song can improve the quality of vocabulary teaching learning process to the fifth grade students of SD Negeri Demakan 02, Mojolaban, Sukoharjo.

The approach used in this research is a classroom action research. This action research is conducted in two cycles; in the first cycle there are three meetings: two meetings for teaching learning process and one meeting to give post test cycle 1; and in the second cycle there are three meetings: two meetings for teaching learning process and one meeting for giving post test. Every cycle consists of four steps: planning, action, observation, and reflection. In collecting the data, the researcher uses observational, field note, test, interview, questionnaire and document analysis. Tests are given in pre-test, post test. The researcher analyzes the mean score of each test to find out the improvements of students' vocabulary mastery after the action is conducted. Interview done before and after the action research. Giving students questionnaire is done before the researcher done action research. The last is document analysis; they include photographs, students' worksheet, lesson plan, and list of students' pre-test and post-test results.

The result of the research shows that there are positive improvements in students' vocabulary mastery and class situation in teaching learning process. The improvement of students' vocabulary mastery shows that their mean score of the post-test is higher than the mean score of the pre-test. The mean score of the pre-test is 63.6. Meanwhile, the means score in post test cycle 1 is 72.4 and the mean score of post test cycle 2 is 80.0. The improvement is also shown from the teaching learning process and vocabulary mastery.

By using English song in teaching vocabulary, students could easily understand and memorize new vocabulary. In the teaching learning process, when the teacher uses English song, the students are enthusiastic and enjoy during teaching learning process. They are very happy because they could relax and listen to the music.

APPROVAL

This thesis has been approved to be examined by the board of the Thesis Examiners of the Teacher Training and Education Faculty of Sebelas Maret University as a partial fulfillment of the requirements for the Undergraduate Degree of Education in English.

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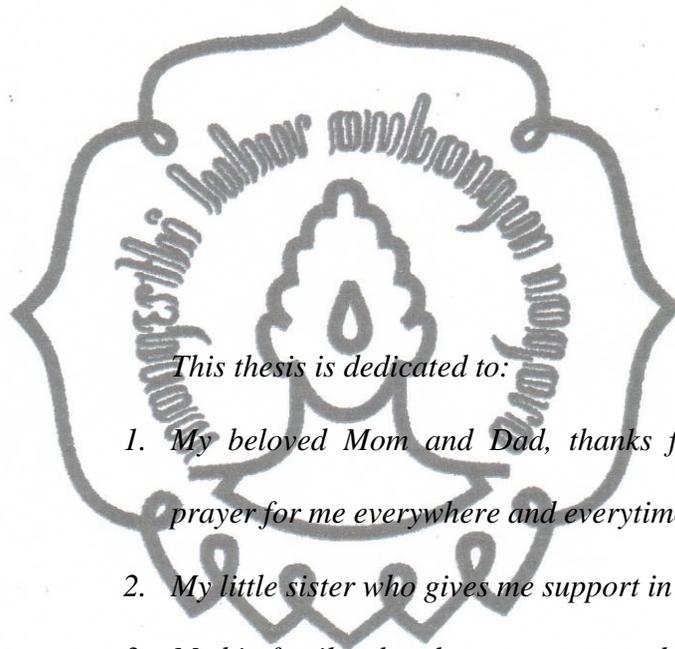
MOTTO

You'll never know till you have tried



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DEDICATION



This thesis is dedicated to:

- 1. My beloved Mom and Dad, thanks for your support and prayer for me everywhere and everytime.*
- 2. My little sister who gives me support in my life.*
- 3. My big family who always support and pray for me.*
- 4. My fiance and his family who always motivate and pray for me.*
- 5. All my best friends in English Department of UNS.*

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is widely used because it is an international language. It is used by people in the world as the first, the second or foreign language. The position of English is very important as a language of trade, politics, education and so on. As an international language, English is needed as a means of communication among people from different countries. As a means of communication, English has to be learnt by people in the world. The forms of communication are in oral and written.

Every country has different language forms from others. Learning a foreign language well is difficult because there are some different aspects in language systems. Many students find difficulties to understand conceptual distinctions which do not occur in their own language, and memory load is high. There is no point in pretending that these difficulties do not exist. Most teachers obviously unhelpful. It is difficult to think of an occasion when it could be helpful to tell students that what they are struggling to understand is in fact really incomprehensible.

Lewis (1997:9) argues that English is useful because English is an international language for most people. As an international language, understanding English well will get some advantages for human.

In Indonesia, English has position as the first foreign language that is the language which is taught in institutions or school as one of the subject matters. Nowadays, English has been taught from the lowest formal education that is kindergarten school. English is learnt from kindergarten until university. By having English as one of the subject matters taught in the institution or school, it is hoped that it can improve communication skill.

There are four basics English language skills; they are listening, speaking, reading and writing that have to be mastered well. Besides, the students also have to master other language aspects to support these skills, for example pronunciation, vocabulary, grammar and so on. It is mention in the GBPP 2003 for elementary school.

Ruang lingkup pembelajaran bahasa Inggris di SD di wilayah Kabupaten Sukoharjo adalah sebagai berikut:

- 1. Keterampilan berbahasa Inggris, yang meliputi keterampilan menyimak, membaca, berbicara, dan menulis sederhana;*
- 2. Unsur-unsur kebahasaan , yang meliputi tata bahasa, kosakata, pelafalan, dan ejaan;*
- 3. Topik dan fungsi bahasa (language function), yang meliputi topik-topik dan fungsi bahasa yang berkaitan dengan kehidupan keseharian para siswa, baik dirumah maupun disekolah.*

Interpreting from the quotation above it can be said that there are three scopes of teaching English in elementary school in sub-province of Sukoharjo, they are (1) English language skill; reading, speaking and writing, (2) the elements of language; grammar, vocabulary, pronunciation and spelling and (3) language function; topics of the material and function of language in daily life.

As stated in the second scope of teaching English in elementary school in Sukoharjo, students are expected to have the skill in using vocabulary. Mastery vocabulary is important to support the four main skills they need to be achieved. In teaching and learning process, the topic material of English for elementary school students should be related with the students' daily life.

English has to be learnt for primary level because there are a number of reasons for teaching English. They are (1) the need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others; (2) the need to link communication to the understanding of new concepts and (3) the need for maximum learning time for important language, the advantage of starting with early second language instruction so that the language can be used as a medium of teaching (Brumfit, 1995:vi). Related the need to link communication, it is mention in GBPP 2003.

Belajar bahasa berarti belajar menggunakan bahasa itu untuk komunikasi , baik secara lisan (menyimak dan berbicara) maupun secara tertulis (membaca dan menulis), baik secara reseptif (menyimak dan membaca) maupun produktif (berbicara dan menulis). Penggunaan bahasa tersebut didukung oleh pengetahuan unsur-unsur kebahasaan yang memadai.

As stated above, learning language has purpose to make communication in oral and written, receptive and productive. Using the language has to be supported by the elements of language itself. In teaching and learning process, students should be able to produce the language in speaking and writing.

Teaching English in the school based on the curriculum. The elementary school uses KTSP Curriculum. In this curriculum, it is explained the purposes of teaching English for students. It is said:

Mata Pelajaran bahasa Inggris di SD/MI bertujuan agar peserta didik memiliki kemampuan sebagai berikut: mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan (language accompanying action) dalam konteks sekolah, memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global.

As stated above, the purpose of teaching English in the elementary school are students have communicative competence and competitive ability in global era. But it should be realized that these purposes based on the school context because at elementary school English is taught as local content subject.

It can be said that based on the curriculum, teaching English in the elementary school has purpose for students to be able to communicate oral and written. Teaching English for young learner in Indonesia is very important. The purpose of teaching English based on KTSP curriculum is able to communicate. The main aspect in teaching English is vocabulary.

Zimmerman in Coady and Huckin (1997:5) states that vocabulary is central to language and of critical importance to the physical language learner. It means that vocabulary has main important role in teaching language. Making a good communication means using good vocabulary. Teaching vocabulary is the first steps in teaching English. Vocabulary is one of the important elements in teaching English.

Vocabulary is the main point to understand language well. Vocabulary is the basic elements that must be mastered by students to understand skills in English.

Related the vocabulary mastery, based on the observation the fifth grade students of SD Negeri Demakan 02, Mojolaban, Sukoharjo faced difficulties or problems as follow:

1. The students get difficulties to memorize word in English and grasp the meaning of words.
2. The students have low motivation in studying English.
3. The students get difficulties to express something in English.

These problems come from the students and the teacher. The teacher dominates the classroom activities that make students passive during the teaching and learning process. Usually in the classroom, the teacher only used textbook as a media in teaching vocabulary. Students need other media in learning vocabulary. They need new media to improve vocabulary.

Based on the fact, the writer is interested in doing classroom action research to overcome these problems by applying English song as a media in teaching vocabulary. Song makes students enjoy in learning process. Students will be success in learning if they enjoy the process. Song, especially English song, can make them more fun in learning English. The lyrics of song which is repeated will be more memorize so it will make the students can memorize vocabulary easier.

By using English song in teaching vocabulary, it is hoped that the fifth grade students of SD Negeri Demakan 02, Mojolaban, Sukoharjo will improve their English achievement. They can have higher motivation in learning English.

B. The Problem Statements

Based on the background above, the writer formulates the problems of this research as follows:

1. Can English song improve the students' vocabulary mastery?
2. Can English song improve the quality of vocabulary teaching learning process?

C. The Objective of the Study

The objectives of the study are to know

1. Whether or not English song can improve vocabulary mastery.
2. Whether the use of English song can improve the quality of vocabulary teaching learning process.

D. The Benefit of the Study

The result of action research is expected to give some advantages both for students of SD Negeri Demakan 02, Mojolaban, Sukoharjo and for teacher. First, students will get a different learning system, they will be able to improve vocabulary, after they can improve vocabulary mastery, in the end they can use it for communication either in reading, speaking, listening and writing. Second, for teacher, she can improve her ability to make innovations, effective strategy and also she can use English song as an effective solution to overcome students' problems in vocabulary mastery.

CHAPTER II

THEORETICAL REVIEW

A. Learning English as a Foreign Language in Elementary School

In many countries in the world, English has been learnt since primary school. In Indonesia itself, learning English for children has been taught since kindergarten or elementary school.

The children learn language is better at young age because their mind is still fresh so they will easy to catch the words or the meaning of the word. Brumfit (1995:vi) says that they are learning all the time without having the worried and responsibilities of adult; their parents, friends and teacher all help them in learning . It means that children will be easier to be taught language than adult. In learning language, children do it. Children will repeat what their parents or the people surround them say. If the children live in surrounding by people who speak in second language and there are strong social pressure to do what their elders expects. It will be better for children to learn English if the surrounding among them using English too.

Brumfit (1995:vi) explains there are some suggestion when teaching children, they are:

1. that the brain is more adaptable before puberty that after, and that acquisition of languages is possible without self-consciousness at an early age. It can be said that

teaching language for children is easier than adult because their brain is more adaptable.

2. those children have fewer negative attitudes to foreign language and cultures than adult, and that consequently they are better motivated than adult. It happens because the children's knowledge about foreign language and culture is limit, so they do not get negative influence about foreign language and culture.
3. that children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language. It means that learning English for children should be connected with real communication. Learning language for children should be connected with real thing in the environment surround them.
4. those children devote vast quantities of time to language learning, compare with adults, and they are better because they do more of it. It can be said that children have more time to learn language because children world is not as busy as adult.

Primary education has generally been influenced by attempts to discover the ways in which people think and learn. Wood in Brumfit (1988:8) explains the ways in which younger children are more "distractable" than older one, writing that the ability to keep on task and to ignore distraction is a symptom of the child's intellect , and changes in concentration span are related to intellectual development. From explanation above it can be said that concentration is influenced by intellectual development. In learning process, children are not just kept quite but they are more attractive. This attitude will disturb the children' concentration.

Vygotsky in Brumfit (1995 :8) argues that mature mental activity involves adaptive 'self-regulation' which develops through social interaction. From the argument above, social interaction and self regulation will influence mature mental activity. The mature of children is influence by social interaction.

Wood in Brumfit (1995:8) argues that activities or interaction are more likely to enable a child to memorize items since they are more meaningful to the child. Rehearsal is a powerful aid to deliberate memorization. Young children can be helped to learn that rehearsal, especially saying things out loud. Although children of five or six can learnt this strategy they will not used them spontaneously. With prompting the children will learnt gradually to use them automatically. For example, children being asked to memorize the names of toy animals. If they are asked to point to and verbally label each animal, they are more likely to be able to remember the names than when simply asked to remember the names without accompanying action.

Learning English as early as possible is important. There are some proposes the reason of early learning of a foreign language. Long in Ur (1996:287) says that ' An early start to language learning is likely to lead to better long-term result if early learning is maintained and reinforced as the child get older. From Ur statement, early learning language for children will be better because the result is for long term. Early learning language for children will be benefit when they were adult.

From all the theory, it can be concluded that early learning of a foreign language is recommended because, in long-term, it will give better result for children. Another, in childhood, children have a greater opportunity in terms of the

development of linguistic flexibility and they have a better facility in understanding language than adolescents.

B. Teaching English as a Foreign Language in Elementary School

In some countries, there is an English Language Teaching in school for young age groups. The key elements in the concept of primary ELT vary considerably from culture to culture.

Teaching English for young learner should be suitable to the characteristics of learner. Here there are some characteristics of young learner, they are:

1. Young learners are only just beginning their schooling, so that teachers have major opportunities to mould their expectations of life in school;
2. As a group they are potentially more differentiated than secondary or adult learner, for they are closer to their varied home cultures, and new the conformity increasingly imposed across cultural groupings by the school;
3. They tend to be keen and enthusiastic bring to their schooling;
4. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling;
5. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be, the better (Brumfit, 1995:v).

Interpreting from Brumfit theory, it can be said that the characteristics of young learner is different from adult. Teacher has major opportunities to conduct the children in the classroom.

C. The Review of Vocabulary

1. The Definition of Vocabulary

Vocabulary is the main key to understand foreign language. Vocabulary is very important because without vocabulary, someone can not understand the meaning of foreign language. First step when someone learns foreign language, he or she must know the vocabulary.

McWhorter (1989: 310) states vocabulary means the ability to recognize individual words and to associate meaning with the particular combination of letter that form of word. Interpreting from Mc Whorter theory, vocabulary is recognized from groups of letters that stand for or represent build a word; this word has meaning. Another states combining a letter into a word, it will build a new vocabulary.

Furthermore Hornby (1995) defines vocabulary as: (1) the total number of words in a language; (2) all the words known by to a person or used in a particular book, subject, etc; (3) a list of words with their meaning.

Ur (1996:60) defines vocabulary as the words we teach in the foreign language. Interpreting from Ur, vocabulary is a number of English words which is taught to students in teaching leaning process. Related the learning process in school, vocabulary which is learnt should be appropriated with the curriculum.

Nation in Schmitt (1997:6) states vocabulary knowledge is only one component of language skills such as reading and speaking. It can be said that vocabulary is one of the elements in language. Among all the elements of language

have interaction with others elements. Language knowledge well can be known from vocabulary used.

In conclusion the writer tries to define the definition of vocabulary based on all of the theory above as a list of words for a particular language including the meaning taught by teacher in the classroom. Vocabulary which is taught by teacher should be appropriate with the curriculum and environment of students.

2. Types of Vocabulary

There are some different types of vocabulary. Lewis and Hill (1997:44) divide vocabulary into two types; active and passive vocabulary. Active vocabulary is the words that the students can understand, pronounce correctly and use constructively in speaking and writing. Passive vocabulary is words that the students recognize and understand when they occur in context, but which learners can not produce correctly themselves.

Learning more and more vocabulary items does not necessary increase a personal's fluency. Knowing a vocabulary item is not a simple process, it means much more than simply memorizing the word. For students to add the word to their active vocabularies they need to know the context in which it can occur, the possible and impossible collocations of word.

According to Lewis and Hill, there are relationships of words, they are:

1. Synonyms

Synonyms are the relationship between two words that have same meaning. These are no means as frequents as people think. Though words may have similar denotative

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meaning (they represent the same concept) their connotation meanings often differ. Sometimes, it is possible for the teacher simply to say. For example 'Enormous' means the same as 'very large'.

2. Antonyms

Antonyms are often taught of as 'opposites' such as *hot* ' *cold*. It is important for teachers to remember that *not hot* , does not always mean *cold*; sometimes it is a question of degree. In these cases students usually start by learning the extremes and later learn intermediate words: *hot-warm-cool-cold*.

3. Complements

Complements are two words exist and one automatically excludes the other. For example: *-single / married*. In this case it is possible to explain by saying ' *Single*' means ' *not married*'.

4. Converses

Converses means a pair of words implies the other. For example: *Parent/ child*, *employer/ employee*. Again, such words are best explained together.

5. Hyponyms

Hyponyms are sense relation between words such that the meaning of one word is included the meaning of other. For example: *car, van, lorry* are hyponyms of *vehicle*. Often, such words are difficult to handle without translating. It is not much help to be told *a carnation is a kind of flower*. In such cases translation is often necessary.

3. Vocabulary Mastery

On the language, vocabulary plays an important role in learning and understanding the language. People have to master vocabulary first when they will master the language. There are some factors should be achieved by learners to master vocabulary. Ur (1996: 60) explains some factors needs to be taught in vocabulary. Ur says the factors comes from the (1) forms; pronunciation and spelling, (2) grammar, (3) collocation, (4) aspects of meaning; denotation, connotation, appropriateness, (5) aspect of meaning; meaning relationships and (6) words formation. What are those six aspects above will be defined briefly here.

a) Forms; pronunciation and spelling

The learner has to know what a sound like (its pronunciation) and what it looks like (its spelling). In teaching, teacher needs to make sure that both these aspects are accurately presented and learned. Here, form is divided into two parts; oral and writing forms. There are some aspects in oral form that must be learnt; they are stress, intonation and junction. While in writing form, the aspects that must be learnt are alphabet and sound. The form between alphabet and sound are different. For example ‘run’, the alphabet is ‘r-u-n’ but the sound is [rʌn].

b) Grammar

Grammar is rules for forming words and making sentences. The forms of grammar in English can be separated into present tense (future, simple, perfect, present perfect progressive and so on) and past tense(simple, past perfect, past perfect progressive and so on). The implication of grammar in teaching vocabulary ; for

example when teaching a new verb the teacher teaches base form but she may give also its past form. Another example when the teacher teaches a noun, she may wish to present its plural form. For example: *write –wrote* (verb), *paper - papers* (noun)

c) Collocation

A collocation is two or more words that often go together (<http://www.englishclub.com/vocabulary/collocations.htm>). These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". It means that a collocation is words or phrases which appear to be similar in meaning are often distinguished from another by the different ways in which they collocate with other words. Look at these examples:

Natural English	Unnatural English
the fast train	the quick train
a quick shower	a fast shower

d) Aspects of meaning; denotation, connotation, appropriateness

Denotation is the primary meaning of a word in the real world; *dog* denotes a kind of animal; more specifically, a common carnivorous mammal. Connotation is the meaning of associations, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. Appropriate is the meaning in a certain context. It is useful for a learner to know that a certain word is very common, or 'taboo' in polite conversation, or tends to be used in writing but not in speech.

e) Aspect of meaning; meaning relationship

The meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships; they are synonyms, antonyms, hyponyms, co-hyponyms or co-ordinates, super ordinates and translation. The explanation briefly here:

- 1) Synonyms: items that mean the same, or nearly the same; for example, *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.
- 2) Antonyms: items that mean the opposite; *rich* is an antonym of *poor*.
- 3) Hyponyms: items that serve as specific examples of a general concept; *lion*, *mouse* are hyponyms of *animal*.
- 4) Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; *red*, *blue*, *green* and *brown* are co-ordinates.
- 5) Super ordinates: general concepts the 'cover' specific items; *animal* is the super ordinate of *lion*, *mouse*.
- 6) Translation: words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

f) Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component. Teacher can teach the common prefixes and suffixes, for example if learners know the meaning of *sub-*, *un-* and *-able*, this will help them guess the meaning of words. Another way vocabulary items are built is by combining two words (two noun, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate; for example *bookcase*, *swimming pool*.

Hornby (1995: 721) states mastery is defined as complete knowledge, great skill; and control. It means that mastery is the students' knowledge or skill to understand something learns.

Vocabulary mastery refers to great skill of a list of word for a particular language including the meaning. Besides the meaning, another important aspect of vocabulary that has to master is the spelling of words. Mastery in vocabulary will make students easy to master target language and improve their knowledge or skill of the target language.

From the theory above, it can be concluded that vocabulary mastery is the students' ability to recognize the words, understanding the meaning and also the spelling of words.

4. The Important of Vocabulary

Vocabulary is one of the language skills that important in learning a language. Mastery of vocabulary becomes the requirement of successful communication.

Vermeer in Schmitt (1997:140) states knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language. It can be stated that in interaction of language the main important point understands the meaning. Grammar knowledge does not absolute in understand the language.

Petty (1980: 286) says:

...studies on teaching vocabulary have shown that some teaching efforts causes students to learn vocabulary or successfully than does not teaching effort, that any attention to vocabulary development is better than none...it is possible to note accumulating evidence to dispel the widely held notion that having students 'read, read, read' is a satisfactory method for teaching vocabulary.

Interpreting from quotation above, it can be said that efforts has important role in successful learning vocabulary. More read and read will be better in successful learning vocabulary.

Mc Carthy in Schmitt (1997:140) states that no matter how well the students learnt grammar , no matter how successfully the sound of L2 are mastered without words to express a wider range of meanings, communication in an L2 just can not happen in any meaningful way. Mc Carthy said that the important element in learning

second language is vocabulary. No matter how grammar mastered well, without vocabulary students can not communicate in second language.

From the statement above, vocabulary is very important to be mastered by students in learning foreign language. Vocabulary is the main key to understand the foreign language. Students must master vocabulary well before they master other skills.

5. Teaching Vocabulary

Coady (1997 : 102) explains there are some ways to teach new vocabulary, there are more interesting, more effective, and more memorable ways and helping to fix in students' minds, they are:

1. Demonstrate

The demonstration both helps to make the meaning clearer, and help to fix the word in the students' mind. If every word is 'explained' in the same way, either by translation to verbal explanation, they merge into a sea of language in which it is difficult to distinguish individual items. Demonstration highlights a particular word and helps associate it in the students' mind with both visual and aural memories.

2. Use the Real thing

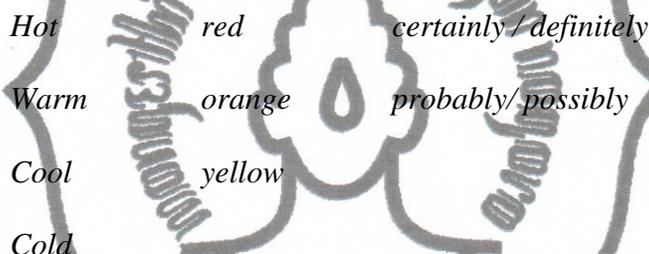
Teacher become so pre-occupied with teaching that sometimes they explain, or even draw on the blackboard things with are immediately available in the room. Sometimes the explanation is no more complicated than pointing.

3. Draw or Sketch

Teacher do not need to be artists to make simple sketches which illustrate meaning, particularly if they bear in mind the advice given above about teaching constast rather than meaning itself.

4. Use the blackboard to Show Scale or Grades

Words like *cool*, *orange (colour)*, or *probably* may be explained by presenting them with groups of related words:



<i>Hot</i>	<i>red</i>	<i>certainly / definitely</i>
<i>Warm</i>	<i>orange</i>	<i>probably / possibly</i>
<i>Cool</i>	<i>yellow</i>	
<i>Cold</i>		

5. Antonyms

It is worth mentioning that the explanations given are not exact definitions of the word, the level of explanation must be suitable to the students' level of English at the time so that dictionary like accuracy can often be counter productive.

6. Synonyms

Sometimes it is helpful particularly with a relatively unimportant word of passive vocabulary to provide a quick synonym explanation. It is still helpful if teachers remember to say *It is similar in meaning to...*, rather than *It means the same as...*, The former phrase helps to build up in the student's mind the idea that language consists of choice, that words do not meaning the same as each other, the second undermines this important attitude.

7. The Dictionary

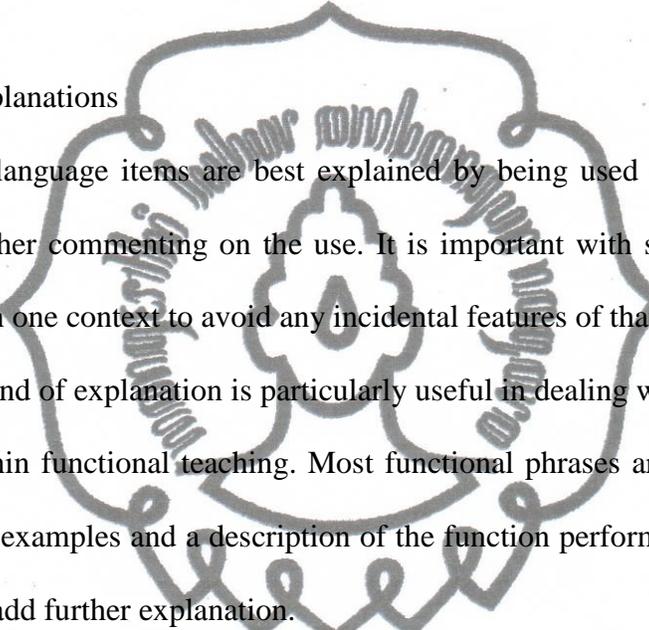
The process of learning a new word also provides practice in important learning skills, dictionary using and for those using a good monolingual dictionary, ensure that they do have other examples for words used in context, a note on its stress etc.

8. Verbal Explanations

Some language items are best explained by being used a variety of context with the teacher commenting on the use. It is important with such explanations to use more than one context to avoid any incidental features of that particular context.

This kind of explanation is particularly useful in dealing with the lexical items common within functional teaching. Most functional phrases are best explained by two or three examples and a description of the function performed. It is not usually necessary to add further explanation.

9. Translation

Although some teachers over use this techniques, it is equally true that others under use it. To some it is seen as boring and traditional. For some words, however the only sensible way to explains is by translation. This is often the case with certain types of technical words-measles-and for words which are 'a kind of...'.


In conclusion the writer tries to define the definition of vocabulary as the numbers of words that have to master by the students in oral and written forms.

D. The Review of Media

1. Definition of Media

Sadiman (1989: 6) states media is an equipment to send a message from sender to receiver the message. Gagne in Sadiman (1989:6) states that media is various type of component in the students environment that can give stimulus in studying. The example of media are book, film, and cassette. National Education Association in Sadiman (1989:6) states that media is a means of communication not only printed but also audio visual. Media should be manipulated, saw, heard and read. In conclusion, media is all things that can be used to send a message from sender to receiver, so it hope can stimulus about mind, feel, attending and motivation of students in teaching learning process. From all theories it can be concluded that media is an equipment that is used by teacher in teaching learning process to send the topic material. Media is used to send the message or material in visual and audio visual.

Based on the development of media, firstly education media is only a teaching aids for teacher in the teaching learning process. The aids that are used are visual, for example pictures, models, objects and other aids that can be used to give real experience and also giving motivation in studying. As a teaching aid in learning process, media is used as a means to present and send messages, so media can be deputized the teacher in giving information in detail, clear and interesting. Sadiman (1989: 11) states teaching learning process is a communication process that is sending a message from the source of message to receiver the message by certain media.

In conclusion the writer tries to define the definition of media as a means to sent message from the sender to receiver. Teaching learning process is a process of communication, transferring message from teacher to students. So, in teaching learning process, teachers need media to transfer the material.

2. The Functions of Media

Sadiman (1989:16-17) there are some general functions of education media in teaching learning process, they are:

1. Clarifying the message so it does not verbal.
2. Solving the limitation of room, time and sense.
3. Using the education media exactly and variation can solve passive attitude of students in teaching learning process.
4. Giving motivation in studying.
5. Making interaction between students and real environment.
6. Making the students to study self based on their ability and enthusiasm.
7. Improving communication ability of the students.
8. Making many kinds of game.

Media has important functions in teaching learning process. Students can learn effectively and efficiently by using media. It hopes that using media in every teaching learning process can be hold.

In conclusion the writer tries to define the definition of media based on the theory above as an equipment that is used to send the material in teaching learning process. Media is used by the teacher to transfer the material to the students. It must
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be interest and interactive for the students, so they will be fun and easy to understand the lesson.

3. The Review of Song

a. Definition of Songs

Philips (1993:100) states music and rhythm are an essential part of language learning for young learner. Children really enjoy learning and singing songs, and older learner find working out with current or well-known pop song highly motivating. Music and rhythm make students are easier to imitate and remember language. Price in Rivers (1989 :160) states that music and song lead naturally to language-learning activities involving different medium.

Songs learnt by heart have less controlled language but may give the child access to language chunks which the child can incorporate into general language use. In the possible cases songs learned by heart may form part of a child's linguistic data base from which generalizations may be made. Hornby (1995) states song is a piece of music with words that is sung. Griffiee (1992: 3-4) states that songs refer to piece of music that have words. Students often find great pleasure in learning English song (Dobson , 1987:92). From these definitions it can be said that songs is a piece of music consists of word. Using songs in teaching learning process will be possible to the effectiveness of teaching language. Beside, using song in learning process will make students be pleasure.

Dakin (1985:95) says the purposes of song give a new dimension to drill in learning and they make the drilling more natural and meaningful since they were learnt closely related in daily. It means that using songs as a natural drilling in teaching.

From all the definitions above it can be concluded that songs is a piece of music that consists of word. In teaching language, songs make students be pleasure in learning process. Songs are natural drilling for students so they can learn without worried.

b. Type of Songs

The classification of songs based on the stabilized musical forms is pop, country, folk and jazz. Griffie (1992:11) classifies songs to length and tempo, because length and tempo have high degree of relevance to the appropriateness of song and activity.

1. All songs means the activity can be used with any song.
2. Short,slow songs means the activity works best with songs that are slow and short.
3. Songs that tell stories are songs that have a story line. Songs that tell stories have a beginning, a middle and an end.
4. Instrumental music is any music without words, for example classical, popular instrument or New Age Music.

5. Long songs are the majority of songs on Top 40 charts. They usually last at least four minutes long or longer, they are usually not very easy to sing and presents a series of images rather than tell a story.
6. Short, fast songs are song that typically have one verse with no repeating phrases or refrain and have a quick tempo.

Songs which is used by the writer to improve students' vocabulary mastery in elementary school students are adjusted with the lesson plan. Songs which is used are not too fast, memorable and suitable with the topic material.

c. The Role of Songs in Teaching Language

According to Rivers (1989 :93-95), there are some reasons why song used in the teaching learning activities, they are :

1. Memorability

Fragment of songs stick in our mind. The phrases of which it is made up often particularly poignant or striking and seem to go on repeating themselves in our inward ear without our conscious will. Whether in the mother tongue or in English, often remain in the pool of memory long after communicative competence has drained away.

2. Performance or Recitability

There are very few occasion when the written word can be spoken naturally, especially in choral form. Song offers a ready-made opportunity for such participation. Unlike drills, which are all too often lackluster and boring, the learner

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can sing songs group without feeling that it is an unnatural process. And the fact that the group performance masks individual errors adds to self-confidence.

3. Non-Triviality

The function of song is to enhance our experiencing of existence, in however humble a particular, it follows that it offer significant input for learner. Songs content of affective or cognitive aspects for learner.

4. Universality

Songs as form of language use is universal among human being.

5. Playfulness

One of the key factors in learning a foreign language is the ability and opportunity to play it, to test its elasticity. Song is the media in which this can be done. Learners can observe and experience what others have dared to do with the language.

6. Reaction Language

Brown and Yule in Rivers (1989 :94) said that spoken- language uses are divided into ‘ interactional’ and ‘ transactional’. In ‘interactional’ language-use, people are mainly concerned with a social lubrication, making speaker feel comfortable with each other. In ‘transactional’ language the major concern is with communicating a utilitarian message : giving instructions, stating opinion, describing, and so on. Songs gives access to a third type of spoken language use : ‘reactional’.

Their main purpose is neither to make feel comfortable nor to procure a utilitarian
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result, rather it is to make people react personally to another person's verbal sensibility.

7. Motivation

There is an obvious motivational element in learning songs in the foreign language. In English, which is the language of popular music, this motivational tug is self-evident.

8. Interaction

The use of song offers unparalleled opportunity both for teacher-students and students-students interaction. The very fact that no two people will have a totally convergent interpretation sets up the tension necessary for a meaningful exchange of ideas.

Griffie (1992:4) explains the language teacher can use song in teaching vocabulary, grammar structure, pronunciation and memorizing some material. It means that using songs in teaching vocabulary are good for introduction the vocabulary since related the topic material.

Another opinion comes from Dobson (1987:92) states teaching an English song has the following benefit: (1) as you sing or play a recording of an English song, the students are apt to listen attentively, thereby improving their aural comprehension, (2) the vocabulary, sentiments, and cultural background of the song can serve as discussion material, (3) singing allows the students a change to relax from the pressure of conversation, (4) group spirit is fostered through singing, (5) the students

can carry the song beyond classroom door and sing for family and friends. This in turn, tends to reinforce the students' interest in learning English, and (6) singing is suitable for small and large group alike.

Griffer 91992;4) explains the role of songs and music in the classroom, they are: (1) songs create enjoyable classroom atmosphere; (2) songs can introduce the culture of songs; and (3) songs can be used as text for example poem and short story.

From the reasons above it can be concluded that using song in teaching vocabulary for elementary school students is very benefit to students. The characteristics of song are suitable with the students. Songs can affect people emotions. In language learning song will bring enjoyable and amazing experience for the learner. Using song in teaching learning process will make students more motivated in learning since songs create pleasure and avoid boredom.

d. Procedure in Teaching Song

Dobson (1987:93-94) states there are some procedures when teaching song in the classroom, they are:

1. Be sure you know the words and melody if you want to sing it yourself or sing along with a tape or record.
2. If you do not sing well, have someone else sing the song and record it on tape. Make sure that the singer sings at a pitch and speed that will be easy for other people to follow.

3. If none of your acquaintance can sing the song on tape for you, find a commercial recording of the song and either play the phonograph record in class or put the record on tape which you will then play in class.
4. Prepare a copy of the lyrics for each student.
5. Read each line in the song with the class following in choral repetition.
6. Explain the meaning of new words and point out cases of elision and linking.
7. Have the students listened to the melody two or three times before they sing it.
8. Lead the students in singing the song.
9. If the students have trouble with the melody, draw a facsimile of the melody line on the blackboard as a visual aid.
10. Correct problems in pronunciation or phrasing that may have occurred during singing.
11. Have the students practice the song several times so that they learn it well. Do not permit them to sing the song too slowly, students are likely to sing at a funeral pace in a foreign language unless you urge them on.
12. Once the song is learned, make it a departure point for conversation. Ask vocabulary items from the song or have students use the vocabulary in original sentences.
13. Review the song from time to time. Students enjoy singing songs they have previous learned; it gives them a sense of mastery, and enthusiasm for learning other songs.

From the explanation above, there are many steps done by teacher before she or he teach the song. The teacher must teach line by line the lyrics of song and explain the meaning, so the students have motivation to learn another song.

In conclusion the writer tries to define the definition of song based on the theory above as lyrics that combined with the melody that produce a good sense of music. In the research, songs are used to send the material of vocabulary. In teaching learning process, the teacher plays the music player and these songs contain the vocabulary that relate with the topic.

E. Rationale

Vocabulary mastery plays an important role in learning English. Students should have good vocabulary if they want to master language well. In fact, students still have difficulties in learning vocabulary. These difficulties comes the teacher and students.

In order to make students interest in learning English, teacher should introduce other media in teaching vocabulary. This media should be appropriated with the characteristics of children. Related the characteristics of children, children like playing and more enthusiast than adult. Songs are media which is appropriated with the characteristics of children. English song has some characteristics; they are (1) song makes people relax, (2) it influences people's feeling, emotion; and (3) it is one of the media in teaching learning that can memorize vocabularies easily. In learning process, songs are more playfulness so it is suitable with the characteristic of

children. Another, using song is possible students to closely integrate with real communication. Songs can make people relax. If song is implemented in teaching learning process the students will enjoy it. When students can enjoy the process of learning, they can easy to grasp the topic. Teaching vocabulary by using song will make students easy to grasp the meaning of word because the material will be more memorize. Elementary school students are young learners so using song in learning English is suitable for them. If children enjoy what they learnt, the learning process will be more meaningful. It hopes that the research using song can improve the students' vocabulary mastery.

F. Action Hypothesis

From all the explanation above, it is assumed that students' vocabulary mastered can be improved by song. The students' interest and curiosity support them in learning vocabulary. The writer makes a hypothesis that using song will be able to improve students' vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

1. The Place of the Research

This classroom action research was carried out in SD Negeri Demakan 02 Mojolaban, Sukoharjo. This elementary school is located on Kalipelang RT 01/ 07 Demakan, Mojolaban, Sukoharjo. The location of the school is in the village. About one kilometer from the school, there is a subdistrict office. The location of school is near with the housing and streets. About 100 meters from school there are SMP N 2 Mojolaban, a mosque and also military office. It is also a strategic place and easy to be reached since it is near from the highway.

SD Negeri Demakan 02 has six classrooms, one teacher office, a library and two toilets. The total numbers of the students are 132 students.

SD Negeri Demakan 02 uses KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum as the basis of teaching and learning processes. Instructional processes are done in six days from Monday up to Saturday. The students start to learn from 07.00 a.m. and they finish the lesson at 12.45 p.m. on Monday, Tuesday, and Wednesday. While on Thursday, they finish it at 12.10 p.m. On Friday, they finish at 10.10 a.m. and on Saturday, and they finish at 10.45 a.m. on Saturday. While on Friday, they finish it at 11.00.a.m. SD Negeri Demakan 02 has 'A' accreditation and achievement because it includes the best elementary school in Mojolaban.

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2. Time of the Research

The research had been done on January 2010 until March 2010. This research was conducted from the time the writer observed the classroom situation, took an interview for the teacher and students, distributed the questionnaire for students and did the research. This research was divided into two cycles and each cycle was divided into two meetings.

B. The Subject of the Research

The subject of the research was the fifth grade students of SD Negeri Demakan 02, Mojolaban, Sukoharjo in 2009/2010 Academic Year. This class consists of 20 students. They consist of 13 boys and 7 girls.

The students of fifth grade commonly come from the same social background. Economically, they are classified into medium level. Most of their parents work as a farmer and worker.

The writer chooses the fifth grade as the subject of the research based on a fact that they still get difficulties in learning English, especially vocabulary although they have been learnt English from first grade. In this research, the researcher was a teacher in the research process.

C. The Method of the Research

The writer used action research method. Kemmis and Mc Taggart in Nunan (1992:18) argue that action research is a piece of descriptive research carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation. From that statement it can be said that action research is included in descriptive research. Action research is done by teachers in their own classroom and the purpose of research is to improve the quality of teaching learning process.

Burn (1993: 30) argues the action research is the application of fact finding to practical problem solving in a social situation with the view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen. From that statement above it can be said that action research is an effort to improve something or solve problem in social or educational contexts practices systematically and carefully using technique which is done by teachers or collaboration of teachers and researchers by means their own reflection about the effect of those action. The aim of action research is to improve practice in the classroom conducted by teachers.

The process of action research is as important as the result of the action. Furthermore it is more quantitative number which supports classroom action research, for example the students' score is a part of the wholeness of that process.

Action research is expected to give solution in teaching problems. Key concepts of action research are:

- a. Action research is participatory and democratic
- b. Action research is socially responsive and takes place in context
- c. Action research helps teacher-researcher examine everyday taken for granted ways in which they carry out professional practice
- d. Knowledge gained through action research can liberate students, teacher, and administrator and improve learning, teaching and policy making.

Based on the statements above, it can be concluded that action research is a process of self-reflective inquiry in which participants examine their own social or educational practices systematically and carefully in order to bring about social change and effecting positive improvement.

In this research, action research is conducted in order to know whether song can improve students' vocabulary mastery or not and to know any kinds of obstacles probably occurred in the process of teaching vocabulary through song.

D. The Model of the Research

Kemmis and Taggart (1988) in Burn (1999: 32) states that action research occurs through a dynamic and complementary process which is consist of four fundamental steps in a spiraling process. They are following:

- a. Planning: develop a plan of critically informed action to improve what is already happening.
- b. Action: act to implement the plan.
- c. Observation: observe the effects of the critically informed action in the context in which it occurs.
- d. Reflection: reflect these effects as the basic for further planning, subsequent critically informed action and so on, through a succession of stages.

The cycle of research steps can be visually seen as follows:

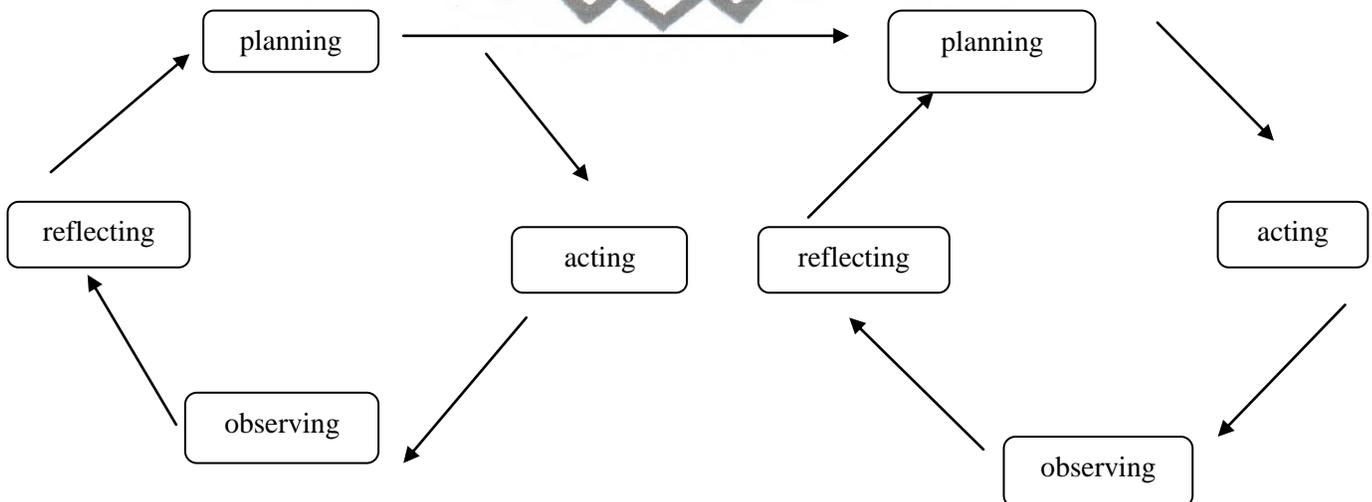


Figure 1. Steps of action research

E. The Procedure of Action Research

1. Identifying the problem

The first problem is the causes that students feel difficult in learning vocabulary. The second problem that may arise is kinds of problem in improving students' vocabulary mastery. The third problem is the suitable media in teaching vocabulary. The fourth problem is whether teaching English using song can improve the students' vocabulary mastery. In general, the problem is identified by using four techniques as follow:

a. Pre-observation

The pre-observation aimed to know the model of class, the teacher's techniques in teaching and students' behavior during the teaching and learning process faced during teaching and learning process.

b. Interviewing the teacher and the students

The aim of the interview was to know the problem faced by the teacher and the students.

c. Giving questionnaire to the students

The aim of giving questionnaire was to know how far English can be achieved by the students.

d. Pre-test

The students were given pre-test to know their vocabulary mastery before the researcher do action research.

2. Planning the Action

General plan was made before implementing the action. Teacher prepared everything related to the action as follow:

- a. Decide the topic or material. The topic used in this research was about transportation.
- b. Making lesson-plan and designing the steps in doing the action
- c. Preparing the material.
- d. Preparing the teaching-aids (song, music player, lyrics).
- e. Preparing camera (to take the picture of the teaching and learning process).
- f. Preparing exercises and post test (to know whether students' vocabulary mastery improve or not).

3. Implementing the Action

In this step, the teacher implements the teaching and learning activity of vocabulary through song. The teaching and learning activity have been written in the lesson plan. The teacher used song in teaching vocabulary.

4. Observing

During the implementation of using song in teaching vocabulary, the researcher was an active participant teacher. She teaches vocabulary using English song for students. In this research, Mrs. Suparti (grade fifth teacher) as an observer. She observed the process of teaching and learning process. The result of the observation was written in the form of field notes. The researcher made note to all activities during the lesson.

5. Reflecting the result of the Observation

Researcher makes an evaluation on the observation result to find out the positive results and the weaknesses during the action.

6. Revising the Plan

In this step, the teacher as the researcher makes an evaluation and investigation toward what she has been observed in order to find out the strengths and weakness of the teaching activity which has been carried out. Based on the weakness which is found in reflecting process, the teacher revises the action plan for the next cycle.

F. Technique for Collecting Data

The techniques used in this research are observational and non-observational technique.

1. Observational Technique

The observation technique was done by researcher as the teacher. The observation is focused on students' motivation in learning English, the development of students' vocabulary mastery through song, and students' feeling. It was recorded on the field note. Burn (1999: 80) states observation is a kind of activities in action research which enable researchers to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur. From that statement above it can be said that observation is an activity in

research that has purpose to get data and then reflect systematically. Observation is done to know all the activity during the action research done.

2. Non-observational Technique

Besides collecting data by using observation technique, non-observation technique is also used to collect them. The researcher uses test, interview, and documents analysis. Tests were given in pre-test, post test. Interview had been done before and after do action research. The last was documents analysis; they include photographs, students' worksheet, lesson plan, and list of students' pre-test and post-test results.

G. Technique for Analyzing Data

The researcher analyzes the process of teaching vocabulary through English song by evaluating the field notes, the interview and the photographs. In addition, the researcher also gives written test (pre test-post and post test); the data that are collected from the written test will be analyzed. To analyze the data, the researcher uses qualitative and quantitative techniques.

1. Qualitative

The researcher analyzes the process of teaching and learning vocabulary through English song by analyzing the data taken from observation, interview, questionnaire and photograph. The data from the observation, interview, questionnaire result will be described into written forms, while the photographs are printed out.

2. Quantitative

Meanwhile the data from the written test will be analyzed in order to prove whether teaching vocabulary using song can overcome to students' problem in vocabulary mastery or not.

The objective of hypothesis of the research will be test to know mean score. To know the students' achievement before and after action, the writer uses mean formula in research.

In this research, the researcher uses mean formula.

The formula is as follow:

$$\bar{x} = \frac{\sum x}{N} \quad \bar{y} = \frac{\sum y}{N}$$

Where:

\bar{x} = mean of pre-test scores

\bar{y} = mean of post-test scores

$\sum X$: *sum of scores*

N : *number of sample*

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of the research. This chapter describes some finding and discussions about the implementation of English song to improve students' vocabulary mastery. The aim of the study is to know whether the use of English song can improve students' vocabulary mastery or not. This chapter consists of introduction, research finding and discussion. The research is conducted in two cycles. Each cycle consists of two meetings.

A. Introduction

The research was conducted with the collaboration of the fifth grade teacher of SD Negeri Demakan 02. In this research, the researcher became a practitioner who implemented the action in teaching learning process in the classroom and the fifth grade teacher was the observer and facilitator who observed the teaching learning process from the beginning until the end of the research. The schedule of the research can be seen in the table 1.

Table 1. The Schedule of the Research

Activities	Date	Purpose
Interview	January, 10 th 2010	Identifying teacher's problems in teaching vocabulary.
	January, 19 th 2010	Identifying students' problems in learning vocabulary.
Observation	January, 19 th 2010	Identifying the problems during teaching learning process.

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Giving the Questionnaire	January, 26 th 2010	Identifying students' problems in vocabulary.
Pre-test	February, 9 th 2010	Identifying students' vocabulary mastery.
Cycle 1: 1 st meeting 2 nd meeting post-test 1	February, 10 th 2010 February, 16 th 2010 February, 17 th 2010	Implementing the action plan. Implementing the action plan. Measuring the students' vocabulary mastery after the action.
Cycle 2: 1 st meeting 2 nd meeting post-test 2	February, 23 th 2010 March, 24 th 2010 March, 2 th 2010	Implementing the action plan Implementing the action plan Measuring the students' vocabulary mastery after the action.
Interview after the action	March, 9 th 2010	Knowing the students' opinion about the action.

B. Research Findings

1. Identifying the Problem

In doing this research, at first the researcher did the pre research observation to identify problems which occurred in teaching learning process. The researcher interviewed the headmaster on January, 10th 2010, with the English teacher and also some students of fifth grade on January, 19th 2010. Relating the interview with the headmaster, it can be known that there are two English teachers at SD Negeri Demakan 02. The English teacher who teach fifth grade rarely used media in teaching learning process. While, based on the interview to the English teacher, the researcher learned that the students had problems in mastering English, especially in vocabulary mastery. The English teacher said that the students still found some difficulties in

vocabulary and pronunciation. The students could not remember the vocabulary that had been learnt so the teacher should repeat and repeat again. Meanwhile, the interview with the students also showed the same problems. They had problems in learning English. Most of them said that English is difficult especially in vocabulary. They said that their teacher never used media in teaching English likes song or picture. The researcher also gave questionnaire on January, 26th 2010 for students and its aim was to know students' problem in learning English. Next, the researcher gave pre test for students. The pre-test was conducted on Tuesday, February 9th 2010. From the pre-test result, the means score was 63.6. Actually the minimum score that should be achieved was 7.00. It means that the students' score was still lower than the minimum score, so this was an indicator of the problem. To solve this problem, the researcher implemented teaching English using media that can overcome this problem. In implementing the teaching learning process, the researcher used English song to improve students' vocabulary mastery. The target of this research was the improvement of students' vocabulary mastery concerning more on pronouncing, comprehending the meaning and spelling the words.

2. Implementing the Action Research

a. Cycle 1

1) Planning

Based on the pre observation result, the researcher made a plan for cycle 1.

The researcher planned three meetings for cycle 1; 2 meetings for teaching

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learning process and 1 meeting to give post test cycle 1. In deciding the topic, the researcher discussed with the English teacher. The researcher prepared lesson plans for two meetings. The material was about land and water transportation. The researcher prepared the material from the relevant books and also internet. The researcher got the song from CD cassette and download from internet. The titles of songs in cycle 1 were “On a Train”, “The Wheels on the Bus” and “Row Your Boat”.

2) Action

The implementation of teaching English through English song was conducted by the researcher.

a) The first meeting (Wednesday, 11.35 a.m -12.45 p.m)

Opening

The first meeting was conducted on Wednesday, February 10th 2010 at 11.35 a.m- 12.45 p.m. The topic was about land transportation. The bell rang at 11.30 a.m. The teacher and the observer entered the classroom and then the teacher prepared the media player which was used to sing the song. The class condition was clean and tidy. The tables and chairs were tidy. There were twenty chairs for students and one chair for teacher. The total numbers of fifth grade students were twenty but the student who was sitting on the corner was absent.

After the situation was silent, the teacher greeted the students and checked students' attendance list. In this meeting, there was one student did not come to the school, his name was Irfan. He did not come to school because his grandmother

passed away. Then the teacher started the teaching with some pre activities. The teacher gave some guided questions based on the topic that will be learnt. The teacher gave question” *Ok, students today we will leant about new topic. Our topic today is transportation*” then the teacher also gave a question “ *Students can you mention how many kinds of transportation means?*”. The teacher gave this question to some students. The teacher gave guided question for students and they were asked to mention kinds of land transportation that they known, “*Students, can you mention kinds of land transportation means? Kalian bisa apa tidak menyebutkan alat trasportasi darat?*”. Not long after the teacher asked question, most students said “*bis, kereta, becak.*”. Because they answered in Indonesian, the teacher asked them to answer using English. All of the students opened their LKS and picture dictionary then they mentioned kind of land transportation means likes bus, train, truck, pedicab, motorcycle etc. After that the teacher went to the main activity.

Main Activity

The teacher explained shortly kinds of land transportation to the students. The students were enthusiastic to answer the question. Then the students were asked to read the pronunciation correctly, here there were many students that still got wrong to pronounce the words. Teacher guided them to pronounce correctly. Then the teacher gave a song entitle “*On a Train*”. In this section the teacher did not play the song using media player. The teacher only taught this song orally. She wrote the lyric on the blackboard then distributed the copy of the song lyric to the students.

The teacher sang the song and the students repeated the teacher. After repeating for many times, the teacher asked the students “*Do you understand about the meaning of the song?*” then she translated into Indonesian “*Kalian mudeng apa tidak artinya?*”. Most students answered “*Tidak mom*”. The teacher explained the meaning of the words in the song until the students understood the meaning. The teacher asked some students to go forward to sing the song. In the beginning, they were not confident to sing but the teacher guided them.

After that the teachers prepared the second song and play the song using media player. The title of this song was “The Wheels on the Bus”. The teacher distributed the lyric then she sang the song. The students paid attention. For the second song, the students were more enthusiastic because they could listen to the music. Teacher asked the students about the name of transportation means based on the song. Most students could answer correctly. They answered “*Bis, bus mom*”. Teacher asked the students to listen again and repeat the song. Teacher and students sang together. The teacher explained the meaning of the words in the song, such as wheels, round, wipers, horn.

Closing

Ten minutes before the lesson was ended, the teacher reviewed the lesson that day. Teacher asked questions based on the both songs that had been sung. To close the lesson, the teacher said good bye to the students.

b) The second meeting (Tuesday, 07.00 a.m -08.10 a.m)

Opening

The second meeting was conducted on Tuesday, February 16th 2010 at 07.00-08.10 a.m. At 07.00 a.m the bell rang. The teacher knocked the door then she and the observer entered the classroom. After praying, the teacher greeted and checked students' attendant list. In that morning, there were two students did not come to the school because they joined in *Lomba Cerdas Cermat* in Sukoharjo.

Main Activity

Before continuing the lesson, the teacher reviewed the previous lesson, "Students, did you still remember our lesson last week?. Most students said "Masih mom". After that she asked some questions based on the previous lesson. To remind them the previous song, students asked the teacher to sing a song . They were very enthusiastic, it could be seen from their singing more loudly.

At 07.20 a.m the teacher started the material about water transportation. She asked the students to mention kinds of water transportation means that they know. While opening their picture dictionary, they mentioned kinds of water transportation.

In the second meeting, the teacher asking the students to make a group consisting of six people. At first, they were so noisy because the total number of students was eighteen. Then the teacher wrote the lyric of "Row your Boat" on the blackboard and students wrote down the lyric on their book. After finishing writing the lyric, the teacher played the song using media player. Students listened attentively to the song. The teacher taught them to read line by line the lyric. After

they could read the lyric, the teacher and the students sang together. Having finished singing together, the teacher asked them to discuss in group the vocabularies in the song. Students worked in group. They also opened the dictionary and asked to the teacher when they got difficulties. The teacher walked around to the class to see the students' work. After students had finished working in group, they were asked to report their discussion result. Students wrote their vocabulary on the blackboard. The teacher made correction when they did mistakes. Students discussed other kinds of water transportation means. The teacher taught them to pronounce the words correctly.

Closing

Before closing the lesson, the teacher asked each student to read vocabularies that had been learnt. At 08.05 a.m the teacher closed the lesson and said "*Are you happy today. Senang apa tidak pelajaran hari ini?*". A student said "*Senang bu diajari nyanyi lagi*". In the end of lesson the teacher reminded in the next meeting she would hold a test about land and water transportation. She said good bye.

3) Observation

a) The First Meeting

In the first meeting, a student did not come to school because his grandmother passed away. Only half of the students participated actively in the class. The girl students were mostly inactive in teaching learning process. When teaching the song "On a Train" the teacher did not teach the students to read the lyric line by

line. For the first song, students got difficulties to sing the song and they were not enthusiastic in teaching learning process.

When the researcher taught the second song, students were more enthusiastic. Students still got difficulties to comprehend the vocabulary. It could be known when the teacher gave questions in English, most of them did not understand the meaning. Some students were still shame when they were asked to sing the song. They were not confident so the researcher had to ask them repeatedly.

b) The Second Meeting

In this meeting, two students did not come to school because they joined competition in Sukoharjo. That day, there were only eighteen students came to the class. In this section, the researcher used song entitled "Row your Boat". Students were asked to make a group but they made noise. Most of them only chatted with others. Some students still asked the vocabulary to the researcher.

Many students did not remember about the song that had been learnt, when they were asked to sing the song, mostly they still read the lyric. Some students still pronounced incorrectly the lyrics. Not all the students could remember the vocabulary that had been taught, for example a student often mentioned some vocabularies incorrectly.

4) Reflection

After analyzing the observation result in cycle one, the researcher did reflection in order to evaluate the teaching learning process that had been done. The researcher found the students' progression in mastering the vocabulary.

In cycle one, the mean score increased. It could be seen by comparing the result of the pre-test and post test in cycle one. The mean score in pre-test was 63.6. The means score of post-test in cycle one was 72.4. It indicated that the mean score of students increased 8.8 point.

In this cycle, the teaching learning processes ran well. Students were enthusiastic when the song was sung by the teacher. They were enjoy in teaching learning process. They were motivate to join for the next meeting because they could relax in learning vocabulary. The activity of English class in cycle 1 did not only give students new vocabulary but also made them be relax during the teaching learning process.

Actually, in this cycle, the researcher still found some weaknesses of the teaching learning process. The researcher was not able to manage the class condition. She should make all the students active, not only some of them. Some students only chatted and made trouble in the class. They needed to be warned. The students still found difficulties to pronounce the vocabulary correctly. Not only difficult in pronouncing the word, some students did not remember well the vocabulary that had been taught by the teacher in the previous lesson. Based on the facts, the writer thought that it was necessary to conduct the second cycle although their mean score in post test cycle 1 was more than the minimum score. The improvement of students' achievements and learning process at the end of cycle 1 can be seen in table 2.

Table 2. The Improvements of Students' Achievements and Learning Process at the End of Cycle 1

Data Sources	Before the Action	After the action cycle 1
Observation Questionnaire Interview	1. Teaching and Learning Process <ul style="list-style-type: none"> ▪ Teacher did not use media in teaching vocabulary. ▪ The students were bored because the teacher only used LKS in teaching. ▪ The students were noisy in teaching learning process. ▪ Students were not active in teaching learning process, it could be seen when teacher asked question many of them did not try to answer the question. 2. Vocabulary Mastery <ul style="list-style-type: none"> ▪ The students' vocabulary mastery was still low. ▪ The students got difficulties in memorizing the vocabulary. ▪ The students got difficulties to pronounce word. 	1. Teaching and Learning Process <ul style="list-style-type: none"> ▪ Teacher used song in teaching vocabulary. ▪ Students were enthusiastic in teaching learning process. ▪ When the song was singing, students paid attention. ▪ Students were enthusiastic when they were asked to sing the song. ▪ Some students, especially girl students were not active in learning process. ▪ When they were asked to work in group, some students only chatted with their friend. 2. Vocabulary Mastery <ul style="list-style-type: none"> ▪ The students' vocabulary mastery was still low. ▪ The students were better in memorizing the vocabulary than before the action. ▪ Some students could pronounce correctly but other students could not pronounce well.
Test	The mean score of pre-test was 63.6	The mean score of post test cycle 1 was 72.4

	<p>The problems that should be solved:</p> <ul style="list-style-type: none"> ▪ Some students were not active in teaching learning process. ▪ The students still found difficulties in memorizing the words. ▪ The students still found difficulties to pronounce the word. 	<p>The weaknesses which still happen:</p> <ul style="list-style-type: none"> ▪ Not all students were active in teaching learning process. ▪ The difficulties to memorize the vocabulary. ▪ The difficulties to pronounce the word well.
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3) Cycle 2

1) Revising the plan

Based on the first cycle it was found that the students' vocabulary mastery improved. But, there were some weaknesses in cycle 1, the researcher made a revising the plan to teach vocabulary in the next cycle based on the observation and reflection of teaching learning process in cycle 1. The researcher should make all the students could participate and active in teaching learning process. In cycle 2, the researcher also gave more vocabulary so the students could remember. The researcher also planned to make students could pronounce words correctly. She would give students more exercises about pronunciation.

In cycle 2, the researcher planned three meetings; two meetings for teaching learning process and one meeting for giving post test. In this cycle, the first meeting was used to teach new material about air transportation and the second

meeting would be used to review all the material that had been taught. The researcher also prepared a new song entitle “Railroad”.

2) Action

a) The Fourth Meeting (Tuesday, 07.00 a.m-08.10 a.m)

The first meeting in cycle 2 was conducted on Tuesday, February 23rd 2010 at 07.00 a.m until 08.10 a.m. That morning, the teacher came to the school at 06.50 a.m. As usual, before the bell rang the students were still playing with their friends. When the teacher came to the school yard, the fifth grade students had waited her and they joked with the teacher. The students were chummy with the teacher. At 07.00 a.m the bell rang.

Opening

After the students had entered the classroom, the teacher and the observer knocked the door. In the beginning, the students were so noisy. Then the teacher gave them warning, she said “*Gimana kalian sudah siap menerima pelajaran belum, masih mau berisik atau mau belajar?*”. A students who was sitting on the corner said “*Wis to bu dimulai wae*”. As usual, before going to the lesson, students got praying, after that the teacher greeted the students and checked students’ attendance list. That morning there was no students absent.

Before going to the material, the teacher reminded students about the previous lesson. The teacher asked students, especially girl students to mention kind of land and water transportation means. The target in cycle 2 was to make all students active, especially the girl students. The teacher also sang previous song. When the

song was sung, students were very enthusiast. In this section, the teacher asked the girls to sing the song first. After all the students sang together, the teacher asked some questions of vocabulary based on the song.

Main activity

The teacher started introducing the sub topic that day. She said “*Students, today we will learn about air transportation*”. “*Apa itu air transportation?*”. Some students answered “*transportasi udara*” but some of them said “*transportasi air*”. In this meeting, students were asked to work in group again, if they were noisy the teacher gave them more serious warning. They were asked to discuss about air transportation means. Each group consisted of five people. First, they were not enthusiast to work in group. They were so noisy, after the teacher explained the purpose of learning that day and the purpose of working in group, they could receive it.

Students were very busy with their group. They were more serious than before. But, there were some students who only chatted with their friend. The teacher warned them and gave them little punishment. After that, some students could work with their group. She walked around the class to check the students’ work. Students used LKS and picture dictionary as their references. After they had finished working in group, each group was asked to report their works result. The teacher taught them to read word by word until they could pronounce and comprehend the meaning of vocabulary. Randomly, she asked students to pronounce correctly. In this meeting the teacher concerned more on pronouncing

and comprehending the meaning. Many students needed more time to pronounce word correctly. All the time in classroom was used to teach good pronunciation.

Closing

Five minutes before the lesson was ended, the teacher closed the lesson. She reviewed the lesson that day. She said good bye to the students.

b) The Fifth Meeting (Wednesday, 11.35a.m-12.45 p.m)

The second meeting in cycle 2 was conducted on Wednesday, February, 24th 2010 at 11.35 a.m until 12.45 p.m. The weather was so hot. The teacher arrived in the school at 11.15 a.m. Students had waited her. Some students complained why the teacher did not come to school in the morning. Waiting the bell rang, the teacher came to the teacher office. When the bell rang at 11.30 a.m, she prepared coming to the classroom.

Opening

As usual before opening the lesson, the teacher greeted the students and checked students' attendance list. Because the weather was so hot, the class condition was not comfort. That day, the teacher taught the same sub topic that had been taught. The teacher reviewed again sub topic about land, water and air transportation.

Main Activity

In the second meeting in cycle 2, the researcher had planned did not give a new material to the students but the researcher wanted to check the students' vocabulary mastery about song. Firstly, the teacher reminded again about kinds of

transportation means. She gave first question to a student, she said “*Didik, do you still remember kinds of transportation?*”, “*Kamu masih ingat tidak jenis transportasi itu apa saja*”. Clearly, he answered “*Ada tiga Bu. Land, water dan air*”. In series, all students were asked to mention kinds of transportation. In this section, their pronunciation increased, it could be known only few students who still pronounced incorrectly. After all students mentioned kinds of transportation means, students asked the teacher to sing a song, they said “*Bu, ada lagu baru tidak yang diajarkan hari ini?*”. The teacher said, “*Ya, I have a new song for you today. The title is Railroad*”. She asked students the Indonesian word for railroad. Students looked their friends and asked if they know what railroad was. The teacher explained what was railroad in Indonesian. Students could guess what kinds of transportation according to a new song. The teacher distributed the lyrics. Then she taught them how to read the lyric line by line. After repeating many times, they could read correctly.

The song was sung repeatedly. After the students could follow the music, the teacher and students sang together. Students sang the song by reading the lyric. Students were more confident when the teacher asked them to sing a song. Although this was the last class, students were enthusiastic and happy. The teacher explained about the vocabulary based on the song. When she explained the vocabulary, students wrote down the meaning of vocabulary on their book or lyric paper. The teacher also sang the songs “*On a Train, The Wheels on the Bus and Row your Boat*”. Those songs were sung in turns. Students could memorize the

lyrics. When they sang the song, they were very confident. When a song had finished sing, the teacher asked about the vocabulary based on the song. Mostly, students could answer correctly. When a student forgot the vocabulary, the teacher gave the question to other students.

Closing

Before closing the lesson, the teacher reviewed the lesson that day. Students were asked to mention kinds of transportation means. She also reminded the next meeting they would have post test so they should prepare the material well. To close the lesson, students prayed and said goodbye.

3) Observation

a) The Fourth Meeting

In this meeting, the researcher did not give a new song for students. The target of researcher in this meeting was to make all students to be active, especially the girl students. They paid more attention although sometimes they discussed with their friend beside them. The class condition was more conducive but there were still some students were noisy. In this meeting, the researcher gave more exercise about pronunciation to the students. She needed much time to teach pronunciation. When the students were asked to discuss in group, they were not too enthusiastic and were not interest. Finally, students could work in group well.

b) The Fifth Meeting

In the fifth meeting, the students were more enthusiastic to join the class although this was the last class. In this meeting, a new song was sung and the

students could follow the music. They were enthusiastic and happy. When the researcher asked them question about vocabulary, most of them could answer correctly. The pronunciation of students increased. They could pronounce correctly. Students also could memorize the lyrics of song and also they were confident when they sang the song. Not only that, they also could memorize the vocabulary well.

4) Reflection

In the cycle 2, mostly students could answer teacher's question correctly. Most of students could active in teaching learning process, especially the girls. In cycle 2, the researcher concerned more on pronouncing and comprehending the meaning. Students who still got difficulties in pronouncing the vocabularies were given more time and more exercise until they could pronounce well.

In cycle 2, students were more enthusiastic in joining the teaching learning process. Although in the first meeting in cycle 2 the researcher did not give a new song, they could join in the class well. They could work in group well but there was one group who was noisy. Although the class was still noisy, the students were better managed. The students were more confident when they were asked to sing the song.

The test score in cycle 2 was improving. The means score in pre-test was 63.6, while the means score in post-test cycle 1 was 72.4 and the mean score of

post test in cycle 2 was 8.00. The improvements of the students' achievements and learning process at the end of cycle 2 can be seen in table 3.

Table 3. The Improvements of Students' Achievements and Learning Process at the End of Cycle 2

Data Sources	Before the Action	After the Action
<p>Observations Interview</p>	<p>1. Teaching Learning Process</p> <ul style="list-style-type: none"> ▪ Teacher used song in teaching vocabulary. ▪ Students were enthusiastic in teaching learning process. ▪ When the song was sung, students paid attention. ▪ Some students were shame when they were asked to sing the song. ▪ Some students, especially the girls were not active in teaching learning process. ▪ When they were asked to work in group, some students only chatted with their friend. <p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> ▪ The students' vocabulary mastery was still low. ▪ The students were better in memorizing the vocabulary than 	<p>Teaching Learning Process</p> <ul style="list-style-type: none"> ▪ Teacher still used song in teaching vocabulary. ▪ Students were more enthusiastic in teaching learning process ▪ Most of students could be active in teaching learning process. ▪ Students were more confident when they sang the song. ▪ Students could work in group well although there was one group could not work well. ▪ The class was noisy but still could be managed. <p>2. Vocabulary Mastery</p> <ul style="list-style-type: none"> ▪ The students could remember the vocabularies that had been learnt. ▪ Students could pronounce

	<p>before but some students still found difficulties to memorize.</p> <p>3. The students could pronounce correctly but some others students still could not pronounce well.</p>	vocabulary better than in cycle 1.
Test	The mean score of the post-test1: 72.4	The mean score of the post-test2: 8.00
	<p>The problems would be solved:</p> <ul style="list-style-type: none"> Some students still needed more exercise in pronunciation 	

3. Evaluation

The researcher conducted a pre-test and post test. Pre-test was conducted before the researcher implemented the teaching learning process and post-test was conducted after the researcher implemented teaching learning process. The means

score of pre-test was computed by formula $\bar{X} = \frac{\sum x}{N}$, while the score of post-test

was computed by formula $\bar{y} = \frac{\sum y}{N}$.

C. Discussion

This section presents the discussion of the implementation of English song to improve students' vocabulary mastery. It concerned more on students' responses toward teaching learning process.

1. Observation Result

Before the researcher did the action research, she did observation in the English class. The result of observation, students still got difficulties to memorize the words and grasp the meaning. Furthermore, students also found some difficulties in pronouncing the word correctly, so their English teacher should repeat and repeat again the pronunciation. The students were not too interest in joining English class. Students were bored of their English teacher's class.

In cycle 1, the researcher made lesson plan in two meetings. There were improvements dealing with the students' vocabulary mastery in cycle 1. The students were better in memorizing the vocabulary than before the action. In teaching learning process, students were enthusiastic to join in English class. They were very happy when the researcher used song in teaching learning process. They raised their hand when the researcher gave them question. There were some problem in cycle 1 that were identified by the researcher. Not all the students became active in the class, especially the girl students. They were more passive in class. When the researcher asked them to answer the question, they were not confident to answer, either when they were asked to sing the song in front of the class they were shame. When they work in group, some students only chatted and

moved around with other. The researcher had to work hard to make them involved in their group.

Based on the problem faced in cycle 1, the researcher planned to do cycle 2. The activity in cycle 2 was conducted to make students active in teaching learning process. The result of the activity in cycle 2, students were more enthusiastic in teaching learning process. They could answer the question based on the vocabulary that had been learnt. When the teacher asked them to sing the song in front of the class, they were confident. In cycle 2, the researcher also asked them to work in group and the result was they could work in group well although there was a group only chatted and did not work well.

In cycle 2, the researcher gave them more time to exercise the pronunciation. In the end of the cycle, there were few students who could not pronounce well.

From the observation result, it could be concluded that English song can improve students' vocabulary mastery. It can be seen from their improved enthusiasm in joining English class, comprehension toward the meaning and pronunciation.

2. Field note

The teaching learning process was led by the researcher and the observer made notes during the teaching learning process. In the end of research, the researcher made a note of the general process of teaching learning process. This note was made from the observer's observation result and the writer's observation during the teaching learning process.

During the teaching learning process, the researcher found problems in class situation. The observer gave suggestion to the researcher to improve teaching learning process for the next meetings. The observer also suggested that students should be taught to read line by line of the lyrics before they sing the song.

After the writer investigated the observer's note, it was found that teaching vocabulary using English song was good. It made students was more enthusiastic and enjoyable in English class. It can be said that English song can improve students' vocabulary mastery of fifth grade students of SD N Demakan 02, Mojolaban, Sukoharjo.

3. Test Result

From the test result of vocabulary, it can be seen that students' means score improved after the researcher implements English song in teaching learning process. It can be seen in the table 4.

Table 4. The Means Score of Vocabulary Mastery

Means Score of Pre-Test	Means Score of Post Test 1	Means Score of Post test 2
63.6	72.4	8.00

From the table above, it can be seen that students' means score improved.

The means score in post test 1 was more than the minimum score but the researcher planned the action to cycle 2. In cycle 1 there were still found some weaknesses. The weaknesses in cycle 1 were solved in cycle 2. The students' vocabulary mastery improved, it can be seen from comparing the means score of pre-test and post test

cycle 2. From the result of pre-test students got 63.6 up to 8.00 in the last test. The improvement of students test improved 1.64 point. To show the improvement of vocabulary, the researcher took two sample students who improved well.

a. Students HH

He was a smart student. He could answer the question correctly. He could active in teaching learning process. He was confident when the teacher asked him to sing the song in front of the class. He got 7.2 in pre-test, 8.0 in post test 1 and 8.4 in post test 2.

b. Student SS

Actually, he was not too clever students in the class. He was more passive in teaching learning process. When the teacher asked him to sing the song in front of the class, he was not confident. The teacher gave him more exercise of vocabularies in the class. In the end, he could be active in teaching learning process. He got 5.6 in pre-test, 6.4 in post test 1 and 8.4 in post test 2.

4. Interview Field Note

Based on the interviews which had been done before the researcher implemented the action, it could be concluded that the students' vocabulary mastery was still low. Students got difficulties in memorizing the word. Meanwhile the teacher did not use some media in teaching vocabulary.

While, based on the interviews conducted after implementing the action, the researcher concluded that the students could easier to comprehend the vocabulary

using English song. They were happy when the song was sung in teaching learning process.

5. Questionnaire Result

The researcher gave questionnaire to the students before she implemented the action. Its aim was to know students' problem in learning English. Based on the questionnaire result, it could be concluded that students got difficulties in learning vocabulary. They got difficulties in memorizing the words. Meanwhile, most of them said that their teacher did not use media such as picture or song in teaching learning process.

D. Hypothesis Testing

Based on the explanation above, it can be concluded that the hypothesis of this research is accepted. English song can be used in teaching and learning process to improve the students' vocabulary mastery. Their means score have been improved that in pre-test is 63.6 and 8.00 in post-test.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

Having analyzing the result of the research in improving students' vocabulary mastery in SD N Demakan 02 Mojolaban, Sukoharjo, the researcher sees that the using of English song is one of the effort to improve students' vocabulary mastery, especially in grasp the meaning and pronounce the words. Using English song in teaching vocabulary makes students' became more enthusiasts and enjoy in teaching learning process.

The improvement of students' vocabulary mastery is also shown from the improvement of the means score in post-test is higher than the means score in pre-test. The means score in pre-test is 63.6. Meanwhile, the means score in post test cycle 1 is 72.4 and the means score of post test cycle 2 is 80.00. The improvement is also shown from the teaching learning process and vocabulary mastery.

Besides, the researcher also finds that English song makes students can memorize the vocabulary. They will easy to understand and memorize new vocabulary. In the teaching learning process, when the teacher uses English song, the students were enthusiastic and enjoy. They were very happy because they could relax and listen to the music. They were confident when they were asked to sing the song.

B. Implication

Based on the result research, teaching vocabulary using English song can improve students' vocabulary mastery, especially in comprehension toward the meaning and pronunciation the words. Students can pronounce word correctly based on the song that they heard. Song makes students get new vocabulary.

Song can improve students' motivation in learning English. They are enthusiast and happy when the researcher introduces a new song in the class. The various of songs make the students' interest to join the lesson from the beginning until the end of the lesson. During teaching learning process, they follow all the activities conducted in the class well.

Song can improve students' confident in English class. Students are more confident when they are asked to sing the song in front of the class. They are confident to answer the question from the teacher.

C. Suggestions

The result of the research shown that the use of English song in teaching English can improve students' vocabulary mastery, especially in the grasp the meaning and pronounce the words. From the result of the research, the researcher expects that this study can give some benefits in teaching English for elementary school students. Thus, the researcher would like to give some suggestions. The researcher hopes it will be useful for the teacher, students, the institution and others researcher.

1. To the Teacher

The English teacher especially the teacher who teaches in elementary school should be create the enjoyable situation in teaching learning process. It will make students interest in learning English. Teacher should use media in teaching English, she does not only use book or LKS. Song can be a good media in teaching vocabulary. By using song in teaching vocabulary, students will be more enthusiasts to join in learning English.

2. To the Students

The students must be active in teaching learning process. The students should have motivation in learning English. The motivation itself will help students to easy understand the English.

3. To the Institution

The school as the main institution should complete the facilities and media in the class. By using facilities and media, the teaching learning process can run more effectively. By using media in teaching learning process will make students interest and enjoyable in teaching learning process.

4. To Others Researcher

This study is only of many efforts in improving students' vocabulary mastery. This study is done by implementing English song as the media in teaching vocabulary. It is expected for the other researcher that the result of this study can be used as a starting point for further research conducted in the future in order to create a better teaching learning process.

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