IMPROVING STUDENTS' VOCABULARY MASTERY USING ENGLISH SONGS COVERED BY ALEXANDRE PORAT AT INTENSIVE CLASS OF SPM WUSTHA DARUSSALAM IN ACADEMIC YEAR 2021/2022

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ABSTRACT

This research used a Classroom Action Research (CAR). This action research was conducted in two cycles; in the first cycle, consisting of two meeting: one meeting for teaching learning process and one meeting for giving pot-test in cycle 1, and in the second also consisting of two meeting: one meeting for teaching learning process, and one meeting for giving post-test cycle 2. Every cycle comprises of four steps: planning, action, observation, and reflection. In collecting the data, the researcher uses observational, interview, an test. the improvements of students' vocabulary mastery showed by most of the students' score are above minimum mastery criterion which is 75. Meanwhile, 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 57.85. Meanwhile, the means score in post test cycle 1 is 70 and the means score of post test cycle 2 is 83.57. The improvements is also shown from the teaching learning process and vocabulary mastery.

Keywords: Vocabulary mastery, Song, Intensive Class

ABSTRAK

penelitian ini adalah penelitian tindakan kelas. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus; pada siklus I terdapat dua pertemuan yaitu satu kali pertemuan untuk proses belajar mengajar dan satu kali pertemuan untuk memberikan post-test siklus 1, dan pada siklus kedua ada dua pertemuan yaitu satu pertemuan untuk proses belajar mengajar, dan satu pertemuan untuk pemberian post test cycle 2. Setiap siklus terdiri dari empat langkah yaitu perencanaan, tindakan, observasi, dan refleksi. Dalam pengumpulan data, peneliti menggunakan observasional, wawancara, dan tes. Peningkatan penguasaan kosakata siswa menunjukkan bahwa skor rata-rata post-test mereka lebih tinggi daripada skor rata-rata pre-test. Nilai rata-rata pre-test adalah 57,85. Sedangkan rerata skor post test

siklus 1 adalah 70 dan rerata skor post test siklus 2 adalah 83,57. Peningkatan juga terlihat dari proses belajar mengajar dan penguasaan kosakata.

Kata Kunci: Penguasaan Kosakata, Lagu, Kelas Intensive

A. **RESEARCH BACKGROUND**

English, as an international language, plays a significant role in people's daily lives. It is recognized as a scientific language as well as a tool of communication. The use of English is very common. Many books, articles, advertising, television shows, and job postings, for example, are written in English. English is the first worldwide language that is formally taught at all levels of education, from elementary school to junior high school, senior high school, and university. Students are required to learn English since it serves a vital purpose, particularly in Indonesia. The objectives of teaching English vary depend on the materials used and the level of difficulty. The learner may need to master the four basic language abilities in order to communicate effectively in English. Listening, speaking, reading, and writing are the four skills. Aside from that, they must acquire a variety of language skills, including grammar, pronunciation, and vocabulary. One of the language components required for mastering English is vocabulary. As a result, when students speak in English, they not only use grammar but also vocabulary. "Without grammar, very little can be conveyed," Scott Thornburg (2002:13) says, "and without vocabulary, nothing can be conveyed." It indicates that when a learner speaks in a foreign language, particularly English, vocabulary is crucial.

In this section, the researcher focused on vocabulary mastery. Rai (2010:112) mentions vocabulary is a list of words, usually given in alphabetical order. Speaking of technical vocabulary, medical vocabulary and legal vocabulary to mean the list of words needed to describe concepts in that subject and used for discourse in that subject. According to Fries (1975:38) vocabulary is the essence of language learning that contains the words in the forms of a noun, adjective, verb, and adverb which will make language meaningful.

Vocabulary can help students effectively communicate their ideas both oral and in written. With the support of the teacher's guide, their thought can assist them in better comprehending the subject. Language teachers should have a good understanding of how to run an engaging classroom activity so that students can succeed in their vocabulary learning. With it, the student's enthusiasm for vocabulary learning should improve.

In learning vocabulary, many problems faced by students, so that they are very difficult to understand all of the materials that her or his teacher was explaining, they are: First, understanding the meaning of the word. Most students have found difficulties in understanding the meaning of words, because they may not know it when they are learning; so that it is so hard for them could understand the lesson well, and It also might make them disappointed and unmotivated. Besides that, they try to translate it into Bahasa Indonesia, so that they attempt to lookup it in the dictionary. Second, differentiating the foreign word-spelling. The student has found some similar words and sounds in English, so that might make them feel confused. Third, using the words, The students often forget words that have been learned before, so they are not able to make a sentence well. Jannah (2011: 2).

Based on the researcher observation at Intensive Class of SPM Wustha Blokagung, the students were not interested and got bored in English class, some of them noisy and did another activity, rather than paid attention and explanation to the teacher. Besides, also most of the students had low mastery in vocabulary, this can be proved by the fact that one of the students wrote the following sentence. "*Open your buk*", the word "*buk*" is written incorrectly by the student. The correct one should be "book". In this case, the vocabulary mastery of the student is still low.

Referring to the problem above, teachers should provide the best solution to accommodate the student problem by using media. One of the methods that can be used to solve this problem is by using songs. The song is an interesting medium that can help the student to memorize the words, besides, song also can motivate the students to know the meaning of the

word further. With song, the student can be easy to remember the vocabulary because it is familiar to them. Many songs are very famous, not only kids songs but also adult. Song provides an enjoyable atmosphere for the student; hopefully, the children will master the vocabulary better. Considering, the appropriate song is very important, because it will influence the student motivation to study. It assumed that if the student is motivated to learn vocabulary, they will enjoy- following the study process. So, it will be easy and fun to communicate with other people. The researcher focused on investigating the student vocabulary achievement after being using taught by using the song. Dale (1992:25) states that songs are good at introducing vocabulary because song gives a meaningful context for vocabulary.

According to Nambiar (1980:80), "songs introduce an atmosphere of fun, and informality in the classroom that is a far more conducive environment for language learning than a strictly regimented atmosphere. When the atmosphere of the class is fresh, it wills a guarantee that the students feel fresh in learning vocabulary." According to Griffe (1992:41), "songs are especially good for introducing vocabulary because songs provide a meaningful context for the vocabulary." According to Dobson (1997:92), "English songs has following benefits: (1) as you play a recording of an English song, the students are to listen effectively, thereby improving their aural comprehension. (2) vocabulary, sentiments, and cultural background. About the first purpose of the research in improving vocabulary mastery by using songs strategies, there was improvement of students' vocabulary mastery that could be seen from the findings from cycle 1 to cycle 2.

Based on the statement above, the writer chooses song in improving Student Vocabulary Mastery. The song chosen by the researcher is an English song covered by Alexandre Porat. Alexander Porat is a youtube star from Toronto, Canada, who is best known for the singing videos she has uploaded to the platform. Her channel has earned 1 million subscribers and 157 million views to date. She grew up in Vancouver, Canada, and relocated

to Toronto in 9th grade, attending Cawthra Park Secondary School for their Regional Arts program as a music major. She joined Youtube in June 2010. Her first video was uploaded in 2017 and was a cover of Selena Gomez and Kygo's "It Ain't Me" and received over 35.000 views. The researcher is interested to study the implementation of song themes as a media for teaching-learning in intensive classes on vocabulary teaching and learning.

B. RESEARCH METHOD

This study applies to Classroom Action Research (CAR). In Classroom Action Research, the teacher gives action to students. According to Arikunto and Suharjo (2006:3), Classroom Action Researches is a form of accurate learning activity againt and etc, deliberately raised and occur in a class together. This research intends to reveal an effort to improve the learning process by using English songs at the Intensive Class of SPM Wustha Darussalam, they the use of Classroom Action Research is considered relevant in this research.

According to Koshy (2005:14), Action research is about working towards practical outcomes, and also about creating new forms of understanding. It means that action without understanding is blind, just as theory without action is meaningless.

In this research, the researcher will apply two cycles. Each cycle consist of two meetings. Each meeting consist 60 minutes. So, there fourth meetings during research process. Each cycles consist of four steps, they are: planning, acting, observing, and reflecting.

To make clear what happens in every phase. Here are the explanations:

1. Planning Phase

a. Cycle 1

In this phase, the researcher made a plan for cycle 1. The researcher planned two meetings for cycle 1; 1 meetings for teaching 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 plan for two meeting. The researcher got the song from download from internet. The title of

songs in cycle 1 were "A Million Dreams" cover by Alexandre Porat.

b. Cycle 2

Based on the first cycle it was found that the students vocabulary mastery improved. But, some weaknesses were found 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 actively partcipate teaching learning activities.

In cycle 2, the researcher planned two meetings; one meeting for learning process and one meeting for giving post-test. In this cycle, the researcher prepared a new song entitle "You Are The Reason" cover by Alexandre Porat.

2. **Acting Phase**

In this phase, the writer give the material to the students based on the lesson plan that has been made.

a. First Meeting; The teacher explained about moral value of the song. The students were enthusiastic to ask the question. The students were asked to read the pronunciation correctly, but most of them pronounce words incorrectly. Teacher guided them to pronounce correctly. Then, the teacher gave a song entitle "A Million Dreams". 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 whiteboard then distributed the copy of the song lyric to the students. The teacher sang the song and the student repeated the teacher.

After repeating for many times, the teacher asked the student "do you understand the meaning of the song?" then she translated into Indonesian *"Kalian faham tidak artinya?"*. Most of student answered *"Enggak bu"*. The teacher explained the meaning of the words in the song and students understood the meaning. The teacher asked some students to go forward to sing

the song. In the beginning, they were confident to sing but the teacher guided them.

b. Second Meeting; Before continuing the lesson, the teacher reviewed the previous lesson, "Do you still remember our song yesterday?". Most students said *"Masih miss".* 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 louder singing. Then, the teacher asked the student to prepare for a test. In this meeting the teacher gave the test for cycle I. The teacher gave the instruction about procedure of doing this test. Then she started to Ask students to match the sentence and their meanings based on the song A Million Dreams cover by Alexandre Porat that has been taught previously. She gave 30 minutes to complete the test, here the researcher took the score and made notes to know how far English song could improve vocabulary mastery.

c. Third Meeting; The teacher started introducing the second song entitle "You Are the Reason covered by Alexandre porat". The teacher only taught this song orally. After that, the researcher thought them to pronounce the song word by word. After students recall previous vocabulary, the teacher explained purpose listening to English songs. Then the researcher invite students to sing together and ask difficult sentences, then the researcher explained the moral message in the song.

d. Fourth Meeting; the teacher did not give a new material to the students but the teacher wanted to check the students vocabulary mastery about song. The teacher motivated all students to participate in teaching process, talk them that the second test is the last test to motive them to be active in listening the song and answering the blank of the song and set down it is result on paper that is provided. "You are the Reason" song

cover by Alexandre Porat, it include into second test. After that, the researcher thought them to pronounce the song word by word and gave the test. The researcher explain them how to answer the task to got best result. The students answered the task while listen the English song. If the song has leave, the students must focus on the song and lift the answer has loose. After several minutes, the researcher asked the students collected their teacher test sheet. Then, the teacher and the students answered the blank English song together by discussing what the correct answers were and concluding the lesson.

3. **Observing Phase**

When observing, the observer has to look all the activities in the physical classroom. It may be about the teachers performance, condition of class, students response, how to the teacher teaches vocabulary, and sometimes the observer asked some students opinion about the process of teaching and learning vocabulary. Besides that, the observer also collected the data derived from evaluation or post-test.

Activites was done in this step are:

a. Researcher observe students at teaching learning process by observation note sheet.

b. Researcher observe students at teaching learning process

c. Generally the condition of the classroom while learning process was better than previous cycle.

4. **Reflecting Phase**

After collecting the data, both teacher and observer would analyze the data that had been collected. Then, they would reflect completely by seeing observation result, and it was necessary to hold evaluation for completing the next cycle. Thus, the reflection was able to be determined after implementing the action and observation outcome. If there is still might have found problems, so it needed to move to

the next cycle concerning re-planni6ng, re-acting, and re-observating. Therefore, the unfinished problems yet could be solved.

C. FINDING AND DISCUSSION

1. FINDING

After the researcher got data pf the problems in Learning English, especially in vocabulary, she prepared anything for his classroom action research. The research was conducted on March 14th and 17th 2022 for cycle 1, then continued on March 19th and 21st 2022 for cycle 2. It was carried in SPM Wustha Darussalam. The subject was the students of the Intensive Class consisting of 7 students. In doing her research, she is helped by a collaborator, namely Rosyid Hamdi, S.Pd, she was the English teacher of SPM Wustha Darussalam. The details are follow:

a. **Cycle 1**

In the first test, the students were low vocabulary. There were 1 students got 50 score, 1 student got 60 score, 2 students got score 70, 1 student got 75 score, 1 students got 80 score, 1 students got 85 score. Based on the result, the mean score of students in the first test 70 and percentage of students score 42.85%.

b. **Cycle 2**

In the second test, most of the students had been improved in all aspect of vocabulary especially to find the expression of congratulations and hopes. It means that they were improved in all aspect of vocabulary that had been limited by the researcher. There were 1 students got 60 score, 1 students were 70 score, 1 students got 75 score, 1 students got score 80, 3 student got 100 score. Based on the result, the mean score of students in the second test 8,3 and the percentage score 71.42%.

The students' vocabulary score improved from the first to the second listening English song test. The researcher gave the test in each lesson plan meeting. After teaching them, the researcher gave the test directly by using match a sentence and blank the English songs sheet task. The test from the first to the second meeting was about song cover by Alexandre Porat "A Million Dreams" and "You are the Reason". The

evidences can be looked from the mean score of the first to the second test; they were (70), (83). It can be looked on Students Mean Score Improvement. By application listening to English song method, the students score was significantly improved. There were differences in the lowest and the highest of students' vocabulary mastery score in each test which was given during the research. The differences showed that there was a significant improvement of students' vocabulary mastery.

2. **DISCUSSION**

After doing t2he research such as doing preliminary test, cycle 1 and cycle 2, the researcher finally conclude that improving students vocabulary mastery through English song really helps students to improve their vocabulary mastery. Based on two cycle result above, the data showed that by applying English song cover technique can improve students vocabulary mastery. The student more active, interested with the material and pay attention with the teacher in learning process.

According Griffe (1992:3) song is a part of music which has words, and it has some elements that make song different from the poetry or speech although they have many similarities. According to Brewster (2002:162) there are many advantages of using songs as learning resources. First, the song is a linguistic resource. In this case, the song is a medium for introducing a new language, as well as a medium for communicating strengthening grammar and vocabulary. The song also represents the language that already recognized by students in a new and fun form. Song too allows natural repetition of language and pleasant. Songs can be used to develop all integrative language skills, including improving ability student pronunciation.

By observation in the preliminary study, the researcher found that the main problems of vocabulary mastery during teaching learning process is the lack of effective and techniques in learning. Considering that the researcher implemented English song technique. As result, the students were interested in joining every step of this technique and could be active.

Finally, using English song cover by Alexandre Porat could improve not only the students vocabulary mastery but also their participant in the class. It can be seen from observation form, pre-test and test-result, and field notes. So, in cycle 2, the researcher satisfied with the result, because students vocabulary mastery were increase after taught by using English song cover by Alexandre Porat and students interest was more in vocabulary.

The Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) 75 as the criterion of success determined. Besides, improving the students' score, the implementation through listening to English song got positive responses from students in their teaching learning process of vocabulary. Based on the result, it was found that the application of English song cover method had successfully improved the students' vocabulary mastery. It is indicated from 7.05 mean score gained in. So, they are success to fulfill the target of Minimum Mastery Criteria, 3 student was in category fair, 2 students was in category good, It was one of method that could be used by English teacher in teaching vocabulary mastery. It is concluded that using English song covered by Alexandre Porat to improve vocabulary mastery of the Intensive class at Satuan Pendidikan Muadalah (SPM) Wustha Darussalam students is successful.

D. CONCLUSION AND SUGGESTION

1. Conclusion

Having analyzing the result of the research in improving students vocabulary mastery in Intensive Class of SPM Wustha Blokagung, the researcher sees that the using of English song is one of the effort to improve students vocabulary mastery,especially in the meaning of the word. Using English song in teaching vocabulary makes students became more enthuasiastic and enjoy 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 lowest score of students in cycle 1 was 50 while in

cycle 2 it increased to 60. For the highest score of students in the post test in cycle 1 was 85 and in the post test cycle 2 there was a significant increase to 100. In cycle 2 students who passed KKM 5 out of 7 students. The means score in pre-test is 57.85%. Meanwhile, the means sore in post-test cycle 1 is 70 and the means score of post-test cycle 2 is 83.57. 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.

2. **Suggestion**

The result of this study showed that using of listening to English song method improve students vocabulary mastery. 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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