THE EFFECTIVENESS OF ENGLISH SONG ON STUDENTS' VOCABULARY MASTERY OF SMPN 1 PAGU

THESIS

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for the Degree of *Sarjana* in English Language Education

By :

Lisa Regita Ariyanti

9322.106.15

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

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DECLARATION OF AUTHENTICITY

Nama   : LISA REGITA ARIYANTI

NIM   : 9322. 106. 15

Judul   : THE EFFECTIVENESS OF ENGLISH SONG ON

         STUDENTS' VOCABULARY MASTERY OF SMPN 1

         PAGU

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    This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri (IAIN).

                Kediri, 02 Juli 2019

                The researcher,

              LISA REGITA ARIYANTI

                NIM. 932210615

APPROVAL PAGE

THE EFFECTIVENESS OF ENGLISH SONG ON STUDENTS'

VOCABULARY MASTERY OF SMPN 1 PAGU

<u>LISA REGITA ARIYANTI</u>
9322. 106. 15

Approved by:

Advisor I   Advisor II

Erna Nurkholida, M.Pd   **Ima Fitriyah, M.Pd**
NIP. 19761125200710200 5   **NIP. 19860722015032003**

RATIFICATION SHEET

THE EFFECTIVENESS OF ENGLISH SONG ON STUDENTS'

VOCABULARY MASTERY OF SMPN 1 PAGU

LISA REGITA ARIYANTI
9322. 106. 15

Has been examined by the Board of examiners of State Islamic Institute (IAIN) of Kediri on June 26nd, 2019

1. Main Examiner
Dr. Sri Wahyuni, M.Pd
NIP. 19840909 201101 2 018   (   )

2. Examiner 1
Erna Nurkholida, M.Pd
NIP. 19761125 200710 2 005   (   )

3. Examiner 2
Ima Fitriyah, M.Pd.I
NIP. 1986072 201503 2 003   (   )

Kediri, June 26nd 2019
Acknowledged by
Dean of Faculty of Tarbiyah
State Islamic Institute of Kediri

Dr. H. Ali Anwar, M. Ag
NIP.196405031 199603 1 001

iv

NOTA KONSULTAN

Kediri, 17 Juni 2019

Nomor   :
Lampiran   : 4 (empat) berkas
Hal   : Bimbingan Skripsi
                       Kepada:
                       Yth. Bapak Ketua Institut Agama Islam Negeri
                       (IAIN) Kediri
                       Di
                       Jl. Sunan Ampel No. 07 Ngronggo Kediri

Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini:

Nama   :   LISA REGITA ARIYANTI

NIM   :   9322. 106. 15

Judul   :   **THE EFFECTIVENESS OF ENGLISH SONG ON STUDENTS' VOCABULARY MASTERY OF SMPN 1   PAGU**

Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

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Demikian harap maklum dan atas kesediaan Bapak, kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I   Pembimbing II

Erna Nurkholida, M.Pd   **Ima Fitriyah, M.Pd.I**
NIP. 19761125200710 2005   **NIP. 19860722015032003**

v

NOTA PEMBIMBING

Nomor   :
Lampiran   :
Hal   : Bimbingan Skripsi

      Kepada
      Yth. Bapak ketua
         Institut Agama Islam Negeri (IAIN) Kediri
         Di
         Jl. Sunan Ampel 07 Ngronggo
         Kediri

Assalamu'alaikum Wr. Wb.

      Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi tersebut di bawah ini:

      Nama : Lisa Regita Ariyanti

      NIM   : 9322. 106. 15

      Judul :**THE EFFECTIVENESS OF ENGLISH SONG ON STUDENTS' VOCABULARY MASTERY OF SMPN 1 PAGU**

      Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang telah diberikan dalam sidang Munaqosah yang dilaksanakan pada tanggal 26 Juni 2019 kami dapat menerima dan menyetujui hasil perbaikannya. Demikian harap maklum adanya.

Wassalamu'alaikum Wr. Wb.

Pembimbing I   **Pembimbing II**

Erna Nurkholida, M.Pd   **Ima Fitriyah, M.Pd.I**
NIP. 197611252007102005   **NIP. 19860722015032003**

MOTTO

تَيْأَسُوا مِنْ رَوْحِ اللَّهِ ۖ إِنَّهُ لَا يَيْأَسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ

وَأَخِيهِ وَلَا

الْكَافِرُونَ

"And do not despair of the mercy of God. Surely there is no despair from the

mercy of God, but a people who disbelieve"

Soorah Yusuf | v. 7

DEDICATIONS

This thesis is dedicate to

- ➢ Thanks to Allah SWT who always guide me and take care to be a good person.

- ➢ Thanks to my beloved Dad "Sugeng Riono", and My beloved Mom "Yayuk Suningsih" who always give me prayer, advice, support, motivation, love, understand me, and always accompany me to finish my thesis.

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Thanks for your attention, spirit, prayer, support, love, inspiration to me to do this project. I wish ALLAH SWT will give you good feedback and always bless you.

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First and foremost, Praise to Allah SWT, God the Almighty. I would like to express my greatest gratitude to Allah SWT for His blessing upon me in the form of guidance in completing this final project so that it could be accomplished.

The writer believes that this project won't finish without any help and support from several people that gave the help and support directly and indirectly. Thus, the writer would like to appreciate and thanks to:

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The researcher realized that this research was not perfect. There were many mistakes in this research. Thus, the researcher apologized for the mistakes and the researcher hope that this research could give meaningful knowledge for the readers. Several suggestions and criticism are needed to make this research better.

Kediri, May   2019

Researcher,

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ABSTRACT

Ariyanti, Lisa Regita, 2019. *"The Effectiveness of English Song on Vocabulary Mastery of SMPN 1 Pagu"*. Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri.. Advisors: (1) Erna Nurkholida, M.Pd, (2) Ima Fitriyah, M.Pd.

Keywords: *Vocabulary, Vocabulary Mastery, English Song*.

The aim of this research is to know whether the students who are taught by using English song have better vocabulary mastery than those who are not taught by using English song. Vocabulary has functions an important element in language skills such as; listening, speaking, reading and writing. Please note that we all will not be able to learn to speak, write, and read before we master the vocabulary. Therefore, it is important to note and remember that mastery of vocabulary must be taught to students so students can have and know more new vocabulary. English song is a powerful tool in today's classroom. It provides strong context through which to teach English.

The design of this study was quasi-experimental design that divided the participants into two groups, experimental and control group. The participants of this study were 64 eight grade students from SMPN 1 PAGU in academic year 2018/2019. There were 32 students as experimental group by VIII-A and 32 students as control group by VIII-B. The data were collected by using test, (pretest and posttest) and analyzed by using ANCOVA in SPSS 21 version for windows.

The result show, the mean of pretest score of experimental group was 68,91, and the control group was 67,50. In the post-test, the mean score experimental group was 87,50, and the control group was 77,03. The result of statical computation of ANCOVA show that the significance is 000. It is less than 0.05 (0.015 < 0.05). Since the significance value was smaller than 0.05 statically, there is enough evidence to reject the null hypothesis. It means that the students who listen to English songs by using audio and read song lyrics as a medium better than students who only read song lyrics without using audio. Based on the result of the test, the researcher concludes that using English Song is effective in teaching vocabulary mastery at SMPN 1 PAGU.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, hypothesis of the study and definition of the key terms.

A. Background of the Study

The most important and must be mastered language component by students who want to practice or understand English is vocabulary. Therefore, it is important to note and remember that mastery of vocabulary must be taught to students so students can have and know more new vocabulary. They must master the vocabulary correctly and be good in using English. So, they have to learn vocabulary more often in order to get a large stock of new vocabulary. Vocabulary also has functions an important element in language skills such as; listening, speaking, reading and writing. Please note that we all will not be able to learn to speak, write, and read before we master the vocabulary. Thornbury (2002) states: English language skills of a person will not develop much, if only drain some of your time just to explore grammar. Learning more about words and phrases will improve the progress of your English. You can be said to be very minimal with grammar but you can express almost all situations

with words. The explanation above proves that without a proper vocabulary, we cannot communicate efficiently or convey ideas.

Communicating using English does not only immediately produce words. Mastery of the order of English or vocabulary in communication must be truly mastered. Therefore everyone must prepare it so that it is not wrong in communicating both oral and written. According to McCarthy (1990) that vocabulary is the most important element of any language progress. Then, guiding and practicing using new vocabulary is a challenging way for students and teachers. So that students can receive new vocabulary information well, the teacher must need a lot of effort to guide.

Students must master vocabulary. Vocabulary can be mastered by oral or written form efficiently. So students must have the courage to convey their ideas to develop vocabulary. Extensive knowledge in educating and learning the correct vocabulary must be provided by the language teacher. Organizing class activities so that the students are interesting and to be fun in learning vocabulary is a way for students to be able to absorb them so they can be successful in obtaining vocabulary. Thus, teachers want the interest in learning vocabulary students can improve through fun and interesting things. Zatnikasari (2008) explains that most vocabulary learning and teaching methods focus on a number of forms of activities, such as: preparing: a list of meanings, written and oral drilling, and using a flash card. After students explain a number of

meanings, the language teacher directly asks students about the vocabulary that has just been obtained from some of these activities. In order for the language teacher to know how students understand new vocabulary.

This receptive activity can be classified as a simple method to support students' success in getting new vocabulary. Language teachers ask their students to follow the language teacher's style of words and store them in the brain to keep them in mind. However, that's not all that easy. Students not only store words in the brain for some time to be able to successfully learn vocabulary, students must also link more things to it. So that students also always remember new vocabulary and not easily forget if one day asked again. Thornbury (2002) explains that vocabulary learning must be instructed into long-term memory. So, this can mean that a variety of activities are needed that are investigated to influence a memory.

Creative, precise and foreign strategies from the usual way are very necessary in teaching new vocabulary. In other that students will also feel exciting and make active students in classroom. This is also a way to attract students to learn vocabulary. Al-azri et al (2015) found that using songs to teach new vocabulary for early grade students had amazing results. From teaching using songs students can get higher accuracy in language vocabulary and can help students recognize words and meanings much easier because students always enjoy listening to songs. Thus, students get song media as a very positive way of language skills. They

also show that this method is very fun and serves as an effective guide to pronounce vocabulary correctly.

In addition, songs can build students' background knowledge and most importantly can develop listening, reading, speaking and writing experiences. Therefore, let students play their favorite English songs. Gilles, Andre, Dye & Pfannenstiel (1998) found that with each new song, students analyzed the concepts and meanings of the words they would encounter in print. This is in line with Medina's (2002), she believes that music is a media that has managed to deal with various language barriers for students to succeed in achieving vocabulary and grammar. It is the result of a voluntary study.

B. Research Problem

Based on the background of the study, the problem are formulated as follow :

Do the students who are taught using *English song* have better vocabulary mastery than those who are not taught using *English song*?

C. Objective of the Study

Based to the research problem before, the objective of this research is to know wheter the students who are taught using English song have better vocabulary mastery than those who are not taught using English song.

D. Significance of the Study

The researcher expects that this research will be useful for :

a. For the students

From this study, students will get clear words and meanings, pronunciation, spelling, and use, and will get an exciting atmosphere through the english song. Through this research, it is expected to increase students' vocabulary skills.

b. For the teachers

From this research, it is expected to help teachers to guide in learning vocabulary correctly through the English song.

c. For the further researchers

From this research, hopefully the researchers can help them to add new vocabulary through fun activities, namely using the English song.

E. Scope and Limitation

This study focus on the acquisition of student vocabulary using the application of English-language songs in the 8th grade of junior high school students. In this study, researcher focus on increasing students new vocabulary. The researcher use several tests to measure and find out the increase in student vocabulary achievement. The researcher limits the vocabulary test because researcher has obstacles in terms of limited energy, time, and knowledge.

F. Hypothesisof the study

Based on research problem, the author created a hypothesis to launch the purpose of this study clear. the writer's hypothesis are:

Null Hypothesis (HO) : using English song do not have better by teaching vocabulary through English song. Alternative Hypothesis (HA) : using English song have better by teaching vocabulary through English song.

G. Definition of Key terms

To avoid misinterpretation and misunderstanding, the following terms are provided :

a. Vocabulary

Vocabulary is a word that is very much in number and has meaning to be used in everyday communication. The first thing to start a communication is to use vocabulary because vocabulary plays an important role in communication both oral and written. To start a sentence we must arrange a vocabulary first. So, memorizing new vocabulary is important to facilitate communication in English both in the form of sentence preparation and conversation.

b. English Vocabulary

English vocabulary is the first and most important word in mastering English. English has a large vocabulary with an estimated 250,000 distinct words and three times that many distinct meanings of words. In English there are adjectives, nouns, verbs, time, seasons,

hobbies, etc that also includes classification in the English vocabulary. The use of vocabulary is part of reading, writing and also for bridges that are effective in communication.

c. Vocabulary Mastery

Vocabulary mastery is a process for understanding and increasing mastery of vocabulary through many things. It can be done in activities and daily life. Students not only memorize vocabulary but students also have to practice it so that vocabulary mastery increases and is adequate.

d. English Song

A tone or rhythm that has a collection of words consisting of adjectives, verbs and adverbs. Words arranged into sentences then become stanzas or lyrics. Usually played by a musical instrument will then produce a song that has meaning. The types of songs in the world are very diverse. Starting from the kind of calm songs to the type of loud songs. The song can describe a person's emotional feelings and has a function to calm and be pleasing to his audience.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of the related literature which includes the concept of discourse. There are definition of vocabulary, Kinds Of Vocabulary, The Importance Of Learning Vocabulary, Teaching Vocabulary, The Techniques in Teaching Vocabulary, Teaching Vocabulary Towards Song, Song and General Function.

A. Definition of Vocabulary

Vocabulary is a word that is very much in number and has meaning to be used in everyday communication. Hornby (1995) defines vocabulary in three meanings which include a) the total number of words that construct a language; b) all words that someone knows or uses in a particular book, subject, etc .; and c) a list of words with their meanings. This means the vocabulary is the foundation of the language before the language circulates or before we communicate. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is principal to communicative competence and to the reach of a second language.

Vocabulary can be defined as words we need know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) according to Neuman & Dwyer

(2009). Hornby (1995) defines vocabulary as a language which in that language contains the number of words; vocabulary is a collection of words that have meanings. While Ur (1998) states: Vocabulary can be explained, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but convey a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than words. In addition, Burns (1972) defines vocabulary as the stock of words which is used by a person, class or profession. According to Zimmermancited in Coady and Huckin (1998), vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) state that vocabulary is the knowledge of words and word meanings.

From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

B. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able touse. Meanwhile,

the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. **Receptive Vocabulary**

   Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing Stuart Webb, (2009).

2. **Productive Vocabulary**

   Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others Stuart Webb, (2005).

3. **Vocabulary Mastery**

   In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster (1992), mastery vocabulary refers to (1) a. the authority of

amaster: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display or great skill or technique, b. skill or knowledge that makes one master of a subject comment. While Hornby (1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words Hatch and Brown (1995). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession according to Rivers (1989) For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

C. The Importance of Learning Vocabulary

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a Second Language (ESL) and English as a Foreign Language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing Nation (2011). Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome Huckin (1995). In production, when we have a meaning or concept that we wishto express, we need to have a store of words from which we can select to express this meaning or concept. When students do not go to school and are traveling, they will not carry many grammar books, they will only carry dictionaries Krashen, as cited in Lewis (1993). Many researchers argue that vocabulary is one of

the most important if not the most important components in learning a foreign language, and foreign language curricula must reflect this. Wilkins (1972) states that there is not much value in being able to manifest grammatical sentences if one has not reach the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Others cholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000) state many reasons for devoting attention to vocabulary. First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem.

On the other hand, vocabulary has been acknowledged as L2 learners' greatest single source of problems Meara (1980). This remark may possibly reflect that the openendedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules the learners may follow to acquire and develop their knowledge. In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learned first. Oxford (1990) also claims that vocabulary is by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings. Despite these

difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as vocabulary has traditionally been one of the language components measured in language tests Schmitt, 1999). Furthermore, many learners see Second Language Acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorising lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. As a result, language teachers and applied linguists now generally recognise the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary (VLS), which is our focus of attention.

D. Teaching Vocabulary

The recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning Berne&Blachowicz, (2008). Teaching words is a crucial aspect in learning a language as languages are based on words Thornbury (2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language Walters (2004). Teaching vocabulary is one of the most discussed parts of teaching

English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students inorder to gainsatisfying results. The teachers should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested an happy in the teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching.

E. The Techniques in Teaching Vocabulary

Commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary .Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners Takač (2008). This

makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teachers usually combined more than onetechnique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible Pinter (2006).

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

1. **Using Objects**

Using this technique includes the use of realia, visual aids, and demonstration. They canfunction to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words Takač (2008). In addition, Gairns&Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

2. **Using Illustrations and Pictures**

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures.

They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. A part from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

3. Contrast

Some words are easily explained to learnersby contrasting it with its opposite, for instance, the word " good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt

Rudska (1982), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organised. Putting bilingual dictionaries a side, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are oftenused Ilson (1991).

4. **Enumeration**

An enumeration is a collection of items that is a complete, ordered listing of all of the itemsin that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g adress, a skirt, trousers etc , and then the meaning of the word "clothes" will became clear. The same is true of 'vegetable'or "furniture", for example Harmer (1991).

5. **Guessing from Context**

Guessing from context as a way of dealing with unfamiliar vocabulary in uneditedselections has been suggested widely by L1 and L2 reading specialists Dubin (1993). Nation and Coady (1988) claim that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge

the reader has about the subjects beingread. Williams (1985) agrees with Nation and Coady in considering the specific context as ''theother words and sentences that surround that word. It follows that other words in the context of the unfamiliar word often 'throw light on' its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly, McCarthy (1988) sees context as within the text it self i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening tostories, films, televisionor the radio Nation (2001).

In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for them selves,

such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge Walters (2004).

6. Translation

Even though translation does not create a need or motivation of the learners to think aboutword meaning Cameron (2001), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary Thornbury (2002), checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors Takač (2008). There are always some words that need to be translated and this technique can save a lot of time.

In addition, according to Lo & Li (1998) stated, "Songs give a break from class routines, and that learning English through songs describes the classroom atmosphere in which four languages skills can be improved ". Students are often willing to learn to sing songs in foreign languages even if they don't fully understand or half understand the meaning of the words. This allowing them the opportunity to relax from the insistence of research. Students listen to all types music outside the classroom. Music is very excited when the teacher chooses to use the song in the classroom. Songs have a big tendency to attract students' attention. Song agreement with human problems and emotions from love, hatred, joy, and sadness. They are very interesting young students.

Using English songs is considered because songs have many language values. Orlova (2003) express the purpose of songs in class, they are: Practice rhythm, pressure, and intonation patterns in English, teaching vocabulary, especially in the vocabulary confirmation phase, grammar of teaching. In this case the songs were especially liked by the teachers when analyzing the use of tenses. Teaching talking. For this purpose, the song and especially the lyrics are used as a stimulus for deliberation in class. Teaches catching listening. Develop writing skills. For this purpose songs can be used in various ways.

From the elements above, we can formulate that songs can be used in many perspectives teaching English. This can be used to teach pronunciation, vocabulary, grammar, speaking, listen, and write.

F. Song and General Function

Songs play a very important role in motivating and developing young learners' abilities in reading, writing, listening and speaking, as well as in providing them with the opportunities to develop a better understanding of the pronunciation, rhythm, grammar and vocabulary Lo & Li (1998).

Therefore it is found true, and we have also noticed during our teaching experience that songs serve as a very fine and natural language tool, to teach children by means of what they like best – singing, moving, enjoying being and doing what the age it self allows them to. Also, Orlova (1997) discusses some other benefits of songs in language learning.

Firstly, they may encourage learners to use English language and this might be one of the most common challenges for a non-English speaking community, and secondly, listening to songs helps students to recognize words and meanings much more easily. Finally, songs help learners develop a very positive attitude towards language acquisition, and serve as both a smooth and natural tool.

1. **Meaning of Song**

Song is short musical composition containing vocal parts that are performed with human voice and generally feature words (lyrics), by other musical instrument. Cullen (1998) confirms that song is significant teaching tools in teaching English because most of the students love listening to the music, it make them easier to memorize the words while singing. The use of song is intended to make learning atmosphere be more interesting and enjoyable.

Doren in Andianto (2010) states that song is a short musical work set to a poetic text, with equal importance given to the music and the words. It may be written for one or several voices and generally performed with instrumental accompaniment.

Murphey (1992) names songs as 'adolescent motherese'. According to him, 'motherese' means the highly affective and musical language that adults use to communicate with infants. As toddlers grow up they get less and less of that language. The language vanishes slowly as children develop and them may be replaced by a song.

Songs have been part of the human experience for as long as we can remember. Nowadays music is everywhere: ''in operating the a tres (for heart transplants and child birth), restaurants and cafes, shopping malls, at sports events, in our cars, and literally everywhere for those tuned in to a discman or an MP3. Because song a very enjoyable and good for improving mood. We can learn to remember from the existence of a song.

2. **The Value of Song**

Paul (2003) says that song can add feeling and rhythm to language practice that might otherwise be flat in helping the students to remember things more easily, and draw students deeper into a lesson. Not all teachers like singing, and there are many successful teachers who rarely use song in class. But these teachers are missing out on something very special. Most students love songs, and songs and chants are one aspect of the English classes that most students learn with genuine feeling and take home with them. They keep them in their heads, sing them after class, hum them on the way home, and sing them at home.

In addition, as we know that most of the students feel there is a barrier between the classroom world and their world away from the classroom where they play with their friends and live their daily lives. Actually, if we want English to play a more central role in the students' daily lives, we need to find ways to break down this barrier.

We can see when a student hums or sings one of our songs on the way home, it means we have succeeded and that was great.

Based on the statements above I am convinced that by learning English song, the learner can enlarge their vocabulary, improve their pronunciation, accuracy, and fluency in speaking. Language teachers can and should use songs as part of their classroom teaching activities. Songs contain many authentic languages that are easily obtainable. They can provide vocabulary, grammar, and cultural aspects and songs are also fun for the students in the teaching learning process in the class.

3. **The Advantages of Song**

   a. Meaningful, Motivating and Memorable

   Songs are Meaningful, Motivating and Memorable. These three M's are essential in language teaching students need to be constantly stimulated and encouraged. Songs are meaningful to students, and they can relate to them on a personal and emotional level. Because they are interested in this medium, they find this kind of learning highly motivating. Songs are, of course, very memorable we have all experienced how songs "stick" in the mind and by giving students cause to think about the language structures and vocabulary used, songs become an extremely effective learning tool. Subsequent hearings of the song outside the classroom can subconsciously consolidate the language, reminding

the listener of relevant teaching points, regardless of time and place. Students are also reminded that English is not confined to the classroom and that the language they are learning is real – all of the above reasons give them clear learning goals.

b. Songs Create a Positive Learning Environment

Where possible, students should be asked to sing the song, not only to help improve pronunciation, but also to lift their spirits. By singing as part of a group, students are less conscious of making mistakes and are focusing on a specific task rather than the language used. Apart from the emotional pleasure gained from singing, the increased intake of oxygen cannot but put them in a good mood.

c. Involving 'Left and Right' Brains

When we study language we are using the brain's left hemisphere, but music and repetition stimulate the right hemisphere the use of songs involves both hemispheres in the learning process, there by greatly increasing students' potential. The brain's left hemisphere was responsible for completing the activity, while the right hemisphere consolidated the language through music.

d. Improving Grammar, Vocabulary and Pronunciation

Songs help make the learning of new words and structures more natural and memorable. By singing along, students are

naturally acquiring real vocabulary and correct pronunciation. English, as a stress-timed language, is very rhythmic, and rhythm greatly aids memorisation, even for single words. Songs can also be used to highlight social issues and promote discussion.

G. Teaching Vocabulary Through Song

Paul (2003) says that there are various ways to use English songs in teaching: 1) Singing, 2) Actions,3) Chants, 4) Background Song, 5). Between lessons. English songs can be used in the teaching learning activities. There are many ways to use songs or English songs when teaching learning activities like using songs as background while the students learn the lessons. There are two kinds of songs that we can use in teaching learning process; using new songs or adopting popular songs. Furthermore, Paul (2003) says that one way to introduce a new song is to play it at the beginning of the lesson when the students are settling down. We get on with what we are doing, and do not draw student's attention to the song. But, of course we hope they will be curious about the song and attracted to it.

A wide variety of formats can be used to present edutainment, ranging from books to such guided toursas zoological parks, museum, mall, etc. This particular branch of the education world is also extremely profitable way because they incorporate all the language skills as follows:

1. Listening (to the song) - Following the song to determine words.

2. Reading (following the lyrics to determine the words)

3. Writing (filling in the blanks) - writing the lyrics

4. Speaking (singing the song)

Based on previous study by Andianto, 2010 at Senior High School Muhammadiyah 2 Metro Academic year 2009/2010, the Sample is XI IPA chosen by using cluster random sampling. It was found that the result there is a significant influence of teaching listening through song toward students' pronunciation ability. The students' pronunciation ability in the experimental group is better than that of the control group. It is because the mean score of the experimental group (65.588) is higher than the mean score of the control group (58.412).

Based on second previous study by Eva Faliyanti, 2016 entitled "The influence of english song toward students' vocabulary mastery and students motivation". The researcher took sample 40 students of second semester of English Education study program in the Muhammadiyah University of Metro Academic Year 2015/2016. The result of the data analysis proved that the value of t-test (tobs is 8,742 and ttable is 2,021). It means that tobs is higher than ttable(8,742>2,021). After viewing the result of One Sample t-test, the writer came to conclusion that "there was significant Influence of English Song Toward Students' Vocabulary Mastery and students' motivation at the second semester of English education Study Program in the Muhammadiyah University of Metro Academic Year 2015/2016". The researcher said that teaching vocabulary

toward listening English song more effective to improve students'vocabulary mastery than without song.