

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH LISTENING SONG

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Abstract

This study discusses and analyzes the use of song in improving vocabulary mastery in listening to seventh grade students' of Mts Al-Barry Cikalong. The main concern is about the description of song implementation in the classroom and the extent which song can help students' improve their vocabulary mastery in the listening class. Therefore, this study was conducted to investigate the progress of students' in terms of vocabulary mastery before and after listening to songs. This study uses classroom action research method. Ideally, classroom activities and assignments that form the methodology for teaching different language skills must be designed by the teacher and must be felt by students. The researcher conducts interviews to provide information and then the results of interviews are developed and analyzed. This data is analyzed through two cycles in action. Students' vocabulary mastery ability increases, we can see from the results of cycle 1 (pre-test) before listening to English song the average score is 52.0, 62.7, 58.6 and cycle 2 (post-test) after listening to English song the average score is 71.3, 83.4, 91.4. As an end point, this research is expected to bring contribution as an alternative technique to improve vocabulary teaching in listening classes as well as to develop teacher creativity.

Keywords: *Vocabulary, Song, Teaching Listening*

INTRODUCTION

English has four skills (reading, listening, writing, and speaking) that have to be mastered by the students. From these skills, listening is a skill that difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material). It can be said that listening is not a passive skill; the process of listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

Listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. Listening ability is also important to be mastered for its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, listening ability is needed. (kirwan, 2009) quotes Laurent's statement (2000) that 'It is impossible not to communicate'. Without listening ability, communication is impossible. Listening activities also required in academic context, where the students have to deal with listening comprehension in the class.

English songs are great language packs that combine culture, vocabulary, listening, grammar and a host of other language skills in just a few verses. Songs can also provide relaxing lessons on a boring day. This can also be the basic for many lessons. It can be used for a variety of

English for learning and teaching a foreign language. This could initiate discussions on the topic or even become a center of debate (Futonge, 2005). Using songs in the classroom is a great way to experience listening activity. This can be added some steps that have been used successfully in the process of listening activity more effective.

One of the element of language is vocabulary mastery since it believed that language in song is rich, various and can extend the students' vocabulary and enhance the students' ability in learning English vocabulary using song can be an appropriate way to improve the students' vocabulary mastery by actively involving the students' listen to the song and sing it. Teaching vocabulary not only deals with presenting new word, it requires the students' ability to understand the words and to use the words correctly. Sometime, teachers think that vocabulary is simple, they just give a list of vocabulary and then ask the students' to memorize and next they test it. (wallace, 1987) states that "learning foreign vocabulary is not only memorizing the words, it requires the ability to recognize words, recall, pronounce spell and use them appropriately." The new words are learned unintentionally while the students' read or listen to the listening material, so teacher teaches vocabulary in listening class. The emphasis is on understanding the listening material. Therefore songs can be one of the alternative techniques to teach vocabulary in listening class.

The purpose of teaching English in primary schools is to motivate or encourage students to be more confident in learning English at higher levels of education. Teaching English to junior high school students is presenting a vocabulary because they learn English for the first time and can apply and write the vocabulary of an English lyrics song into the text correctly. The students' are introduced to the simple things around them, familiar to what they know through some kind of text they can tell. Meanwhile, the curriculum of junior education also contains a number of vocabulary to be learned in addition to simple expressions and sentences, grammar reference word, nominal usage, speech and word pressure and intonation, spelling and handwritten. KTSP secondary school education also contains learning resources such as VCD, DVD or recording.

This research is focused on how to direct the students to be able to improve students' ability in vocabulary mastery by listening English song. Based on the background above, the writer is challenged and interested in doing this research, precisely to improve and see the effectiveness of song in teaching vocabulary mastery, at junior high school entitled "Improving students' vocabulary mastery through listening English song in junior high school".

This study is expected to give positive contribution in english language teaching (ELT) this study is expected to be able to:

1. For the teachers
 - a. The result of this study will be useful for authors in expanding their knowledge in teaching.
 - b. The english teachers may use the result of this study as input to determine which approach to appropriate for the students' vocabulary learning.
2. For the students'
 - a. Give information and a new method for the students' in learning english vocabulary in listening class using song.
 - b. The students' can optimize their individual skill in listening learning.

METHOD

This research uses Classroom Action Research. Ideally, class room activities and tasks that form the methodology of teaching different language skill should be designed by the teacher and should be perceived by the learners as a mean towards an end, not merely as end in themselves (Basse, 2013). Classroom Action Research has a great role if it can be conducted well on its implementation. It means that, the teacher enables to solve the problem occur in the class then finding its resolvement in the class too (Kusnandar, 2008). From all the definitions above, the researcher concluded that classroom action research is a classroom action in a research, that can be conducted either by teacher, researcher, and or teacher with his or her colleague, by involving a group of students to improve teaching and learning process or to enhance the understanding of the students' to the lesson. This research uses data observation toward Improvement of Students' vocabulary mastery through listening to song, this data was analyzed through two cycles in action.

There are three defining characteristic of action research, they are:

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.
- b. It is collaborative.
- c. It is aimed at changing things.

Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students'. They will know the effective methods in teaching listening. The subject of this study is the students of VII grade of MTS Al-Barry Cikalong. The class chosen only VII-A class that consists of 29 students' within. Therefore, those all students will be the sample of this study. This research is conducted in MTS Al-Barry Cikalong. It is done on 23th November 2017 during English subject class.

There are two cycles of Procedures of Classroom Action Research conducted in this research. The first is pre-test, that the researcher measure how far the ability of each students about vocabulary mastery before being taught through listening to the song. The second is the cycle where students have already taught through listening song in the class. There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection (aqib, 2006). The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research are based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle. Before the researcher conducting the cycle in action, the research will do an initial observation at first. Then the research does some steps to do as follows:

- 1) Asking for students about their difficulty in mastering vocabulary in English.
- 2) Discussing with the english teacher about the difficulty.
- 3) Formulating the difficulty.
- 4) Find out the interested song to be listened as the solution of applying vocabulary mastery.

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, and etc. In this research, the researcher gathered the data to support above (Latief, 2013). The researcher chooses some of which are appropriate to the school environment, and can be done there. Thus, The techniques and methods which are used by the researcher to collect the data are observation and test.

1. Observation

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted. In classroom observation, the objects of observation are students’ activities in English subject. The researcher will use activities and response which might happen. Observation is intended to see and to know about the condition of class and students. Process of teaching and learning through guide conversation to know the obstacles appear during teaching learning process, the students’ motivation, to see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and also response (Sagor, 2005)

2. Test

Test is defined as an important part of every teaching and learning experience. Tests may be constructed primarily as devices to reinforce learning and to motivate the students’ performance in the language (Janice, 1987). Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. The researcher used an achievement test to measure the student’s progress in listening. The forms of tests are spoken test in the form of guide conversation. There are 4 lessons plan prepared by the researcher. Each lesson plan has duration of 60 minutes. It includes listening to the song, filling the missing lyrics, interpreting the whole lyrics sung, and the last finding out the new vocabularies found in that song. After the treatment, students were engaged in post-test to see individual improvement. In this session, the students will be given song entitled ‘What a Wonderful World’.

From those forms, the researcher can get score directly to the specific learning. The scoring can be done quickly and easily. There are five aspects of assessment in listening. They are Generalization, Application, Breadth, Precision, Availability. Statistical technique is used to find the mean score. The formula to find the mean as stated by Ngadiso in Mundriyah (2016) as follows:

$$M = \frac{\sum X}{N}$$

- M = Mean score
- $\sum X$ = Total score
- N = Total students

RESULTS AND DISCUSSION

Results

From the results of all the data obtained, the researchers describe all the values of pre-test cycle 1 and post test in cycle 2. Here is the total value of 2 cycles:

NO	Cycle	Total Score
1.	Cycle 1	5080
2.	Cycle 2	7200
Total		12280

In this data collection, the researchers analyze the values contained in each cycle. Here are the results of data analysis:

1. Total score cycle 1

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{5080}{29}$$

$$\bar{X} = (17517.2414)$$

2. Total score cycle 2

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{7200}{29}$$

$$\bar{X} = (24827.5862)$$

From the comparison of values in cycle 1 and cycle 2, the researchers concluded that there is an increase in student learning before and after using the technique of learning to use songs in improving the ability to master vocabulary. This can be seen from the total value above. The average score of students' in cycle 1 & 2 is:

AVERAGE SCORE		
NO	Cycle 1	Cycle 2
1.	52.0	71.3
2.	62.7	83.4
3.	58.6	91.4

Discussion

There are several conclusions found in the previous discussion chapter. The conclusion presented as follows is improving students' vocabulary mastery through listening to songs. The ability of vocabulary mastery of students' to increase, we can see from the results of cycle 1 (pre-test) before using the English song, and cycle 2 (post-test) after using english. Improvement can be seen through several points. The first point is to improve their ability to listen to English songs.

1. The students' score of vocabulary mastery before taught using english song is poor because the mean of the total score of students' in cycle, score of first meeting is only 52.0 and score of second meeting is only 62.7 and score of third meeting is 58.6.

2. The student' score of vocabulary mastery after taught using English song is good because the mean total score of students' in cycle 2, score of the first meeting is 71.3 and score of the second meeting is 83.4 and the score of third meeting is 91.4.
Total improving score of the students' from cycle 1 to cycle 2 is a 17%.

CONCLUSION

The Conclusion should contain the confirmation of the problem that has been analyzed in result and discussion section. The Conclusion should contain the confirmation of the problem that has been analyzed in result and discussion section. The Conclusion should contain the confirmation of the problem that has been analyzed in result and discussion section.

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