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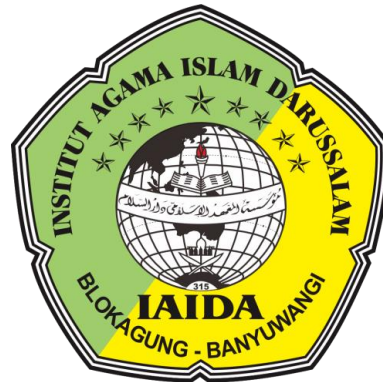 IMPROVING STUDENTS' VOCABULARY MASTERY USING ENGLISH SONGS COVERED BY ALEXANDRE PORAT AT INTENSIVE CLASS OF SPM WUSTHA DARUSSALAM IN ACADEMIC YEAR 2021/2022

THESIS

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ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI
2022

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

THESIS

Presented to the Faculty of Education and Teacher Training

In a Partial Fulfillment of the Requirement for the Degree of Strata 1

In English Education Department
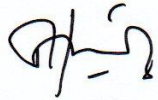
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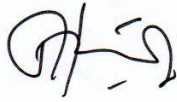
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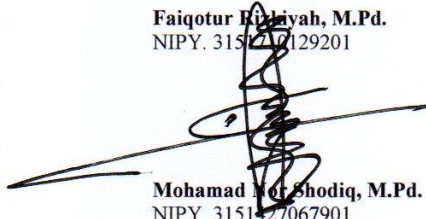
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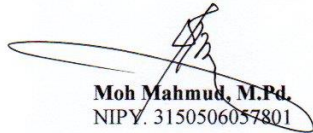
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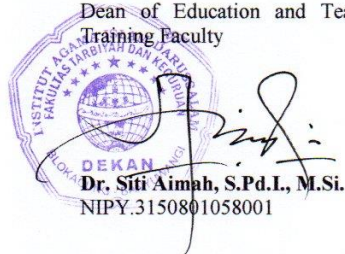
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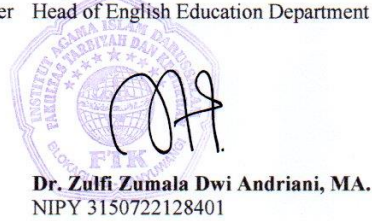
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Nur Ainayatul Karimah

MOTTO

"Your success is only a matter of time, pray, and

effort"

DEDICATION

This thesis is dedicated to :

My Beloved Parents who have given all the

support, material, and endless prayers

My Lovely Sister and Brother who have

given stories and colours in my life

ABSTRACT

Karimah, Nur Ainayatul, 2022. *Improving Students' Vocabulary Mastery Using English Songs Covered by Alexandre Porat at Intensive Class of SPM Wustha Darussalam in the Academic Year 2021/2022.* Banyuwangi: English Language Education Study Program, Darussalam Islamic Institute.

Keywords: Vocabulary mastery, Song, Intensive Class

This study discussed and analyzed the use of songs to improve vocabulary mastery at the intensive class of SPM Wustha Darussalam. The major concern was about the description of songs implementation in the classroom and the extent to which the use of songs could help the students improve their vocabulary mastery. Therefore, this study was conducted to investigate the student's progress in terms of vocabulary mastery using English songs covered by Alexandre Porat, and the implementation of the song in the teaching-learning process.

The approach used in this research is classroom action research. This action research was conducted in two cycles; in the first cycle, consisting of two meetings: one meeting for teaching learning process and one meeting for giving post-test in cycle 1, and in the second also consisting of two meetings: 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, and test. Tests are given in pre-test and post-test. Furthermore, the researcher used interview, observation, and the students' achievement in pre-test and post-test in order to support the data collection.

The result of the research shows that there are positive improvements in students' vocabulary mastery and class situation in teaching learning process. 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.By using English song in teaching vocabulary, students could easily understand and memorize new vocabulary. In the teaching learning process, when the teacher uses English song, the students are enthusiastic and enjoy during teaching learning process. They are very happy because they could relax and listen to the music.

ABSTRAK

Karimah, Nur Ainayatul. 2022. Meningkatkan Penguasaan Kosakata Siswa Melalui Penggunaan Cover Lagu Bahasa Inggris Oleh Alexandre Porat Pada Kelas Intensif SPM Wustha Darussalam Tahun Pelajaran 2021/2022. Banyuwangi: Program Studi Pendidikan Bahasa Inggris, Institut Agama Islam Darussalam.

Kata Kunci: Penguasaan Kosakata, Lagu, Kelas Intensif

Penelitian ini membahas dan menganalisis penggunaan lagu untuk membantu meningkatkan penguasaan kosakata di kelas intensif SPM Wustha Darussalam. Perhatian utama adalah tentang deskripsi implementasi lagu di kelas dan sejauh mana penggunaan lagu dapat membantu siswa meningkatkan penguasaan kosa kata mereka. Oleh karena itu, penelitian ini dilakukan untuk mengetahui kemajuan siswa dalam hal penguasaan kosakata melalui penggunaan cover lagu berbahasa Inggris oleh Alexandre Porat, dan implementasi lagu tersebut dalam proses belajar-mengajar.

Pendekatan yang digunakan dalam 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. Tes diberikan dalam pre-test dan post-test. Untuk mengumpulkan dan menganalisis data, peneliti menggunakan wawancara, observasi, dan hasil belajar siswa pada pre-test dan post-test untuk mendukung pengumpulan data.

Hasil penelitian menunjukkan bahwa ada peningkatan positif dalam penguasaan kosakata siswa dan situasi kelas dalam proses belajar mengajar. Peningkatan penguasaan kosakata siswa ditunjukkan dengan sebagian besar nilai siswa berada di atas kriteria ketuntasan minimal yaitu 75. Sedangkan nilai rata-rata post-test mereka lebih tinggi dari nilai rata-rata pre-test. Nilai rata-rata pre-test adalah 57,85. Sedangkan rata-rata skor post-test test siklus 1 adalah 70 dan rata-rata skor post-test siklus 2 adalah 83,57. Peningkatan juga terlihat dari proses belajar mengajar dan penguasaan kosakata. Dengan menggunakan lagu bahasa Inggris dalam pengajaran kosakata, siswa dapat dengan mudah memahami dan menghafal kosakata baru. Dalam proses belajar mengajar, ketika guru menggunakan lagu bahasa Inggris, siswa antusias dan menikmati selama proses belajar mengajar. Mereka sangat senang karena bisa bersantai dan mendengarkan musik.

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<p dir="rtl">بِسْمِ اللهِ الرَّحْمنِ الرَّ حِيْمِ</p>

In the name of Allah, the Most Gracious and the Most Merciful. All praises is due to ALLAH who creates knowledge as the light of life. May peace and blessing be upon our Prophet Muhammad SAW, who has struggled whole heartedly to deliver the truth to human being and guide his ummah to the right path.

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In this writing, there are still many mistakes and shortcomings, therefore all contructive criticism and suggestions will improve the writing of this thesis and will be useful for writers and readers.

Banyuwangi, 28th June 2022

Nur Ainayatul Karimah

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CHAPTER I

INTRODUCTION

A. Research Background

Language is an important tool to communication. To communicate means to understand, to express many ideas, and also to develop a culture between speakers and listeners or writers and readers. Language is more than just communication tool; it is the primary method by which we do things together by share meaning of common ground. People need to communicate in doing daily activities and making an interaction to other people in their life. One of the popular languages used is English.

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 research that had been done by the research in October, it can be seen that many teachers in the Junior High School gave vocabulary to the student using the old method. It means that some teachers in Junior High School did not use a certain method in teaching vocabulary. They wrote their vocabulary on the whiteboard, and then they asked the student to read it after them. And when they thought that the student memorized it, they asked the student to copy it to their notebook. The teachers thought that it was successful, but in fact, most of the students forgot it. "I see, I read, I write and I forget" this expression is to show the teaching vocabulary for a student without using a certain method.

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. So, to get the current finding the researcher decided

the study under the title "**Improving Students' Vocabulary Mastery Using English Songs Covered by Alexandre Porat at Intensive Class of SPM Wustha Darussalam in Academic Year 2021/2022".**

B. Research Problem

Based on the research background above, the formulation of the problem is as follows:

1. How is the implementation of English song in teaching vocabulary at Intensive Class of SPM Wustha Darussalam?

2. How is the improvement of student vocabulary mastery by English song at Intensive Class of SPM Wustha Darussalam?

C. Research Objective

Based on the research question above, the objective of the research is:

1. To describe the process of English song to improve student vocabulary mastery at Intensive Class of SPM Wustha Darussalam.

2. To analyze the improvement of student vocabulary after using English songs at the Intensive Class of SPM Wustha Darussalam.

D. Research Significance

The significance of the study are can be theoretically and practically:

1. Theoretically

The Theoretical significance of this research is to the analysis of using the song A Million Dreams by Alexandre Porat on vocabulary teaching and learning at SPM Wustha Darussalam. As far as the students develop an understanding of vocabulary teaching and learning. So that

the students or people who read this know to use a song in teaching-learning.

2. **Practically**

a. For the Students

This research is to make the students improve vocabulary mastery. The researcher expected that all the students could enjoy when they learn English, and they could be interesting to know about new vocabulary through A Million Dreams song.

b. For the Teacher

This research is expected to be useful for English teachers as one of the alternative techniques to teach vocabulary.

c. For the other Researcher

This study may also inspire other researchers to research issues which vocabulary mastery.

E. **Research Scope and Limitation**

This research is obviously restricting to the process of the use of English songs covered by Alexandre Porat in teaching vocabulary at the intensive class of SPM Wustha in the academic year 2021/2022. In this case, the researcher will focus some problems on fluency in vocabulary mastery at the intensive class of SPM Wustha.

F. **Definition of Key Terms**

Key term describe the realm of the problem under study and key technical terms related to the research reported. Key terms can be taken from the tittle of the research or from the article body, even those not explicitly

written in the article, but indeed reflect the realm of the problem under study. Some key term is presented in the following bodies:

1. **Vocabulary**

   According to Manser (1995:461) vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is the total number of words in a language.

2. **Vocabulary mastery**

   According to Madsen (1983:12), The purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

3. **Alexandre Porat**

   Alexandre 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.

4. **Intensive Class**

   Intensive class is an intensive course, also known as time-compressed courses, accelerated courses, or sometimes called summer terms, are intense individual courses of study that require maximum progress of learning in minimal time.

5. Song

The Encyclopedia of America (1998) defines a song as a short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for several voices and is generally performed with instrumental accompaniment.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

Every research has theorist to explain meaning, concept or information about the research, below is the theoretical description of the research.

1. **Vocabulary**

   a. Definition of Vocabulary

   Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language, Virginia (1983:7). It means that people can not write a word or make sentence well, when they do not master it. Talking about vocabulary, there are many definitions of vocabulary according to some experts. William Morris (1998: 1434) stated that: vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexion or glossary.

   According to Thornbury (2002:13), without vocabulary, nothing can be conveyed. It means that without vocabulary there is not value meaning that can be transferred to the others in communication.

   According to Linse (2005: 121), vocabulary is the collection of words that an individual knows. The only words that can easily be featured are nouns. It is important to remember that even thought

nouns are important, vocabulary is more than just nouns. As a teacher, it is important that you include verbs, adjectives, adverbs, and prepositions as part of your vocabulary curriculum.

In addition, according to Hatch and Brown (2001:1), vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use. It means that, vocabulary is one of the important components of language to communicate.

Other definition vocabulary is *"Pembendaharaan kata-kata atau kosa kata, yakni daftar dan jumlah kata-kata yang kita ketahui"* Djalinussyah (1982:1). (Vocabulary is classification of the words; those are list and total of words that we know). According to Kridalaksana, as quoted by Zaenuri (2002:1) stated that: vocabulary is a component of language that contains all of informations about meaning and using word in a language.

From some definitions above, it can be argued that vocabulary not only contains list of words but also contains all of information about using word, and it also contains meaning of word in a language. So, it becomes a basic for people to communicate, because without vocabulary an idea cannot be given in communication.

In conclusion the writer tries to define the definition of vocabulary based on all of the theory above as a list of words for particular language including the meaning taught by teacher in the

classroom. Vocabulary which is taught by teacher should be appropriate with the curriculum and environment of students.

b. The Importance of Vocabulary

Tarigan (1984:2) points out the importance of vocabulary in language learning. He states that language skill mostly depends on the mastery of vocabulary. Thus, the more vocabulary is mastered, the bigger possibility is that someone can skillfully use the language.

Nunan (1983:125) argues that the acquisition of an adequate vocabulary is essential for successful language use because without an extensive vocabulary, people will be unable to use structure and function they may have learned for comprehensible communication. It forms an important element in learning a second language.

Vocabulary is very important for the students. The students are expected to master the skills of reading, writing, speaking, and listening. The vocabulary can help the students or the learners to acquire the considerable understanding of a large number of words.

As the explanation above, vocabulary becomes an important thing in learning English. Students have to master vocabulary more and more because the lack of vocabulary often brings trouble for English learners. When they are writing something in English, sometimes they get trouble because they don't know how to express their ideas in written language. Therefore, the conclusion is it can't

be denied that vocabulary is one of the important things in English communication.

c. Vocabulary Mastery

Mastery means natural or acquired facility in specific activity: ability, adeptness, art, command, craft, expertise, expertness, knack, proficiency, skill, technique. It can be said that mastery is possession of skill, ability, and technique in conducting a certain activity. Mastering vocabulary deals with learning words at the first. Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language.

The aspect in vocabulary mastery include pronunciation, spelling, meaning, and the use of the words. Therefore, the indicators are:

a) Student know the meaning of words

b) Students are able to prounounce word correctly

c) Students are able to spell or write words

d) Student are able to use words in a sentence

According to Ellis (1998:502) mastery is comprehensive knowledge or use of a subject or instrument. Mastering a word means mastering the aspects of word knowledge. Ellis summarize that worl knowledge include, the meanings the spoken form, the written form, the grammatical behaviour, the word derivation, the

collocations, of the words, the register of the word, spoken and written, the connotation or associations of the word, and word frequency.

According to Butterfield (2007:56), mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is philosophically based on an approach to the design of classroom environments that is currently creating controversy in the educational research and development community. So mastery, is related to one's ability, skill knowledge, proficiency, and understanding capacity. According to Longman (2007:984), mastery is complete control or power over someone or something through understanding or great skill. Knowledge is an important thing to the student to get more information and minimalist misunderstanding.

Vocabulary mastery is not only knowing the words and their meaning, but also knowing how the words sound and how the words are used in the context. Mastering vocabulary means having complete knowledge of a set of words that are used by a person. Vocabulary mastery is the competence to know words and meaning. The students are not only hoped to know the words but also their meaning.

d. Kinds Of Vocabulary

Jo Am Aebersold and Mary lee field (1997:139) classify vocabulary into two categories, they are:

a) Receptive vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write.

b) Productive vocabulary is the vocabulary that the people actually use to speak and write.

From the explanation above, it can be concluded that there is vocabulary who readers know it, but it do not use, and sometimes readers not only know it but also use it, and it is usually use in writing and speaking.

Edinburgh Gate (2003:1843) divides vocabulary into two categories, namely: active vocabulary and passive vocabulary. Active vocabulary is the words someone can use, and passive vocabulary is the words someone can understand, but does not use.

From some definitions above, it can be concluded that receptive vocabulary has same meaning with passive vocabulary who people only know it without use it when communicate or write something. Productive vocabulary has same meaning with active vocabulary who people know and it is usually use to communicate or write something.

e. The Classification of Words

The basic classification of words in terms of part of speech are divided into two class. According to Halliday (1985) as cited in Hatch and Brown, (1995:252) English vocabularies are classified into:

a) Lexical or content words. The content words can be learned in small group around life situation. Word contents include:

(1) Nouns

Noun refers to a person, place, or thing. It can be divided into subclasses. They are proper nouns (Betsy, Ohio, and the Mormon Tabernacle Choir), common nouns (woman, state, and chair), concrete nouns (disk, table, and chair), abstract nouns (hope, understanding, and love), count noun (books, birds, and pianos), mass noun (applesauce, gravy, and rice), and group nouns (bank, government, board).

(2) Verbs

Verbs are words that denote action. Nouns that name states, processes and events are not as noun like as physical object that exist in time and space. For examples: do, write and listen.

(3) Adjectives

Adjevtives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example: light, dark, bright and dall are used with colour names.

(4) Adverb

Adverbs are similar to adjectives in many ways altought they typically assign attributes to verbs, to clauses, or to entire sentences, rather than to nouns.

b) Grammatical or function words

(1) Prepositions

Prepositions are all those words that help locate items and action in time and space. For example: above, ahead, behind.

(2) Conjunctions

Conjunction are sometimes called logical connectors because they clarify the relation between the linked clauses. For example: because, while, unless, and, or, but.

(3) Pronouns

Prounouns refer to nouns that have already been mentioned in the discourse or point ahead to a noun that are about to mention. For example: me, he, him.

(4) Articles and demonstrative

The articles (a, an, the) and demontratives (this, that) are important to help point out object and bring them to the attention of the listeners.

2. Teaching and Learning

1) Definition of Teaching-Learning

The term of teaching and learning is not strange in peoples" hearing. Teaching and learning are activities in the class. Brown (2007) in his book Principle of Language Learning and Teaching explained that teaching may be defined as "showing or helping someone to learn how to do something, giving instruction, guiding

in the study of something, providing with knowledge, causing to know or understand". Teaching cannot be defined apart from learning. Teaching is guiding and facilities learning, enabling the learner to learn, and setting the conditions for learning. It will be determined by philosophy of education, teaching style, approach, methods, and classroom techniques. So, teaching and learning have relationship. The students are learning and the teachers are teaching. In short, there is mutual interaction between the teachers and the students to get the purpose of teaching and learning process.

Teaching is a verbal noun gerund it is compound word "teach" and "ing". The word "teach", it means "to give somebody knowledge, skill,etc. and teaching means work of a teacher". (oxford Dictionary. 2008). Hamalik (1995) stated that "teaching is a combination consists of human unsure, materials, facilities, equipment, and procedures that influence each other to reach the goal of teaching". It means that in formal study, should have teachers, students, materials, facilities, tools, and procedures to support an effective teaching and learning.

The teacher's job is to help learners to learn. This related both to the formal classroom process and learning outside the classroom. Lindsay and Knight (2006) in their book said " Teachers are responsible for a alarge amount of what happens in the classroom – what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction, and so

on". It as also part of the teacher"s job to encourage learners to take responsibility for their own learning and become „active learners".

From explanation above, it can be concluded that teaching is an activity to give the knowledge, skill, science, or the information to the students systematically, so the students are able to master and can use or implement it well. In Indonesia English is a foreign language, which is taught and learnt in high school and university. English is introduced by teacher to the student from elementary school, junior high school, senior high school and University.

2) Teaching and Learning Process

Teaching and learning process is a relation between a teacher and the students that happens in an education interaction. The relationship between learning and teaching is complicated and often don"t direct learners often don"t learn what the teacher teach and equally often learn what the teacher don"t teach. One way to help overcome this problem is to create a positive relationship. (Lindsay, 2006).

Nicold in his book (language teaching and learning in a classroom), teaching and learning process is aimed primary at languge teachers with some experience and though it could be every useful for teachers to explore on their own, it means using it likely to be as a core textbook in service training course. Beside that teaching and learning process is a planned interaction that promotes behavioral change that is not a result of maturation of coincidence.

From the definition above that teaching and learning is relation between a teacher and the students in education. Both the teacher and the students have the purpose of teaching and learning process.

Richart (2001). Stated that there are some steps in teaching and learning process as follows :

a) Pre- activity, which consists of giving motivation.

b) While activity, the section where the materials are usually given.

c) Post activity, the section where students are usually given chances to ask and also time for teacher to give task to know the students" mastery of the lesson and to conclude the lesson.

3) The Strategies of Teaching Vocabulary

a) Conventional Conventional strategy is common strategy by the English teachers. The teacher introduce to new words to the students and than teacher give the meaning of those words. This strategy is too show teacher dominant in the class and it make students bored (Diana Thomas, 1995

b) Visual strategy Visual strategy is different with conventional strategy. In teaching learning process, teacher can use visual aid to enrich students vocabularies (Diana Thomas, 1995)

Learning strategies are not always by teacher guide, it can means learner can maintain in the learning vocabulary. Students can easy control their study but it can make them bored.

3. Song

1) Definition of English Song

According to Merriam Webster, song is melody for a lyric poem or ballad. Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing 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 Griffe (1992:3) states that song is a part of music which have words, and it has some elements that make song different from the poetry or speech although they are have many similarity.

In Indonesia, most of students have difficulties in learning English. They are less motivation in studying English because they believe that English is difficult material. In that case, an English teacher needs to be responsive to the students condition. The teacher should make student enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown (1995:7) states that teaching is helping someone to learn how to do something, giving

instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should think creatively how to make English can be learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

2) Function of song

The function of song according to Lo and Li, "songs are invaluable tools to develop students' abilities in listening, speaking, reading and writing, and can be used to teach variety of language items such us as sentence patterns, vocabulary, pronounciation, rhythm, adjective, and adverbs". Furthermore, Weda claim that the teaching of English to young learners by using songs has many benefits. One of those benefits is the students will fell comfort and relax because of its good atmosphere which will enhance their proficiency.

In the same field, Lo and Li also explain that the activities through songs offer a great deal of advantages in promoting of English, they therefore state that the advantage of songs is stimulating students' interest and enhancing their involvement. From the explanation above, there are many functions of songs in the view of linguistic, psychology, cognitive, social and culture. It is used not only for fun but also for education as in teaching English especially in improving students' vocabulary.

It also can be considered that songs whit easy text would help the students' develop English proficiency, especially vocabulary.

3) Principle of English Song

There are some principles of English song: There are: a) Songs and rhymes for young children should be interesting and understandable b) Songs should have a relationship to the children are c) Songs should be linked to the theme, it should relate and interested. From the previous research above the researcher conclude that the consideration and principles of choosing children song that the teacher has to choose the suitable songs for the students level. So, it can make interest, enjoy, easy, and happy.

4) Advantage and Effectivenes of Song In Teaching and Learning Process

There are many advantages in using songs in the language classroom as follows:

a) Songs and music can be used to relax students and provide an enjoyable classroom atmosphere.

b) Songs contain examples of colloquial speech. The natural language of songs as opposed to the artificial language in many textbooks, so it takes language input.

c) Every song is a culture capsule containing within itself a significant piece of social information, of it has much cultural input .

d) Songs can be used as texts in the same way that a poem, short story or novel or any other piece of authentic material can be used.

e) Songs and music as supplements; can be used to supplement a textbook or can serves as the text itself.

f) Songs have much related to students' interest Other advantages related to teaching which has several correlation with teaching in many aspects as follows:

(1) Song can be used as a launching pad for conversation

(2) Songs are especially good at introducing vocabulary because it provide a meaningful context for the vocabulary

(3) It provides a natural context for the most common structures such as verb, tenses, and prepositions

(4) Songs can be provided for some languages with a suitable way to teach and practice the several skills.

(5) It can be used for pattern practice and memory retention.

Based on the statements above, it shows that song or music is a manifestation of culture and has been used in classes in many ways and for different reasons, through music which creates a relaxed learning environment for students. In general, songs and

music affect our emotions; many people can be moved to tears or other strong emotions by music, song can acquire strong emotional associations with people, events and places.

4. **Language Component**

Language is a language ability that exist in every human being by nature. This disposition must also be developed through stimuli. Mute people actually have language, but because there is a physical disorder, they can't speak normally, Alwasilah (1985). As a complex phenomenon, language can be observed or studied from various aspects. This gave birth to various branches of linguistic. In the following, we will just follow the explanation of these linguistic branches.

1) Phonetics

Phonetics is a part of linguistic which studies the speech process. This phonetics will relate to anatomy, especially the organs of the body involved in the speech generations process. Phonetics will attempt to explain how certain sounds are produced both in quantity as well as quality.

2) Phonology

Phonology is a field of linguistics that is distinguished from phonetics. Phonology tasked with studying the function of sound to distinguish or identify certain words. There are linguist who mention phonology here as phonemic. However, in this module, we are referring to European linguists who more often refers to

phonologhyfor the field that talks about function of sound to distinguish meaning.

3) Morphology

Morphology is a branch of linguistics that studies morphemes. Morphology analyzes the structure, form, and classification of words. Example, in sound phonology [b] and [s] on sound and silent words are concluded as a phoneme because it distinguishes meaning.

4) Syntax

Syntax and morphology in traditional grammar are calssified as grammar or grammar. If morphology talks about structure internal words, then syntax talks about the word about other words or other elements as a unit of speech.

5) Semantics

Semantics is a branch of linguistics that studies the meaning of language. Structural linguists don't really care much about meaning because it is considered an empirically unobservable part.

B. Previous Studies

Actually, the researcher found the similar study about this research on Annisa Mardia Octia from English Education Departement Tarbiyah and Teacher Trainning Faculty State Institute For Islamic Studies Padangsidimpuan (2019) entitle **"Improving Vocabulary Mastery Through Listening To English Songs at The Grade IX Students of SMP**

N 8 Padangsidimpuan". According to her research, the reason of the researcher in taking that tittle because that any activity is interesting because song might make student enthusiastic when teaching learning process.

While the researcher also found another similar study. It is written by Ummi Kalsum BatuBara from Departement of English Education Faculty of Tarbiyah and Teachers Training State Islamic University North Sumatra Medan (2019) entitle **"Improving the Student Vocabulary Mastery by Using English Song at Eight Grade of MTS Islamic Zending Medan"**. According to her research, the researcher can conclude that the implementation of English songs could improved the student's vocabulary. The similarities in this research is equally to use media for vocabulary learning. The difference from this research is that the media used by Ummi Kalsum is English Song in the classroom while the researcher uses the theme "Song By Alexandre Porat" as a theme for media in the classroom.

Not only similar study above but also the researcher also found another similar study. It is written by Zulfa Majidah from Institut Agama Islam Negeri Madura (2020) entitle **"the use of the thing around us as outdoor activities on students vocabulary teaching and learning at SDIT Al-Uswah Pamekasan"**. The differences from this research is that the media used by Zulfa Majidah is thing around us in outdoor activities while researcher use the theme songs by Alaxandre Porat as a theme for media in the classroom.

CHAPTER III

RESEARCH METHOD

A. Research Design

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.

According to Ekawara (2005:34), classroom action research is action research carried out by the teacher in the classroom. Action research is essentially a series of "research acton-research action" Carried out in cycle in order to solve problems, until the problem is solved.

According to Arikunto (2011:91), a classroom action research consist of there words that can be understood as follows understanding: (1) Research, examine the activities of an object, use the rules of a particular methodology to obtain data or activities of an object, use the rules of a particular

methodology to obtain data or information useful improve the quality of a thing that interest and important for researcher. (2) Action, something moment activities that deliberately made with a specific purpose, which in this study form a series of cycle of activity. (3) Class, is a group of student who are in the same receives the same lesson from a teacher. The Classroom Action Research design using Kurt Lewins design consist of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continued to the second cycle in line with the same concept of the first cycle.

According to Burns (1999: 30), Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen. Inherent in this statement is a critical dimension which involves reflecting on the social structures and orders which surround classroom.

In collect the data, the researcher used test and interview. The main data will be observed by field notes as the qualitative data. It used to describe data which are not enable to be count or measure in an objectively, and are therefore subjectively, this kinds of data will be gather through field notes. The data used to describe the situation in the classroom during the learning process by English song in the term of students, teacher an influential factors. The qualitative data used to presents what will be measure and it is considered as the objective data. This data will be form as

the students performance data to helps the teacher asses the English song effectiveness students vocabulary mastery.

The Classroom Action Research (CAR) is a spiral model of learning. According to Kemmis and Taggat, CAR consist of 4 (four) stages, the first cycle moves through the major steps of planning, acting, observing, and reflecting, which are then used to revise the process in the next cycle. The model is described in the following figure:
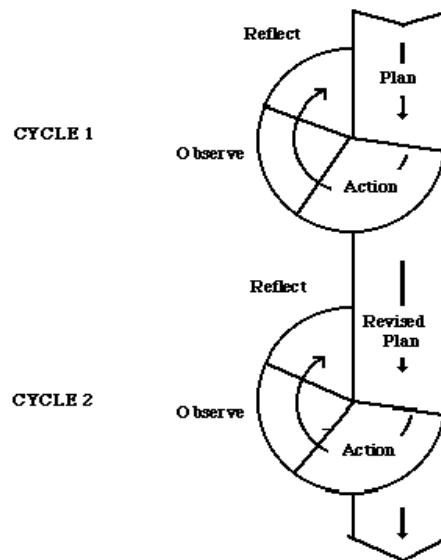
Figure 1: Action Research Spiral

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:

Preliminary Study

This classroom action research carried out in two cycles, and the procedure of this study include four stages: planning, implementing, observing, and reflecting. Before presenting procedures of the classroom action research, it is started by presenting preliminary study. The preliminary study was done before classroom action research was conducted. Preliminary study consists of a preliminary test. The researcher then asked permission to the headmaster of SPM Wustha Blokagung and the English teacher to conduct the preliminary test. Preliminary test was conducted on Saturday, March 12th 2022. Then after the researcher got permission from headmaster of SPM Wustha Blokagung and English teacher, the researcher started to give the test for intensive class to know vocabulary mastery. From the preliminary test it is shown that there are 2 students passed the test and the other failed.

Table 1.Vocabulary Score in Preliminary Study

No	Name	Preliminary
1	NF	75
2	AR	80
3	NM	50
4	EL	20
5	AFR	70
6	FNH	50

7	CN	60

Based on the data, the researcher found that there were 2 student got a score above 75. After giving the preliminary test in preliminary study to the students, the researcher conducted the classroom action research to the students.

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.

B. **Research Setting**

1. **Setting of Place**

The place of the research was done at Satuan Pendidikan Muadalah (SPM) Wustha Blokagung especially at Intensive Class. It was located in Blokagung Karangdoro Tegalsari Banyuwangi East Java.

2. **Setting of Time**

   The time of the research was done at February 5th 2022 – March 31st 2022.

C. **Research Subject**

   The subjects of this research were the students at Intensive Class, they are in academic year 2021/2022. The researcher choose Intensive Class as the subjects of this research because the researcher find some problems of vocabulary mastery in this class. The students consisted of 7 students.

D. **Research Instrument**

   To get the empirical data of the students' vocabulary mastery, the researcher used a matching word test. The instruments used in this study are:

1. **Observation**

   Observation are ways of finding out more about the student's response, student's behavior, and student's activities during the learning process dealing with the student's vocabulary, the interaction among students and interaction between students with the teacher, and classroom situation in vocabulary classroom. The researcher used observation type of field notes.

Table 2.The Indicators of Observation to Students

No	Activities
1.	Students are active learning English
2.	Students are active learning English songs
3.	Students are active singing tong together
4.	The English song motivated the students in study English
5.	Students are answer the task while listening English songs

6.	Students are collected the task on time

Table 3.The Indicators of Observation to Teacher

No	Activities
1. Introduction	1. Teacher doing greeting
	2. Teacher check students' present list
	3. Teacher give motivation
2. Content	1. Teacher give the material and explain about vocabulary, kind, purpose. The teacher explain about listening, purpose, advantages and disadvantages using English song method.
	2. Teacher give the explanation about differences of noun, verb, adverb and adjective.
	3. The teacher turn on the English song from the laptop and speaker will be listen to and answer by the students.
3 Closing	4 Teacher gave conclusion
	5 Teacher asked students about learning material has been learned
	6 Teacher gave test

2. **Interview**

   Interview is one of method to collect the data. Interview is face to face personal interactions, which generate data of research and allow specific issue to be discussed from another people perspective. In this research, the researcher used the interview to got the information from

the source of the data about condition of the students in learning English. The interview from the English teacher is about the methods and system that are often used by the teacher to making the students more comprehensive and improve their English especially the students' vocabulary mastery.

Table 4.The Indicators of Interview

No	Indicator
1	Do you like study English?
2	How many vocabularies have you got until now?
3	Do you like listening English song?
4	Do you like study English using English song?
5	What are the difficulties in listening English song?
6	What are the effects of English song to your vocabulary

3. **Test**

    Test is a method of measuring a person's ability knowledge, or performance in a given domain. So, test measured student's ability especially in vocabulary mastery. The researcher used matching sentence test, and fill in the blank test. These types can be score objectively and can be measured learning outcome directly. The objective of the test will be used to identify the students vocabulary mastery through English song cover by Alexandre Porat. There are the categories of standard of value, as the below:

Table 5.The Categories of Standard of Value

No	Score	Criteria
1	0-20	Very Low

2	21-40	Low
3	41-60	Enough
4	61-80	Good
5	81-10	Very Good

1. If the value of mean score 81-100, it can be categorized into very high

2. If the value of mean score 61-80, it can be categorized into high

3. If the value of mean score 41-60, it can be categorized into enough

4. If the value of mean score 21-40, it can be categorized into low

5. If the value of mean score 0-20, it can be categorized into very low.

4. Documentation

Documentation used to show the teaching and learning process by using the photograph. The researcher takes the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

E. Data Source

In this research, the data was collected by using qualitative and quantitative data. The qualitative data was analyzed from observation, interview, and test. The qualitative data was used to describe data was not enabling to being counted or measured in objective way and subjective.The quantitative data in this research is the students" scores in forming several words. Their score will take from pre-test and post-test. The researcher got

the data from teacher and students when teaching learning process activity. (1) Students is a learner, in this research students are the important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

F. Procedure of Data Collection

In this research, the data will be collected by using qualitative and quantitative data. The qualitative data will be analyzed from observation and test. The qualitative data will be used to describe data will be not enabling to being counted or measured in objective way and subjective. The quantitative data in this research is the students scores in forming several words. Their score will take from pre-test and post-test. The researcher got the data from teacher and student when teaching learning process activity. (1) Student's is a learner, in this research, students are the important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

There are two techniques of collecting data applied in this study; they are observation, interview and test. In this research used qualitative data and quantitative data. The qualitative data consist of observations within the physical activity in the classroom and interview to be presented for the teacher and student. On the other side, the quantitative data used is pre-test and post-test (Suharsimi, 2009:127-132). The completely explanation as follows:

a. **Observation**

Observation technique is the main technique in collecting the data about the teachers performance, condition of class, students response concerning the use of songs. It deals whit the activities of the English teacher in presenting English material to the students. The observation conducted to observe teaching-learning vocabulary in the real classroom activities at intensive Class of SPM Wustha Darussalam, academic year 2021-2022. It used to analyze about the implementation of using songs, the problems faced by the teacher and the student in using songs. Thus, in vocabulary material, the writer observed their vocabulary aspect, such us: words (meaning, spelling, pronunciation, level of usage) and word building (compound words, stems, prefixes, and suffixes).

b. **Interview**

Interview is instrument of collecting data that provide direct communication between researcher and respondent. In interview, there will be question and answer section. In this research, it will be conducted to get the information to form the knowledge about students and teacher's personal opinion, experiences, and ideas related to this research.

c. **Test**

The test used in this study is pre-test and post-test. The pre-test is done before using songs. It is to measure students vocabulary firstly. Then, the post-test is implemented after using songs. In this study,

the test is done in matching word, and the test is held on the third action of each cycle.

G. Data Analysis

In analyzing the data, the researcher used qualitative and quantitative data. Qualitative data is used to describe the situation as long as teaching process. The process of data analysis involved making sense out of text and image data. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. It is analyze from observation sheet.

Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of vocabulary test. To know the means of students' score for each cycle based on the school criteria complete 44 study students minimum (KKM) is 75, the researcher was applied the following formula:

It is uses the formula (Sudijono, 2011:80).

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$: The mean of students

x   : The total score

N   : The number of student

The percentage of students' improvement in vocabulary mastery was analyzed by the following formula:

$$P = \frac{R}{T} \times 100\%$$

P : The percentage of students who get the score 75

R : The number of students who get the score up

T : Total numbers of students

H. Data Validity

Validity is the component criteria for evaluating the test or as measure of the test. Validity in action research, the writer took Charles Alderson, Caroline Clapham and Dianne wall's (1995:170) citeria that mention the validity of action research including rational r content, empirical, and construct validity. In this study, the writer is only uses empirical validity.

Empirical validity depends empirical or statistical evidence as to whether the students marks on the test are similar to their marks on other appropriate measures of their ability, such as their score. It means that validity in action research, validity could be seen from the result of the test (post test). When the result of test in cycle two is better than the result of test in cycle one, it means that the test is successful.

1. Criteria of Succes

Classroom Action Research (CAR) is able to be called successful if it can exceed the criteria which have been determined, and fail if it cannot exceed the criterion which has been detained. In this research, the research will succeed when there are 75% numbers of students could achieve some

improvement scores from the pre-test until the second post-test in cycle two or they could pass the target score of the minimal mastery criterion (MMC) level. The MMC that must be attained from the school agreement is seventy five (75). If the criterion of the action success achieved, it means that the next action of the Classroom Action Research (CAR) would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the result of the research. This chapter describes finding and discussions about the implementation of English song to improve students' vocabulary mastery. The aim of the study is to know whether the use of English song can improve students' vocabulary mastery or not. This chapter presents the research process conducted in Cycles I and II, the result of the research and the interpretation of the findings.

A. Research 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:

1. 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%. The following table show the result of cycle 1.

Table 6.Students Vocabulary Mastery on the first test

No	Name	Total Score
1	NF	80
2	AFR	60
3	NM	75
4	EL	70
5	AR	85
6	FNH	50
7	CN	70
SUM		490
MEAN SCORE		70
PERCENTAGE WAS IMPROVED		42.85%

Mean Score of students in the first test:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$= \frac{490}{7}$$

$$= 70$$

Then, to know percentage of students who passed the KKM

(75). Researcher used the ca3lculation as following:

$$P = \frac{R}{T} \times 100\%$$

$$= \frac{3}{7} \times 100\%$$

$$= 42.85\%$$

2. **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%.

Table 7.Students Vocabulary Mastery on the second test

No	Name	Total Score
1	NF	100
2	AFR	80
3	NM	100
4	EL	70
5	AR	100
6	FNH	60
7	CN	75
SUM		585
MEAN SCORE		83

PERCENTAGE WAS IMPROVED	71.42%

Mean Score of students in the first test:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$= \frac{585}{7}$$

$$= 83$$

Then, to know percentage of students who passed the KKM

(75). Researcher used the calculation as following:

$$P = \frac{R}{T} \times 100\%$$

$$= \frac{5}{7} \times 100\%$$

$$= 71.42\%$$

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.

Table 8.Comparison Score of Students Vocabulary Mastery

Category	First test (cycle 1)	Second test (cycle 2)
Lowest Score	50	60
Highest Score	85	100
Students	7	7

From the table above, it can be seen that the students score improved. In first test, the lowest score were 50 and the highest score were 85. Second test, the lowest score were 60 and the highest score were 100. It showed the significances improvement in students' vocabulary mastery.

In the result of the research, the researcher applied four meetings. Two meetings for the first cycle and two meetings for the second cycle. It can be looked from the mean score of the students in every test. Here is the calculation of the cycle result can be looked from the table below:

Table 9.Students Achievement of Vocabulary Mastery

Through Listening to English Songs

No	Name	First Test	Second Test
1	NF	80	100
2	AFR	60	80
3	NM	75	100
4	EL	70	70
5	AR	85	100
6	FNH	50	60
7	CN	70	75
Mean Score		70	83
Percentage Was Improved		42.85%	71.42%

Table 10.Students Vocabulary Score Test

No	Cycles	Total Score	Percentages of Means Score
1	I	490	70
2	II	585	83

From the calculation, the class percentage of means score

which passed the KKM was score 83. It was significant

improvement from the testing 1 was 70, testing 2 was 83.

B. 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.

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

1. **Observation Result**

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

Based on the problem faced in cycle 1, the researcher planned to do cycle 2. The activity in cycle 2 was conducted to make students active in teaching learning process. The result of the activity in cycle 2 students were more enthusiastic in teaching learning process. They could answer the question based on the vocabulary that had been learnt. When the teacher asked them to sing the song in front of the class, they were confident.

In cycle 2, the researcher gave them more time exercise the vocabulary mastery. In the end of the cycle, there were few students who could not vocabulary well. From the observation result, it could be concluded that English song can improve students' vocabulary mastery. It can be seen

from their improved enthusiasm in joining English class, and vocabulary mastery.

2. **Test Result**

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

Table 11.The Improvement Score of Vocabulary Mastery

NAME	Score of Pre-Test	Score of Cycle 1	Score of Cycle 2
NF	75	80	100
AFR	80	60	80
NM	50	75	100
EL	20	70	70
AR	70	85	100
FNH	50	50	60
CN	60	70	75

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

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter presents the conclusions from the study and the suggestion for the English teacher and/or other parties who have deep concern in teaching English for the students in vocational high school or senior high school in general and also for further researchers to conduct furthers studies.

A. 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.

B. Suggestion

The result of this study showed that using of listening to English song method improve students vocabulary mastery. The suggestion are special to the teacher, students and other researcher. Therefore, the following suggestion are as follow:

1. To the Teacher

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

2. **To the Students**

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

3. **To the Institution**

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

4. **To Other Researcher**

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

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE 1

Nama Sekolah   : Satuan Pendidikan Muadalah (SPM) Wustha

Mata Pelajaran   : Bahasa Inggris

Kelas   : Intensive Class (VIII)

Alokasi waktu   : 2 x 60 Menit (2 x Pertemuan)

A. Standar Kompetensi :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar :

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari sebuah lagu, sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

1. Menyanyikan sebuah lagu sesuai prounounce

2. Memahami makna lagu

3. Menjawab pertanyaan sesuai dengan arti lagu

D. Tujuan Pembelajaran

Selama dan setelah proses pembelajaran siswa dapat :

1. Menyanyikan sebuah lagu sesuai prounounce

2. Memahami makna lagu

3. Menjawab pertanyaan sesuai dengan arti lagu

E. Materi Pembelajaran

Memberi lagu berjudul "A Million Dreams" Cover by Alexandre Porat dan menyanyikannya bersama.

F. Metode Pembelajaran

Pendekatan : Scientific Learning

G. Media

1. Laptop

2. Sound

H. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

a. Menanyakan kabar dan mengabsen

b. Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang penyanyi idola.

2. Kegiatan Inti

Observasi :

a. Siswa mengamati lagu yang akan diputar oleh guru

b. Siswa mengamati lyric lagu kemudian menirukannya

Questioning :

a. Siswa membuat pertanyaan terkait lagu yang diputar

b. Siswa bertanya bagaimana pengucapan lagu kata per kata dengan benar

Mengkomunikasikan :

a. Guru menunjuk siswa untuk maju ke depan kelas untuk memimpin bernyanyi

b. Siswa lain menanggapi

3. **Kegiatan Penutup**

a. Siswa Bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran.

b. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

I. **Penilaian**

Vocabulary

Classification	Score
Very good	81-10
Good	61-80
Enough	41-60
Low	21-40
Very Low	0-20

Blokagung, 14 Maret 2022

Peneliti

Nur Ainayatul Karimah

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Nama Sekolah   : Satuan Pendidikan Muadalah (SPM) Wustha

Mata Pelajaran   : Bahasa Inggris

Kelas   : Intensive Class (VIII)

Alokasi waktu   : 2 x 60 Menit (2 x Pertemuan)

A. Standar Kompetensi :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar :

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari sebuah lagu, sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

1. Menyanyikan sebuah lagu sesuai prounounce
2. Memahami makna lagu
3. Menjawab pertanyaan sesuai dengan arti lagu

D. Tujuan Pembelajaran

Selama dan setelah proses pembelajaran siswa dapat :

1. Menyanyikan sebuah lagu sesuai prounounce
2. Memahami makna lagu
3. Menjawab pertanyaan sesuai dengan arti lagu

E. Materi Pembelajaran

Memberi lagu berjudul "You are the Reason" Cover by Alexandre Porat kemudian menyanyikannya bersama.

F. Metode Pembelajaran

Pendekatan : Scientific Learning

G. Media

1. Laptop
2. Sound

H. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

a. Menanyakan kabar dan mengabsen

b. Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang penyanyi idola.

2. Kegiatan Inti

Observasi :

a. Siswa mengamati lagu yang akan diputar oleh guru

b. Siswa mengamati lyric lagu kemudian menirukannya

Questioning :

a. Siswa membuat pertanyaan terkait lagu yang diputar

b. Siswa bertanya bagaimana pengucapan lagu kata per kata dengan benar

Mengkomunikasikan :

a. Guru menunjuk siswa untuk maju ke depan kelas untuk memimpin bernyanyi
b. Siswa lain menanggapi

3. Kegiatan Penutup

a. Siswa Bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran.
b. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

I. Penilaian

Vocabulary

Classification	Score
Very good	81-10
Good	61-80
Enough	41-60
Low	21-40
Very Low	0-20

Blokagung, 19 Maret 2022

Peneliti

Nur Ainayatul Karimah

APPENDIX II

Observation Sheet

Teacher Activity in Teaching Learning Process Classroom Action Research

Subject Matter : **English**

Class : **Intensive Class (VIII)**

Cycles : **1**

Observant : **Rosyid Hamdi, S.Pd, M.Pd**

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher check students' present list	✓	
	3. Teacher give motivation		✓
2. Content	1. Teacher give the material and explain about vocabulary, kind, purpose. The teacher explain about listening, purpose, advantages and disadvantages using English song method.	✓	
	2. Teacher give the explanation about differences of noun, verb, adverb and adjective.	✓	
	3. The teacher turn on the English song from the laptop and speaker will be listen to and answer by the students.	✓	
4. Closing	1. Teacher gave conclusion	✓	

	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test		✓
	4. Teacher collected and analyzes the students test		✓

Observation Sheet

Teacher Activity in Teaching Learning Process Classroom Action Research

Subject Matter : English

Class   **: Intensive Class (VIII)**

Cycles   **: II**

Observant   **: Rosyid Hamdi, S.Pd, M.Pd**

No	Activities	Yes	No
3. Introduction	4. Teacher doing greeting	✓	
	5. Teacher check students' present list	✓	
	6. Teacher give motivation	✓	
4. Content	5. Teacher give the material and explain about vocabulary, kind, purpose. The teacher explain about listening, purpose, advantages and disadvantages using English song method.	✓	
	6. Teacher give the explanation about differences of noun, verb, adverb and adjective.	✓	
	7. The teacher turn on the English song from the laptop and speaker will be listen to and answer by the students.	✓	
8. Closing	5. Teacher gave conclusion	✓	
	6. Teacher asked students about learning material has been learned	✓	

	7. Teacher gave test	✓	
	8. Teacher collected and analyzes the students test	✓	

APPENDIX III

Observation Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : **English**

Class : **Intensive Class (VIII)**

Cycles : **1**

No	Activities	Yes	No
1	Student are active learning English		✓
2	Students are active learning English songs	✓	
3	Students are active singing song together	✓	
4	The English song motivated the students in study English	✓	
5	Students are answer the task	✓	
6	Students are collects the task on time		✓

Observation Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter   : **English**

Class   : **Intensive Class (VIII)**

Cycles   : **II**

No	Activities	Yes	No
1	Student are active learning English	✓	
2	Students are active learning English songs	✓	
3	Students are active singing song together	✓	
4	The English song motivated the students in study English	✓	
5	Students are answer the task	✓	
6	Students are collects the task on time	✓	

APPENDIX IV

PRE TEST

NAME   :

CLASS   :

NUMBER   :

SCORE   :

Write as much vocabulary as you know!

APPENDIX V

POST TEST 1

NAME   :

CLASS   :

NUMBER   :

SCORE   :

Match the Sentences Bellow:

Make you smile	Aku menutup mata
A Million Dreams	Aku tidak peduli
They can say	Setiap ruangan
I close my eyes	Melewati kegelapan
I don't care tersenyum	Membuatmu
Through the dark	Hal-hal spesial
A vision of the one I see	Sejuta mimpi
The special things	Aku bisa melihat
Every room lihat	Sebuah visi yang aku
I can see mengatakan	Mereka bisa

APPENDIX VI

POST TEST II

NAME   :

CLASS   :

NUMBER   :

SCORE   :

Find the blank this song

You are the Reason (cover by Aexandre Porat)

There goes my heart beating
'Cause you are the 1)……..
I'm losing my sleep
Please come back now
There 2)……my mind racing
And you are the reason
That I'm still 3)……
I'm hopeless now
I'd climb every mountain
And swim every 4)……
Just to be with you
And fix what I've broken
Oh, 'cause I need you to see
That you are the reason
There goes my 5)…….shaking
And you are the reason
My heart 6)…….bleeding
I need you now
If I 7)……turn back the clock
I'd make 8)…..the light defeated the 9)….
I'd spend every hour, of every day
10)…..you safe

APPENDIX VII

PRE TEST

No	Name	Preliminary
1	NF	75
2	AR	80
3	NM	50
4	EL	20
5	AFR	70
6	FNH	50
7	CN	60
Total		**405**
Mean Score		**57.85**

APPENDIX VIII

SCORE OF THE FIRST CYCLE

No	Name	Total Score
1	NF	80
2	AFR	60
3	NM	75
4	EL	70
5	AR	85
6	FNH	50
7	CN	70
SUM		490
MEAN SCORE		70
PERCENTAGE WAS IMPROVED		42.85%

SCORE OF THE SECOND CYCLE

No	Name	Total Score
1	NF	100
2	AFR	80
3	NM	100
4	EL	70
5	AR	100
6	FNH	60
7	CN	75
SUM		585
MEAN SCORE		83.57
PERCENTAGE WAS IMPROVED		71.42%

LIST OF INTERVIEW

A. **Interview with the Students**

1. Do you like studying English?

   Answer

   a. Nafisatul Mahmudah : no miss, because study English is difficult

   b. A'izza Ramadhani   : yes miss, because study English is fun

   c. Nayla Firdausi   : yes miss, because study English is interesting

2. How many vocabularies have you got until now?

   Answer

   a. Nafisatul Mahmudah : still a little bit miss

   b. A'izza Ramadhani   : not too much miss

   c. Nayla Firdausi   : not bad miss

3. Do you like listening English songs?

   Answer

   a. Nafisatul Mahmudah : yes miss, because is my hobby

   b. A'izza Ramadhani   : yes miss, but I can not to say a prounounce

   c. Nayla Firdausi   : yes miss, because I can study when listening song

4. Do you like study English using English songs?

   Answer

   a. Nafisatul Mahmudah : yes miss, because I can improve my vocabulary

   b. A'izza Ramadhani   : yes miss, because English song can improve my knowledge

   c. Nayla Firdausi   : yes miss, because English song help me to memorize vocabulary and I like it

5. What are the difficulties in listening English song?

   Answer

a. Nafisatul Mahmudah : difficult in differentiate between pronounce and writing miss

b. A'izza Ramadhani : difficult in differentiating between pronounce and writing miss

c. Nayla Firdausi : difficult in differentiate between pronounce and writing miss

6. What is the effects of English song to your vocabulary?

Answer

a. Nafisatul Mahmudah : improve my vocabulary miss

b. A'izza Ramadhani : improve my vocabulary miss

c. Nayla Firdausi : improve my vocabulary miss

B. Interview with the Teacher

1. What are the students' ability in study English?

Answer: I think the students' ability in study English is enough. But not all of them is interesting in study English, they like study English appropriate the material and the method.

2. What are the method you need in teaching English?

Answer:

a. Discussion

b. Role play

c. Games

d. English song

e. Skimming and scanning

3. Are you ever used English song to teaching English?

Answer: Yes, I ever But still seldom used this method, because much material will teach to them. And English song just focus on the listening ability.

4. Are the students' interesting study English by using English song?

   Answer: Yes, because it is fun and enjoyed them. And then, English song improved their vocabulary mastery.

5. What are the students' difficulties in listening English song are pronunciation and the writing the words?
   Answer : The students' very difficult in different between the pronunciation and the writing the word they hear.

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Nomor : 31.5/273.15/TBIG/FTK/IAIDA/C.3/I/2022
Lamp. : -
Hal   : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Satuan Pendidikan Mua'dalah (SPM) Wustha Blokagung

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

      Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Dosen Pembimbing	:	**Faiqotur Rizkiyah, M.Pd.**

      Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

Improving Student Vocabulary Mastery Through Using an English Song Cover by Alexandre Porat at Intensive Class of SPM Wustha Darussalam in the Academic Year 2021/2022

      Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 18 Januari 2022
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
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SATUAN PENDIDIKAN MUADALAH
"SPM WUSTHA AL-AMIRIYYAH"

YAYASAN PONDOK PESANTREN DARUSSALAM
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Nomor : 31.1/034/SPM.Wustha/IV/2022

Yang bertanda tangan dibawah ini, Kepala Madrasah Satuan Pendidikan Muadalah Wustha Yayasan Pondok Pesantren Darussalam Blokagung Tegalsari Banyuwangi Jawa Timur, menerangkan bahwa Mahasiswa yang beridentitas di bawah ini:

Nama   : **NUR AINAYATUL KARIMAH**

Nim   : 18112210014

Fakultas   : Tarbiyah dan Ilmu Keguruan (FTIK)

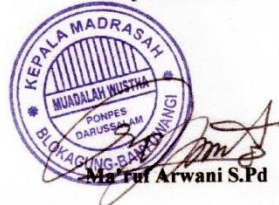Program Studi   : Tadris Bahasa Inggris 2018 (TBIG)

Menerangkan bahwa Mahasiswa tersebut diatas benar-benar melakukan Observasi di Satuan Pendidikan Muadalah Wustha Yayasan Pondok Pesantren Darussalam Blokagung Tegalsari Banyuwangi, untuk menyelesaikan tugas mata kuliah

Demikian surat keterangan ini kami buat, agar dipergunakan sebagaimana mestinya.

Blokagung, 08 April 2022

Mengetahui,

Kepala madrasah

Ma'ruf Arwani S.Pd

Waka. kurikulum

Rosyid ridho, S.Pd

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CHAPTER I INTRODUCTION Research Background Language is an important tool to communicate. To communicate means to understand, to express many ideas, and also to develop a culture between speakers and listeners or writers and readers. Language is more than just communication tool; it is the primary method by which we do things together by share meaning of common ground.

People need to communicate in doing daily activities and making an interaction to other people in their life. One of the popular languages used is English. 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.

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PERIODE	20212
MODUL	Improving Students Vocabulary Mastery Through Using an English Songs Cover by Alexandre Porat at Intensive Class of SPM Wustha Darussalam in the Academic Year 20212022

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	14 Juni 2022	23 Juni 2022	proposing the second draft	Learn the Data Analysis
2	20212	05 Mei 2022	20 Mei 2022	complete for the whole chapter	Ready to be examined
3	20212	19 April 2022	30 April 2022	Revise chapter 4	continue on chapter 5
4	20212	05 April 2022	12 April 2022	Chapter 4	Need to be revised
5	20212	24 Desember 2021	24 Juni 2022	Proposal Fix	Seminar proposal
6	20212	08 Desember 2021	14 Desember 2021	First draft	Revise for the First draft
7	20212	04 Desember 2021	08 Juni 2022	First Outline	continue to make the proposal
8	20212	02 Desember 2021	04 Juni 2022	proposing title of the research	continue to make the outline

DOCUMENTATION

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Nur Ainayatul Karimah is the 1st child of Supriyono and Lilis Yuniawati. She was born on December 24th 1999 in Lumajang, East Java. She has one sister and brother. She lives in Gianyar, Bali. She registered at MI Al Miftah Denpasar in 2006 and finished her study in 2012, she registered at MTS Al Amiriyyah Blokagung in 2012 and finished in 2015, and she registered at MA Al Amiriyyah Blokagung in 2015 and finished in 2018**.** Then**,** she registered as one of the students of Islamic Institute of Darussalam in English Education Departement. And at the end of her study, she could finish her thesis by the tittle Improving Students Vocabulary Mastery Through Using An English Song Cover By Alexandre Porat at

Intensive Class Of SPM Wustha Darussalam in the Academic Year

2021/2022