

# USING ALBUM “YOU” BY ALI GATIE TO ENRICH ELEVENTH GRADE STUDENTS’ ENGLISH VOCABULARY AT SMK 17 AGUSTUS 1945 MUNCAR IN THE ACADEMIC YEAR 2021/2022

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## ABSTRACT

The type of research used in this research is classroom action research (Class Action Research) because the problem solved comes from classroom learning practices as an effort to improve student learning achievement. The process of implementing class action includes: (1) Planning, (2) Acting, (3) Observing, and (4) Reflection. The target of this research is the students of class XI AKL 2, totaling 20 students. The data collection technique uses observation, interviews, documentation, and tests. Observations, interviews, and documentation were used to explore data about the English learning process, student responses, student and researcher conditions. Meanwhile, the test method was used to obtain data on the English learning outcomes of Class XI AKL 2 SMK students on 17 August 1945 Muncar. The data analysis used includes observation data, determining whether data, verification data, and conclusion. The indicator of success in this study is if the mastery of the material learners reaches 75% of the goals that should be achieved, namely the KKM value of 75.

The results of the study indicate that there has been an increase in the learning achievement of students in English subjects. This can be seen from the results of the evaluation given by the researchers, in the Preliminary test the average score of students was 59.75 with a percentage of completeness of 25%, followed by Cycle I the average value of students reached 68 with a percentage of completeness of 55%. and at the time of cycle II, the average value of students increased to 81.5 with a 100% completeness percentage.

**Keyword: Vocabulary, English Song, Ali Gatie, Eleventh grade at SMK 17 Agustus 1945 Muncar**

## A. Introduction

English is quite probably the principle aspect in training to foster human sources. It is being relied upon to have the option to make people aware with regards to future where English will be applied in all fields even presently English can be observed correctly all over

the place and without fail. Crystal (in McKey.2000:7) says that English is unexpectedly assuming the role of an international language, and no other language has unfolded around the world so significantly, making English a really international language. Consequently, mastery of English is should. In Indonesia, English is a crucial subject in the curriculum.

English is an international language that is the language used for conversation among nations. Crystal (2000: 1) mentions that English is a global language. The principles manner of communication during the world is language. Language is a symbol system in the form of sound, arbitrary, used by the community to talk, work collectively, communicate, and to identify themselves (Keraf & Chaer, 2006; 1). From the explanation, we can conclude that English is a bridge which can connect a person from one country to someone from any other country with one language to talk. Consequently, it is very crucial to recognize and learn English.

Generally, English language has four skills, such as listening skill, speaking skill, reading skill, and writing skill. But Speaking most important than others. It cause speaking is an activity to deliver information or message to the others. According to Richard (2008: 19) on Nurhayati and Harpen (2018: 79), “for amount of foreign language learners to prioritize speaking skill in English to be mastered”. Hence, it is a must for the students to acquire speaking skill.

Thereunto, in the Al- Qur'an surah Ar- Rahman verse 1-4 Allah already declared: **الْبَيِّنَاتِ - ٤**  
**الرَّحْمَنَ ١ - عَلَّمَ نَزَّ الْقِ ٢ - خَلَقَ نَ الْاِنْسَانَ ٣ - عَلَّمَهُ ن**

“The beneficent, hath known the Qur'an, He hath created man, He hath taught him utterance”. That is supported by Uma and Ponnambala (2001) who nation that learning language skills will decide the students' communicative competence within the target language. Mastering English as a foreign language requires sufficient vocabulary to play inside the four language skills.

Vocabulary is one of the most crucial components of English. It is taken into consideration as the most critical one for students in learning English as a foreign language. Due to their limited vocabulary, they cannot speak their thoughts transmitted to them (Kufaishi, 1988). Vocabulary mastery should be received by students so that you can get different skills like listening, speaking, reading, and writing. In other hand, vocabulary mastery takes a crucial function in learning the four primary skills of English.

Based totally on its use in language skills, vocabulary in English is split into active vocabulary and passive vocabulary. Active vocabulary is the words that the speaker can apprehend and pronounce efficiently and use constructionally in speaking and

writing skills, while passive vocabulary is the words that the speaker acknowledges and knows within the context, however the speaker cannot produce efficiently in speaking skills and writing (Haycraft, 1978:44). According to Charles D. Fries (1945: 959) that vocabulary (vocabulary) is an essential part of learn a foreign language, where students are required to master the word by word so that it is possible increase the student's vocabulary. Because with a good vocabulary it can increase students' confidence in learning English, it can make them feel enthusiastic to learn other skills in English.

The location of the research is SMK 17 Agustus 1945 Muncar. SMK 17 Agustus 1945 Muncar was established in 1976 under the auspices of the Yayasan Pendidikan Nasional (YAPENAS) 17 August 1945 Banyuwangi. At first SMK 17 Agustus 1945 Muncar managed 2 skill competencies: Accounting and Business Administration, but now there are 5 Skill Competencies: Institutional financial accounting (AKL), Marketing (PM), Hotel accommodation (APH), Software engineering (RPL), Technical light vehicle (TKR)

SMK 17 Agustus 1945 Muncar has its address at Jl. Raya Blambangan No. 37 Muncar Banyuwangi.

For the population researcher decide to looking for data at eleventh grade of SMK 17 Agustus 1945 Muncar, specially at accounting major. There are two classes of accounting majors in the eleventh grade, namely XI AKL 1 and XI AKL 2. This research will focus with students at XI AKL 2 class.

Students seem to underestimate English lessons, as evidenced when I first entered the class for introductions, they asked me to use Indonesian. Coincidentally my research activity coincided with the midterm exam, even when I was able to take part in guarding the exam there were students who looked for answers by tearing the paper into 4 or 5 parts, then writing a, b, c, d and e, and to determine the answers, they shuffled 5 of these papers and take one of them at random, whatever letters are on the paper, that's the answer to the question given. This suggests that how much they do not care approximately English lessons, so that they sense indifferent to their learning results about English

Using a learning model that is more able to attract students' attention, one of which is using songs. As we know that songs are so popular in this era, so we can stimulate students' liking and when students are starting to get interested in the lessons or models that we provide, then we give a few tasks related to the song, whether it's looking for vocabularies who don't know meaning or something else.

Students are usually not interested in English because of the lack of vocabulary, therefore the teacher must have an effective strategy to overcome it. One of them is to increase students' vocabulary by using songs, which in this study used in the learning process is the album "You" from Ali Gatie which contains 9 songs.

The album "you" by Ali Gatie is songs with the theme of love, a good way to have an amazing effect whilst implemented to increase vocabulary for class XI SMK students, due to the fact class XI SMK is a phase in which they begin to understand what love is, so they will feel curious approximately what vocabulary is inside the songs and cause enthusiasm in following and expertise the material that will be given.

## 1. Research Problem and Objective of the Research

Based on the background above, this study is arranged to answer this question. How is using album "You" by Ali Gatie to enrich eleventh grade students' English vocabulary at SMK 17 Agustus 1945 Muncar – Banyuwangi in academic year 2021/2022?. And Based on the formulation of the research problem, the purpose of the research is To describe the using album "You" by Ali Gatie to enrich eleventh grade students' English vocabulary at SMK 17 Agustus 1945 Muncar – Banyuwangi in academic year 2021/2022.

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## 2. English song

According to Merriam Webster, song is a melody for a lyric poem or ballad. Song is one of teaching media that may be used to educate any material, it is able to be used to create an extra enjoyable in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies. Song, based on the oxford dictionary, is a little part of music. In addition, Griffie states that song is a part of music which has words, and it has some elements that make song differ from the poetry or speech although they are has many similarities.

## **B. Literature Review**

### 1. Vocabulary

#### a) Definition of Vocabulary

Vocabulary is one of the important aspects that must be learned when people learn a language. Vocabulary is also very important in teaching and learning English. Vocabulary is the entire number of words in a language; all the words recognized to someone or used in a selected book, concern, and so forth; a list of words with their meaning, specifically one that accompanies a textbook (Hornby, 1995: 1331).

#### b) Types of Vocabulary

In language area, there are many kinds of vocabulary based on some experts. First, dealing with the characteristic of the word, vocabulary is divided into two kinds. According to Nation (2001), there are two kinds of vocabulary:

##### 1) Receptive Vocabulary

As James F. Shepherd said, your receptive vocabulary is the words you know when you listen or read – the words you know when you receive thoughts from others. Your productive vocabulary is the words you use when you speak or write – that is, when you express your thoughts to others.

##### 2) Productive Vocabulary

A productive vocabulary is words that are understood by someone enough to make one feel comfortable using a word while writing or speaking. A productive vocabulary was smaller than a receptive vocabulary, since a receptive vocabulary would almost certainly contain many words that a person would not normally use when speaking and writing.

Second, dealing with frequency and range vocabulary often occur in the language, Nation (2001) states that there are four kinds of vocabulary in the text:

##### 1) High frequency word

These words are almost 80% of the strolling words inside the text. High frequency words are 2000-3000 words most usually. The primary priority is in

vocabulary study due to the fact these words cover 80% or more of the words that stroll in any written or spoken text.

## 2) Low frequency word

All the relaxation of the word families which of these words are recognized or are worth learning rely on learners' personal interest, educational background or modern research, region of employment, social, cultural natural surroundings and so forth. The words just arise rarely.

## 3) Academic word

Words families arise a whole lot more regularly in educational texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of various disciplines.

## 4) Technical word

Low frequency phrase families that are used specifically discipline, career, sport, culture or another special field. they are generally known only by people with an interest or information in applicable place.

## 2. Teaching Vocabulary Using Media

Media is indispensable in the learning process. In the learning process, media has a very important role, because it can help students easier to understand the lesson. It can be concluded, the use of media in the teaching and learning process is very beneficial for both teachers and students. For students, the media can attract attention so that it can generate student interest in English lessons.

## 3. English Song

### a) Definition of English Song

According to Merriam Webster, song is a melody for a lyric poem or ballad. Song is considered one of teaching media that can be used to educate any fabric, it is able to be used to create an extra relaxing in learning foreign language. It also may be used to teach vocabulary due to the fact in the lyrics of song there are numerous varieties of vocabularies. Song, based on the oxford dictionary, is a little part of music. Further Griffie states that song is a part of music which have words, and it has some elements that make song differ from the poetry or speech although they are have many similarities.

#### b) Procedure Teaching English Song

In this case, the writer will apply song lyrics in teaching vocabulary using the following system:

- 1) Introducing lessons as an easy and fun way to analyze new words.
- 2) Ask students to work in pairs.
- 3) Distribute a piece of paper containing a different song for each pair
- 4) Let students pay attention to the lyrics.
- 5) Ask students to circle a word that is unfamiliar to them they are.
- 6) Ask students to translate the vocabulary they know
- 7) Ceck their work one by one.
- 8) The teacher asks students about the meaning of a phrase.

From the procedures above, the researcher assumes that students will easily recognize the material and memorize vocabulary without problems and now cannot feel bored in elegance.

#### c) The Advantages and Disadvantages of Song

As a teaching medium, songs prevent students' boredom in language classes. The use of songs in the teaching and learning process has the right implications, namely:

- 1) Creating a pleasant atmosphere, so students feel comfortable with learning
- 2) Facilitate a positive learning atmosphere and encourage students to learn. Music facilitates students to pay attention to the material discussed and increases their attention in acquiring knowledge.
- 3) Connecting students with content topics. Students are expected to understand the topics studied through song lyrics.
- 4) Reduce the level of learning tension. As a filler, when students feel bored the teacher can stimulate students by playing music so that students are active again.
- 5) Deepen understanding and strengthen memory through emotional associations because the songs are familiar to students' lives. So, students are easy to recognize the material.
- 6) Stimulate imagination and creativity. Songs are a good stimulus for imagination and can find students' creativity.
- 7) Improve grammatical structure. Students easily recognize the grammatical

structure of a song by analyzing the tenses of the lyrics of a song.

- 8) Implanting new vocabulary. Students can enrich their vocabulary after listening to the song.
- 9) Teach pronunciation correctly. It is quite possible for us to imitate the pronunciation of native speakers by listening to English songs.
- 10) Make mastering English fun for beginners. They create a comfortable atmosphere and keep beginners inspired with enthusiasm to master.

### C. Method

#### 1. Research Design

Classroom Action Research was employed for this study. The researcher employed a collaborative action research approach, in which he and another English instructor conducted the study together. CAR, according to John Elliot, is the study of social situations with the goal of improving the quality of action in those contexts. It strengthens Classroom Action Research was employed for this study.

#### Basic Action Research Routine

Activity	Explanation
Look	<ul style="list-style-type: none"><li>• Gather relevant information</li><li>• Build a picture: Describe the situation (define and describe)</li></ul>
Think	<ul style="list-style-type: none"><li>• Explore and analyze: what is happening here? (Analyze)</li><li>• Interpret and explain: How/why are things as they are (theorize)</li></ul>
Act	<ul style="list-style-type: none"><li>• Plan (report)</li><li>• Implement</li></ul>

#### 2. Subject

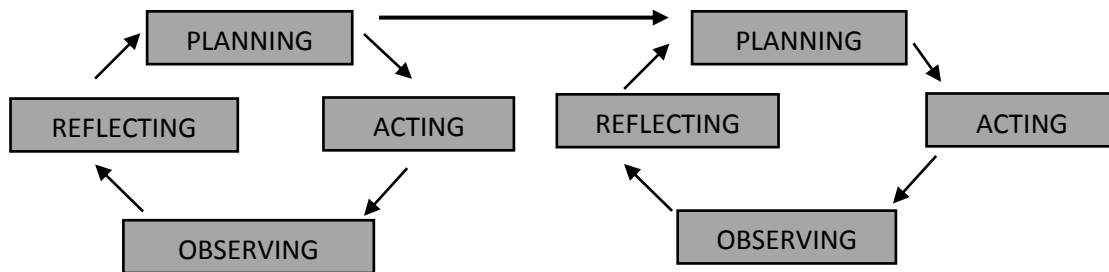
The participants in this study were 20 11th grade students from the AKL 2 Department of SMK 17 August 1945 Muncar-Banyuwangi. This study was placed during the first semester of the school year 2021/2022.

#### 3. Procedure

The researcher would want to present Kurt Lewin's model of classroom action research in order to make it apparent. It can be represented in the following. The authors employed the Kemmis & McTaggart CAR model (1998). This CAR was divided into



two cycles, with cycle one being the first and cycle two being the second. According to Kemmis & McTaggart (1998), action research typically encompasses four main phases in a research cycle. (1) Planning, (2) Action, (3) Observation, and (4) Reflection are the four phases of a cycle. The four phases are depicted in the diagram.



#### 4. Cycle 1

##### a) Planning

Action planning is the first step in making learning techniques adapted to the syllabus. A method of using songs to enrich the vocabulary that includes its relevance to the curriculum, course program, and even the syllabus. The researcher chose to use songs to enrich the vocabulary based on the principles and characteristics in this case. Lesson plans are used to track activities and time allotted. It is also helped by the use of lesson plan.

##### b) Acting

##### 1) Pre-Activity

The researcher started the action by welcoming the participants and checking their attendance records. The researcher informed the students that they had been selected to participate in the action research. To ensure that the researcher went well, the instructor gave a promise to the students that they would not be allowed to be in dire circumstances during the action research process. After that, he explained the research and the role of researchers and students during the research.

Researchers begin by brainstorming ideas. It is used to determine students' prior understanding of the issue. Researchers asked various questions in previous lectures to increase student motivation.

The aim of the Live Practice is to assess vocabulary mastery before applying the approach. The researcher then discussed and asked some questions to the students about the learning process of using video songs to enrich their vocabulary.

## 2) Main Activity

The researcher presents Direct Practice, instructional goals, and processes from Direct Practice after focusing on the topic. Because one of the hallmarks of Direct Practice is that it is casual and entertaining, it is used to encourage pupils to practice speaking properly in a timely manner.

The researcher introduced and used Direct Practice for observation for the first time at the first meeting. Before using the 'Daily. In direct Practice Activity,' the instructor decides on the same themes with activities based on the student's ability. The goal is to make it easy for pupils to obtain data or information. Despite the fact that the topic has been used earlier, the researcher uses the Direct Practice approach to give each student time to learn and prepare.

Before beginning Direct Practice, the researcher asked students if they were ready to begin by referring to the themes that had been addressed. Researchers prepare themselves to offer an assessment of these activities when students are ready to Practice.

## 3) Post Activity

In the post-activity activity, the teacher closed and gave feedback to the students about the Live Practice activities, assuming that they were better than before. During the learning process using song videos, the researcher asked the students about their challenges.

## c) Observing

Students from SMK 17 August 1945 Muncar were on hand to observe the activity. Face-to-face instruction is being used by pupils. On the student observation sheet, the observation report is placed. During the teaching and learning process, the following issues have been discovered:

- 1) Students' vocabulary mastery is still lacking, especially in terms of vocabulary, pronunciation, and fluency.

2) Students struggle with unfamiliar terms. The lack of precise methods used in the teaching and learning process of students used to be the cause.

d) Reflecting

The researcher observed in his journal that students were less involved in learning English, at the first meeting of cycle 1. In class, students' achievement in speaking was low. From the initial exam, it is known that only a few students can get a score of 75 or more. That they find it difficult to speak in front of the class because of the lack of vocab they have. Because the teacher only presented the Daily Activity material and taught how to talk about information so that others could understand at the first meeting of cycle 1, most of them made noise and disturbed their friends during the learning process. Students begin to try to carry out the exercise directly at the second meeting of cycle 1. What is learned can be understood by all students. After explaining the news, the instructor was not given a test, but students were asked to discuss with their peers. The students are not required to present in front of the class, but they are allowed to have a dialogue and have fun with the song that is playing. The teacher continued the lecture about the meaning of the lyrics of the song. Students deliver the discussion in front of the class after the teacher gives an explanation, and the teacher gives a score. And at the last meeting of cycle 2, the teacher did not explain the content, but did a test on the practice of conversion using some of the words in the song in front of the class, which all students responded positively. Based on the results of the reflection of the first cycle, it has been determined that the second cycle must be completed. The second cycle is expected to produce greater results than the first. Students' grades have improved, and now they all meet the minimum completion requirements

5. Cycle 2

a) Revision of Cycle I

Based on the results of student scores in the first cycle with an average of 68. The researcher revised the strategy applied in cycle I. Because the first time students met with other friends to have a dialogue using the vocabularies they got from the song, it caused the following obstacles, students were nervous. By knowing this, the researcher uses the method using video songs in cycle II which is different from the first direct practice method used in cycle I. The difference between the two is that the

information on the second Direct method to improve speaking skills is more complete than the second Direct method. before. Because the researcher provides direct examples to practice with other friends consistently. In addition, students can increase vocabulary and pronounce better and correctly according to complete information.

#### b) Planning

When it comes to planning, researchers Making lesson plans, especially for vocabulary content. Using song video media, the researcher created research tools to be used in teaching. After the instructor explains the material, students have to listen. After the teacher finished explaining, the students had to try to practice it. Students try to follow the directions from the teacher by trying to practice the vocab they got after watching the video song. have a discussion about the topic with other students. Then, in front of the class, each student can voice their thoughts.

The researcher completes the additional lesson plans prepared in cycle 1 at this stage, and corrects the previous deficiencies. In terms of news, the questions in cycle 1 and cycle 1 are the same. Cycle 1 begins with the introduction and ends with the conclusion of the teaching and learning process.

#### c) Acting

##### 1) Pre- Activity

Before beginning cycle 2, you must first complete cycle 1. The researcher began the lesson by introducing himself, inquiring about the students' health, and verifying the attendance list. The researcher informs the students that the Direct Practice form for action research will be continued. To ensure that the research was successful, the researcher made a promise to the students that they would not be given permission during the procedure. After that, the researcher explained the research and the duties of both the researcher and the students throughout cycle 2 of the research. The researcher began by doing some brainstorming exercises. Students' past knowledge on the issue is used to determine how far they grasp the topic. Ask some questions on the prior lesson to help students stay motivated.

## 2) Main Activity

The researcher explains and reviews, the objectives of the Direct Practice, and the methodology in this section. Since one of the advantages of using song videos is that it attracts students' attention and is entertaining, it seeks to stimulate students to understand better and motivate them to memorize the vocab without feeling obligated. To help students understand and do the Live Practice better than before, the researcher demonstrated the Live Practice by playing a video song using the lyrics, followed by a discussion. After watching the song video, the teacher instructs the students to form groups of four to five children each. After forming the group, the researcher chose a theme from the list of songs that had been played. The researcher gave thirty minutes for each team to prepare. The teacher invites students to refer to the subjects presented before starting the Live Practice. When students are ready to practice in front of the class, the instructor uses the grading sheet to prepare for the assessment.

## 3) Post Activity

After the assignment is completed, the teacher checks the topic and provides feedback to encourage students to improve their Practice performance. In addition, the teacher makes decisions about the Method of using song videos, and he always asks the students about any challenges they face during the process of enriching the vocabulary before ending the meeting.

## d) Observing

During the teaching and learning process, observations were made to determine student activities. When presenting Daily Activity Materials, students can use the vocabulary they have got.

As a result, researchers collect data to serve as the basis for reflection. At the same time, observations and actions are being carried out. It is designed to help students learn more about their behavior, attitudes, performance and activities by using Live Practice in the classroom. The researcher was assisted by an English instructor as a collaborator when conducting observations.

#### e) Reflecting

Based on students' observations and examinations, it is clear that using video songs to enrich vocabulary is effective and beneficial for students. In accordance with the description in each cycle, student learning achievement is shown through the use of video songs to enrich vocabulary, which students appreciate in the teaching and learning process, and because the teacher's material is more creative, less repetitive, fun, and innovative. The use of video songs can improve students' performance in enriching vocabulary, according to this finding. The researcher found that the application of using video songs to enrich vocab in Cycle I had not been successful. KKM 75 attended. In addition, 45% of students did not pass. The problem is the ccu of the children and their ability and willingness to memorize vocab in cycle I.

Meanwhile, they should use song videos to increase their interest in memorizing and understanding vocab. As a result, the first cycle was changed in the second cycle, and the first method was added to the second cycle slightly. Furthermore, student achievement increased in cycle II, with 100% completeness of students. Table observation result of the students Cycle II can be seen in appencices VI.

Based on the findings of this cycle, the researcher concluded that the application of the use of video songs in teaching and learning activities resulted in an increase. The achievement of the success criteria shows an improvement: first, students are involved in the teaching and learning process. This is known through the activeness of students in the learning process and the results of the observation sheet and adjudication sheet in cycle 2. Second, when it is the students' turn to speak, they can practice the vocab they have gotten from the video song they have watched.

Furthermore, the action of cycle 2 has met all the success criteria. During the application of the approach using video songs, students were more involved and enjoyed following the lesson. As a result, the researcher came to the conclusion that the activity would be stopped in cycle 2.

#### **D. Finding**

Based on data analysis, it appears that the use of video songs can improve student achievement in enriching vocabulary. Quantitative evidence supports this. Students who score more than 75 in cycle 1 are 11, while students who score more than 75 in cycle 2 are

20, and the percentage of students who score more than 75 in cycle 1 is 55%, while the percentage of students who score more than 75 in cycle 2 is 100%. Qualitative data in the form of observation sheets also supports this. As a result, using video songs was proven to improve students' ability to enrich vocabulary.

The purpose of this study was to use video songs to help students enrich their vocab. The most important aspect of implementing a song video is that it allows students to feel more relaxed and less engrossed. using video songs are selected based on language learning objectives, such as motivating students to actively participate in the teaching and learning process in class, encouraging students to communicate in English, developing positive interactions between students, improving students' speaking skills in English, providing opportunities for students to take the initiative oral communication, asking students to think critically, and enabling students to be more confident in conveying or expressing themselves.

During the teaching and learning process, student outcomes are actively involved. Their reactions to the adoption of the use of video songs had a beneficial effect on their ability to communicate. After the implementation of using the song video, the students were more involved and excited to know the meaning of the new vocab. Students become more curious about the meaning of the song. Students dare to appear and express themselves in front of the class. With Live Practice, children love to follow the lessons. Finally, the average score from cycle 2 meets the requirements for success.

## **E. Discussion**

The researcher got some conclusions about the benefits of using video songs approach based on reflection and data acquired during cycles.

### **1. Establishing objectives**

The following are the specific objectives associated with using video songs to enrich vocabulary in this study.

- a. Provide instructors with design references for teaching and learning activities that involve the introduction of native speakers.
- b. In terms of enriching vocabulary, it is best to use video songs to make the class atmosphere enjoyable.
- c. Encourage students to be more enthusiastic in enriching vocab so that they know the

meaning of the new vocabularies they find.

## 2. The use of media video songs Method is presented.

The method of using songs to enrich vocab is used to train students' ability to memorize vocab. Researchers provide techniques using western song videos as a paradigm in teaching for several reasons, including:

- a. Because the approach is fun, creative, and innovative, children are motivated to be more enthusiastic in enriching vocabulary by using this method.
- b. So far, students are rarely interested in learning English, so this form of exercise is unique.
- c. Changing the perspective of students who memorize vocab is not as difficult as it seems by using this strategy.

## **F. Conclusion**

This chapter describes the final results of the research using the album "You" by Ali Gatie to enrich vocabulary. This chapter will discuss conclusions and suggestions regarding the application of using songs to enrich vocabulary.

Based on students' problems in their environment, students like most students have weak vocabulary, moreover students tend to be silent during question and answer activities in the teaching and learning process. Here the researcher found that the students felt less interested in learning English. The students feel bored with English lessons so they pay less attention to what is explained by the teacher. The students do not have high motivation to learn English in the sense of enriching their vocabulary. Another factor that causes low student motivation, especially in memorizing vocabulary, can also be caused by the lack of teacher variation in teaching techniques during the teaching and learning process in the classroom.

To overcome the problems in students, the researcher chose one of the teaching techniques, namely using songs to enrich the vocabulary which was able to create a good learning atmosphere. First and foremost, this method can enhance and motivate students to think critically about information, and encourage them to engage the material broadly, deeply and personally. The method of using songs is able to improve students' skills in memorizing vocabulary. In particular, the method of using songs can make the atmosphere in a class that is usually monotonous more varied, so that students do not feel bored and are



more interested in following the lesson.

From this statement, it can be concluded that using song media can increase students' motivation in learning. In short, generating students' interest in knowing the meaning of the song's lyrics can have a positive impact on students' interest and motivation in learning English and improve their vocabulary.

The following conclusions may be derived after evaluating the data:

1. Based on reflection and data obtained during action research, the researcher found several points that refer to improving vocabulary mastery through the method of using song media.
2. Learning outcomes using songs can improve students' vocabulary. Students are easier to memorize the new vocabulary they find in the songs.
3. The ability to increase students' vocabulary can be shown from their ability to practice conversation using the new vocabulary they found in Ali Gatie's songs.
4. The use of variation strategies in the teaching and learning process in class activities can form students' learning motivation which can increase their interest in enriching vocabulary.
5. Based on reflection in cycles 1 and 2, the researcher found that all the success criteria were met in cycle 2. The results of student responses to the use of the album "You" by Ali Gatie to enrich vocabulary were satisfactory as stated.
  6. The results of this study indicate an increase in student achievement in adding vocabulary, especially in class XI AKL 2 SMK 17 August 1945 Muncar. The students' average scores on the second exam demonstrate this. The average score in cycle 1 is 68, and the average score in cycle 2 is 81.5. In cycle 1 there were 11 students who scored more than 75, and in cycle 2 there were 20 students who scored more than 75. And the proportion of students who scored more than 75 in first cycle was 11 students, while the percentage of students who scored more than 75 in the second cycle is 100%. In addition, the observation sheet shows that students' vocabulary memorization skills have improved.

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