IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH SONGS

A Classroom Action Research in The Third Grade Students of SD Negeri Tangkil 1 in the Academic Year 2010/2011

Written by
Yulianto Wardoyo
X2206022

THESIS

Submitted as a Partial Requirement for Undergraduate Degree in English Education of Teacher Training and Education Faculty of Sebelas Maret University

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2011
APPROVAL OF CONSULTANT

This thesis has been approved by the consultants to be presented before the Thesis Committee of the Teacher Training and Education Faculty of Sebelas Maret University

On : 06 September 2011
By :

Consultant I
Drs. Suparno, M.Pd
NIP. 19511127 198601 1 001

Consultant II
Endang Setyaningsih, S.Pd.,M.Hum
NIP. 19800513 200312 2 002
APPROVAL OF EXAMINERS

This thesis has been approved by the Board of Thesis Examiners of Teacher Training and Education Faculty of Sebelas Maret University Surakarta and has been accepted as Partial Fulfillment of the requirements for the Undergraduate Degree of Education in English.

Day : Friday
Date : 23 September 2011

The Board of Examiners:

Chairman : Teguh Sarosa, SS., M.Hum.
NIP. 19730205 200604 1 001

Secretary : Dr. Abdul Asib, M.Pd.
NIP. 19520307 198003 1 005

Examiner I : Drs. Suparno, M.Pd
NIP. 19511127 198601 1 001

Examiner II : Endang Setyaningsih, S.Pd., M.Hum
NIP. 19800513 200312 2 002

The Faculty of Teacher Training and Education
Sebelas Maret University
The Dean,

Prof. Dr. M. Furgon Hidayatullah, M. Pd
NIP. 19600727 198702 1 001
ABSTRACT


This research is about improving students’ vocabulary mastery through songs. The research is done to know whether songs improve students’ vocabulary mastery of SD Negeri 1 Tangkil and to find out how was the situation in the class when songs are used in teaching vocabulary in SD Negeri 1 Tangkil.

The research is an action research. The researcher conducted the research from February 2010 – February 2011 on the third grade students of SD Negeri Tangkil 1 Sragen in the academic year 2010/2011. The researcher collected the data using qualitative and quantitative method. The quantitative data were collected from the students’ vocabulary scores, while qualitative data were collected from observations, interviews, and document analysis. The qualitative data were analyzed by using descriptive analysis, while the quantitative data were analyzed by comparing the results of the tests.

The result of the research shows that song is an effective technique in improving students’ vocabulary mastery. The improvement can be seen in the form of students’ behaviour and students’ score. The students’ score of vocabulary increased after the research was conducted. The mean score of pre-test 1 was 5.20. It became 6.46 in post-test 1, and it increased again to 7.37 in post-test 2. In detail, it can be seen that the pronunciation aspect increased from 4.44 in pre-test become 5.31 in post-test 1 and 6.75 in post-test 2. In the aspect of meaning, it increased from 5.89 in pre-test become 7.58 in post-test 1 and 8.28 in post-test 2. In the spelling, the students’ score increased from 5.28 in pretest become 6.47 in post-test 1. It increased again to 7.11 in the second post-test. Besides, there is a change of students’ attitude in learning English that becomes more active. Moreover, songs creates an interesting atmosphere in the classroom. Then, from the research, it is known that song gives many advantages in improving students’ vocabulary mastery.
MOTTO

All people want is someone to listen
(Hugh Elliott)

Everyday holds the possibility of miracle.
(Elizabeth David)

The principal trap which the evil sets for young people is idleness. This is the fatal source of all evil.
(Johannes Bosko)
DEDICATION

This thesis is dedicated to:

- My beloved Mom and Dad,
- My brothers : Maret Susilo and Mayza Sentoso Triatmoko
- My big family of YES, especially for Mr. Subandi’s family and also My friends’ English teachers at YES
- My sister “Riris” thank you is nothing compares what you have done for me
- My beloved ”Hanifah Irma Ritmadiani” thank you for your support and prayer
- The big family of English Education,
- The readers, and

Myself and my best future.

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4. Drs. Suparno, M. Pd., the first writer’s consultant for his guidance and advice.
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8. The Third Grade Students of SD Negeri Tangkil 1 in the Academic Year 2010/2011, the subject of the research, for being cooperative and their help the researcher during the research process.

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9. The big family of his, the main sponsor for this thesis, for the never-ending prayers and sacrifices they give to him.

10. His brother and best friend, Win, for being his places to share and giving spirit to fight.

The researcher realizes that this thesis still has many inaccuracies. Therefore, suggestions, criticisms and comments are accepted from those who concern to this thesis in order to the betterment of the thesis in the future. Hopefully, this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Surakarta, 05 September 2011

Yulianto Wardoyo
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CHAPTER I
INTRODUCTION

A. Background of the Study

English has an important role in many aspects of life. This statement leads us to the reason of why this language should be taught in schools. In Indonesia, English is used as the first foreign language that should be learned by the students from elementary school until university. Teaching a language means teaching how to use that language in communication. In using the language, there are many elements that have to be mastered and vocabulary is one of those elements. To use English, vocabulary should be mastered first.

Vocabulary has a close relationship with words. Vocabulary itself is defined as all the words we know in a particular language. So, one who masters vocabulary must be a person mastering words. Words themselves function to say what is expected and to express what is intended. The importance of the words (or commonly known as vocabulary) is suggested by some researchers. Dellar and Hocking (in Thornbury, 2002: 13) say that although most of the time is spent in studying grammar, the English will not improve very much. However most improvement will be seen if more words and expressions are learned.

In our country, Indonesia, English is taught from early ages, that is, from the elementary schools. This quotation below shows that English is an essential subject to be mastered by students in elementary schools:

_Tujuan pengajaran Bahasa Inggris di Sekolah Dasar (SD) adalah agar siswa dapat membaca, menyimak, melafalkan, dan menulis sejumlah_
From the quotation above, it can be concluded that the main aim of teaching English for elementary school focuses on vocabulary. It focuses on skills to read, listen, spell, and write certain words dealing with students’ environments, schools, and surroundings. However, there are some weaknesses of teaching English vocabulary in elementary schools. In www.jatra-proactive.blogspot.com, it is stated that the weaknesses are: (1) teachers’ educational backgrounds; (most English teachers in elementary schools are not graduate from English department,) (2) students’ interests and aptitudes; (sometimes English teachers in elementary schools can’t explore the students’ interests and aptitudes), (3) lack of teachers’ self confidence; (caused by low motivation in improving the way of teaching and low educational backgrounds,) and (4) poor facilities available to teach English.

Difficulties in learning vocabulary also happened to the students of SD Negeri Tangkil 1. Interviews with one of English teachers and one of his students about the students’ vocabulary mastery support the fact above. The teacher elaborates the problem as follows:

Then one of the students says dealing with the difficulties of learning vocabulary:


The statement “saya enggak mudeng kata-katanya” above indicates that the students lack vocabulary mastery. Then, the statement ”mending main saja dengan teman di belakang” also implies that the students need an interesting way in learning English. By learning through interesting and funny (songs) technique, it is hoped that it will be easier to learn English.

The difficulties of learning vocabulary are caused by some reasons. The students reveal some problems in learning vocabulary. They say that English words are difficult to pronounce and spell. The students add that they easily forget the words they have learned. Then, they tend to chat with friends and ignore teacher’s explanation when the teacher explains the lesson. They also say that the teacher’s technique in delivering material is often boring and they dislike searching the lexical meaning of words in the dictionary.

There is another problem in learning vocabulary dealing with English time schedule. The time schedule which is inappropriate to conduct English subject, also causes ineffectiveness in learning vocabulary. In SD Negeri Tangkil 1, English is taught in the seventh period. Consequently, the students had lost their interest in learning since they have been tired and hungry. Therefore, if they get...
English subject using a boring technique, the overall process of teaching and learning English will be useless.

Based on the problems and reasons above, the writer proposes one of teaching techniques as the solution in learning vocabulary. A good technique is needed to lead teacher’s teaching and learning processes in order to achieve the goal. This technique is aimed to bring the students actively involved in learning. According to Curtain and Pesola (1994: 4) young learners can learn a foreign language easily when the teaching and learning process occurs in communicative and meaningful contexts. In this case, the contexts cover some activities in social situation, in cultural situation, in playing, in singing, and in other experiences. The teaching technique, which is suitable to overcome the problems stated above, is the use of songs. As stated by Lo and Fai Li (1998: 8), learning English through songs provides a non-threatening atmosphere for students, who usually are tense when learning English in a formal classroom setting. In other words, songs will increase students’ interest, fun, and ease. Besides, songs provide all materials needed by the students such as the exercises to improve spelling, grammar, and pronunciation. In sum, it can be said that songs can be an alternative means of teaching to make the students feel fun in learning English vocabularies.

According to www.edutainingkids.com, songs are a great way for kids and adults to play with words as they build vocabulary and spelling skills. Many experienced textbook and methodology manual writers argue that songs have a great educational value. It can’t be denied that children, teenagers, and adults like music. While they are singing, they are also doing other activities like learning,
remembering new vocabulary, learning to pronounce words, etc. Suminar (2006: 2) explains that there are some benefits obtained from singing a song. First, it is able to reduce anxiety and motivate learners in using language. Second, it makes learners learn easily. Third, it can be received by all students of any. Fourth, it is easy to do. It can also be used in learning and teaching language. It will be a powerful aid to help teachers in creating a fun learning and teaching atmosphere.

Based on the discussion above the writer is interested in carrying out a study on “Improving Students’ Vocabulary Mastery through Song: An Action Research in the Third Grade Students of SD Negeri Tangkil 1 in 2009/2010 Academic Year.

B. Problem Statements

The problems of this research are:

1. Can teaching vocabulary using songs improve students’ English vocabulary mastery in SD Negeri Tangkil 1?

2. How is the class situation when songs are used in teaching vocabulary SD Negeri Tangkil 1?

C. The Objectives of the Study

The objectives of this research can be stated as follows:

1. To know whether songs improve students’ vocabulary mastery of SD Negeri Tangkil 1.
2. To find out the class situation when songs are used in teaching vocabulary in SD Negeri Tangkil 1.

D. The Benefits of the Study

The writer expects that this study will give advantages in the development of teaching English.

First, this study is expected to give more information about problems faced in teaching and learning vocabulary to the English teacher of SD Negeri Tangkil 1. Then, the teachers can use song as an alternative technique to overcome these problems related to vocabulary.

Second, for the students of SD Negeri Tangkil 1, the use of song in learning vocabulary could be an interesting way in learning vocabularies. Song can be one of alternative when the students need pleasure and learning vocabulary simultaneously.

Third, the result of this research can motivate other English teachers to implement the same technique to solve the problems related to vocabulary. Therefore, the study can help the English teachers in SD Negeri Tangkil 1 to find out improvements needed.

Fourth, hopefully, the result of this study can provide a clear description about the teaching of vocabulary. The study may become a reference for further researches on the same topic for other researchers.

Finally, it is expected that this research will give a contribution for improving her ability in doing a better action research in the future.
CHAPTER II

REVIEW TO THE RELATED STUDY

A. Vocabulary

1. The Definition of Vocabulary

Hatch & Brown (1995: 1) stated that the term vocabulary refers to a list or set of words for a particular language or a list words that individual speakers of a language might use. From this definition, it can be concluded that vocabulary is a list of words that are used by the speakers of a language.

Vocabulary is also defined as a list of words with their meanings, especially in a book for learning a foreign language (www.oup.com). From this definition, it can be concluded that vocabulary is a list of words with their meanings used in a book for learning a second language.

Moreover, Hornby (1995: 1331) stated that vocabulary is the total number of words in a language, all the words known to a person or used in particular book, subject, etc., a list of words with their meanings, especially one that accompanies a textbook in a foreign language. So, vocabulary is a list of words with their meanings used in a certain language.

In addition, Hayward (1982: 1225) says that vocabulary is a list or collection of words used in a language, science, books, etc. From this definition, it can be concluded that vocabulary is list of words used in a language, science, books, etc.
Grolier International Dictionary states that vocabulary is the sum of words used by, understood by, or at the command of particular person, social group, profession group or trade (1988: 1434). So, vocabulary is the list of words not only used by person, but also understood by social or professional group.

McCharty (1990: 3) says that vocabulary is the biggest component of any language course. He also states that vocabulary often seems to be the least systematized and the least well catered for all the aspects of learning of a foreign language. From this statement, it can be concluded that vocabulary is an important element in language learning. However, vocabulary is the also regarded as the difficult thing to be mastered since it has no regular system in mastering. Besides, there is no specific rules in vocabulary like in Grammar that makes Vocabulary is easy to learn.

Ur (1996: 60) defines vocabulary as the words that are taught in foreign language. The new item of vocabulary may be more than a single word. So, vocabulary is collection of words that are learned by a person in learning foreign language.

Burns and Broman (1975: 27) say that vocabulary may be defined as the stock of words used by person, class, or profession. They also state that almost every individual uses several different vocabulary; they are often designated as hearing, speaking, reading, and writing. Words are symbols of ideas; one needs facility in the use of words. So, vocabulary is a collection of words used uniquely by person to express their ideas.
In Longman Dictionary of American English (1983: 749), vocabulary is defined as all the words known to particular person or used in a particular kind of work. It is also stated that vocabulary is a list of words usually arranged in alphabetical order and with explanations of their meanings. So, vocabulary is a collection of words used in a particular kind of field. In other words, it can be said that vocabulary is arranged alphabetically together with their meanings.

In Grolier New Webster’s Dictionary (1992: 483) vocabulary is defined as a list of words, usually arranged alphabetically and defined, explained or translated from the range of language; the stock of words at a person’s command or used in a particular work, branch of a subject, language, etc. Thus, vocabulary is a list of words arranged alphabetically. It is also completed by its definition, explanation, and translation.

From the definition stated above, it can be said that vocabulary is a list or set of words with their meaning, spelling, and pronunciation, that are used by, understood by, or at the command of particular person, social group, profession group or trade. It is usually arranged in alphabetical order and with explanations of their meanings. Almost every individual uses several different vocabulary; they are often designated as listening, speaking, reading, and writing. Words are symbols of ideas; one needs facility in the use of words.

2. **Kinds of Vocabulary**

According to Hatch & Brown (1995: 370), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary...
is the words known by the learners when they listen, read, or receive thoughts from others. Receptive vocabulary is much larger than productive vocabulary because it concludes many words that are heard and read but do not used when the learners speak or write. It is words which the learners recognize and understand when they occur in a context, but which learner cannot produce correctly by him/herself. On the other hand, productive vocabulary is the word used by the learners when they speak or write, or express the thoughts to others. It is word which the learners can understand, pronounce correctly, and use constructively in speaking and writing.

Related with the receptive and productive vocabulary, Crow & Quicley (1985) suggests that learners may learn core or basic meanings of words sufficiently to understand what they hear or read without knowing enough about the syntactic restriction, register appropriateness, or collocations to be able to produce the words on their own.

From the discussion above, it can be concluded that the most important point of the receptive and productive discussion is that it suggests that there are different ways to neither know a word that what is not considered sufficient knowledge under one circumstance will probably nor be sufficient under others.

3. **The Importance of Vocabulary**

Rivers in Nunan (1998: 117) argues that the acquisition of an adequate vocabulary is essential or successful second language used because without an
extensive vocabulary, we can cot use the structure and function of communication.

Edge (1993: 27) says that knowing a lot of words in foreign language is very important. The more you know, the better your chance to understand or make yourself understood.

Bowen (1994: 90) also says that even if we know the grammar and the rules or communication of given language, but we do not know enough vocabulary, we will not be able to express ourselves adequately.

From the opinion above, it can be concluded that vocabulary is one of the elements of language that can not be separated from teaching language. Vocabulary mastery plays an important role to express one’s ideas and wishes in communication.

4. Teaching Vocabulary

Cross (1991: 5) stated that the major aim of most teaching program is to help the students to gain large vocabulary of useful words.

Nation (1990: 2) proposes some reasons why vocabulary is taught:

a. Because of the considerable research about vocabulary. It informs that vocabulary that is directed toward useful words can give the learners practice in useful skills.

b. Because teacher is faced with the learners who only have small vocabulary

c. Vocabulary is very important in learning language. The learners feel that many of their difficulties in both receptive and productive language uses are
resulted from an inadequate vocabulary. Consequently, vocabulary must be taught in order to overcome this inadequate. After learning, it is hoped that the learners are able to master it.

In fact, teaching and learning vocabulary are not easy as one thing. There are many difficulties that one faces, such as the way vocabulary is learnt, the choice of the words that must be learnt, the choice of meanings that must be learnt, etc. McCarty (1990: 3) says that vocabulary is the biggest component of any language course. He also states that vocabulary often seems to be least systematized and the least well catered for all the aspects of learning of a foreign language. As a result, teaching vocabulary becomes a complex task because the teaching not only includes the meaning or words but also the use, the spelling, the sound, or the pronunciation of words. It is also needed to limit the words to be taught. If there are too many words that are taught, students will be impeded by the need to absorb them.

Celce & Murcia (1991: 298-300) states that the technique of teaching vocabulary consist of unplanned vocabulary teaching and planned teaching. Unplanned vocabulary teaching is extemporaneous teaching of vocabulary of vocabulary items that come up without planning in the course of lesson. Planned vocabulary teaching is technique of vocabulary teaching in which teacher goes into the classroom with an item or a set of vocabulary items that the teacher has decided before. The planned vocabulary teaching can be described as the vocabulary lesson since the primary objective of the teaching activities is the presentation and practice of the lexical item them selves.
Cross (1991: 11) proposes four steps in presenting new vocabulary. Step one is the sound and the meaning; the teacher says the words, pronouncing it clearly and indicate the meaning at the same time. Step two is repetition; students repeat the new words and teacher checks their pronunciation. Step three is written form; teacher writes the words on the blackboard and students read it aloud without distorting the pronunciation. Step four is illustrative sentence; teacher put a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes afterwards.

Haycraft (1999: 47-50) suggests that teachers can teach vocabulary by:

a. Using words in context or creating context
b. Using description or definition
c. Teaching words outside the classroom
d. Using objects
e. Drawing
f. Mimic

g. Using opposites, synonyms, pictures, and charts
h. Translating
i. Using words

Harmer (1991: 161-162) proposes some ideas that vocabulary can be taught:

a. Real thing

In real thing, the teacher brings and holds up the object to the classroom, says the word and then asks students to repeat it.
b. Contrast

Teacher can present the meaning of “dead” by contrasting it with alive, “like” by contrasting it with “hate”, “slow” by contrasting it with “fast”. The presentation of these concepts may uses pictures or mime, and by drawing attention to the contrasts in meaning.

c. Enumeration

Teachers may say “flower” and explain it by enumerating or listing various items as a list.

d. Explanation

Explanation can be used for intermediate students. If teachers explain the meaning of “mate” (=friend), they have to point out that it is a colloquial word used in informal contexts and that it is more often used for males than females.

In general, there are four main techniques of teaching vocabulary proposed by experts: Cross (1995: 5-13) and Haycraft (1997: 47-50). The techniques are follows:

a. Ostensive means

In ostensive meaning, teaching vocabulary is shown by pointing to objects in the classroom or outside the class. The kinds of ostensive means are follows:

1) Real thing

In real thing, the teacher brings and holds up the object to the classroom says the word and then asks students to repeat it.
2) Pictures

Pictures can be board, drawing, sketches, wall pictures, wall charts, flashcards, magazine pictures, and any other non-technical usual representation.

3) Body

The techniques of using body in teaching vocabulary are facial expression, gestures, mime, and actions. Mime and action are the technique of teaching vocabulary by using actions and mime to get meaning. Facial expression can be used to show feelings.

b. Verbal definition

Verbal definition is the way of teaching vocabulary by using teachers’ explanation. The kinds of verbal definition as follows:

1) word sets or enumeration

In enumeration, the teacher presents some relating words to introduce new words.

For example:

“Flower” is a general word and “rose”, “orchid”, “jasmine”, etc. are specific words.

2) Synonyms

Synonyms are words or expressions that have the same meaning in some context. It must be in the same part of speech. For example:

\[
\begin{align*}
\text{Admit} & = \text{confess} \\
\text{Chance} & = \text{possibility}
\end{align*}
\]
Absent = away
Gladly = happily

3) Antonyms

Antonyms are words or phrases that are opposites with respect to some component of their meaning. For example:

Like - hate
Right - wrong
Far - near
Boy - girl

4) Hyponyms

Hyponym is a technique of teaching vocabulary by grouping some similar words. For example: “rose”, “jasmine”, and “orchid” are the hyponyms of flower.

5) Cognates

Cognate technique is a technique of teaching vocabulary by giving words in the students’ native language that have the same, or similar to the English word. For example:

<table>
<thead>
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<th>English</th>
<th>Indonesian</th>
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<tbody>
<tr>
<td>Investigate</td>
<td>investigasi</td>
</tr>
<tr>
<td>Productive</td>
<td>produktif</td>
</tr>
<tr>
<td>Class</td>
<td>kelas</td>
</tr>
</tbody>
</table>
6) Complements

Complement is a technique of teaching vocabulary by extending two groups of incompatible words in which each is defined by being “not the others”. For example:

\[ \text{Morning} \quad - \quad \text{afternoon} \quad - \quad \text{evening} \]

7) Conserves

Conserve is a technique of teaching vocabulary by pairing two words that imply the other. For example:

- Teacher - teach
- Parents - child
- Tester - taste

8) Illustrative sentences

Illustrative sentence is a technique of teaching vocabulary by contriving a sequence of sentence to create a linguistic context in which the meaning of an unknown word is illustrated.

For example:

My father likes potatoes, but he hates corn. He also likes vegetables, beans, and carrots, but he always refuses to eat corn.

We can see a sunset in the sea. The sunset is very beautiful. I love the sunset very much.

9) General knowledge

General knowledge is a technique of teaching vocabulary by capitalizing on what learners know about the word.
Example:

a) When the teacher is going to introduce the word “proverb” to the students, she/he can ask:

“A good husband should be deaf and a good wife blind”. What are these sayings called?

b) When the teacher is going to introduce the word “Planet Mars” to the students, she/he can ask:

Which planet is named after the Roman god of war?

10) Using scales or grades

In this strategy, the teaching vocabulary is done by scaling or grading the related words.

For example:

- Hot - warm - cold
- Yellow - green - blue

11) Definition or description

It is a technique of teaching vocabulary by defining or describing the objects. For example:

A “lecturer” is a person who teaches in university.

A “school” is any place where students study.

12) Translation

Translation is a technique of teaching vocabulary by changing some words or individuals words into a different language.

Example: 
Eat (English) = makan (Bahasa Indonesia) = maem (Bahasa Jawa)

13) Explanation

Explanation is a technique of teaching vocabulary by giving the meaning of the vocabulary item in the students’ language.

Example:

If teachers explain the meaning of “mate” (=friend), they have to point out that it is a colloquial word used in informal contexts and that it is more often used for males than females.

14) Demonstration

Demonstration is a technique of teaching vocabulary by showing physical demonstration and verbal explanation.

Example:

When the teacher wants to introduce the word “wake up”, she/he can practices it by acting like a person who open his eyes and twists his body.

15) Collocation

Collocation is a technique of teaching vocabulary by combining words. For example:

<table>
<thead>
<tr>
<th>Sprained+ankle</th>
<th>Not</th>
<th>sprained+thigh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head+ache</td>
<td>Not</td>
<td>throat+ache</td>
</tr>
<tr>
<td>Stomach+ache</td>
<td>Not</td>
<td>leg+ache</td>
</tr>
</tbody>
</table>
16) Using dictionary

It is a technique of teaching vocabulary by consulting the meaning of the word to a dictionary. Usually, a bilingual dictionary is used in low levels and a monolingual dictionary is used in high levels.

Example:

Students are asked to find the meaning of the word “blue”. Then, the teacher asks them to open their dictionary. By implementing this act, the students will be more familiar in recognizing the new word since they know the process in finding it.

17) Word games

Word Games are the way of teaching vocabulary by presenting a game using words. This game focuses on the word rather than the sentence; spelling (as, for e.g. in dash it and hang it), meanings, words for sentence-making, word as inferred from context or word as categorized according to grammatical use. Some kind of word games such as crossword, puzzle words, jumbled words, etc can be done by individual, group, or as homework.

Example:
c. Audio presentation

It is a technique or teaching vocabulary by presenting some vocabulary items by using audio media like tape recorder or video.

d. Running context

It is a technique in teaching vocabulary by linking the new words with the surrounding words that are already known by the students, then asking them to deduce or guess the meaning of such new words.

B. Song

According to Hornby (1990: 1133), song is a piece of music with words that is sung. Dobson (1987: 92) states that song is popular activity throughout the world. Students often delight in learning English song. It means that teacher can use songs either as a text or a technique in language teaching. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005). Almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. Then, when people are in youth, they like playing, singing, and dancing to a rhymes. As adolescents, people consume by the beat of popular songs artist in the world. As adults, people also often hear song on television, movies, theater, and even nightly news. When they work, when they play, song is there to reinforce or every mood and emotion. In sum, it can be
concluded that songs can’t be separated from daily life since they are mostly loved by many people.

From the explanation above, songs refer to a piece of music that have words and can be used in language teaching. It is suggested to include songs in language learning as well. Songs had been heard by the people in the world since they are born until died. So, listening to the songs has been a habit and liked by everybody. Besides, can provide a relaxed atmosphere in on a hot boring day lesson.

1. **Consideration in Using Songs as Materials in Teaching Vocabulary**

   The possibility of using songs in English as a foreign language class has been actively considered for the last two decades. It is considered because songs have many values in language teaching. Orlova (2003), states that it is possible to suggest that among the methodological purposes that songs are used in class, it is possible to rank the following:

   a. Practicing the rhythm, stress and the intonation patterns of the English language.

   b. Teaching vocabulary, especially in the vocabulary reinforcement stage

   c. Teaching grammar. In this respect songs are especially favored by teachers while investigating the use of the tenses.

   d. Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion

   e. Teaching listening comprehension
f. Developing writing skills. For this purpose a song can be used in a variety of ways.

In addition, the use of songs in teaching and learning English as a foreign language is felt much needed. From the songs, we can learn many things such as vocabulary, grammar, listening, speaking, writing.

According to Lynch (2008), there are three factors that contribute to listening comprehension of song, they are:

a. Use of new vocabulary, idioms and expressions – It needs to address the new material offered in each song. This includes grammar, vocabulary and usage.

b. Pronunciation and accent of the singer – Every native speaker doesn’t pronounce or sing with the same accent. Students may be exposed to an accent which is outside the realm of what they might normally hear in context.

c. Use of new grammar and structure Song. Researchers and singers are notoriously “loose” when it comes to use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must prepare for this.

2. **The Criteria of Song Selection**

The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very frustrating for the students not to understand a word. The recording should also be a good one. A studio album is probably better than a live version. Furthermore, M. Lynch (2008), provides three principal song selection criteria, as follows:
a. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.

b. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.

c. Songs should have an appropriate theme. There’s enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

On the other hand, Orlova (2003) says that while encouraging students to choose the songs for discussion, it needs to ask them to following criteria below:

a. The song must be an example of a particular musical trend

b. There shouldn’t be any form of violence in it.

c. The song should contain a certain artistic image.

It is realized when teaching the students; we should choose the songs with suitable level of difficulty. The suitability of the song is a particularly important issue. It should be known whether or not the students like the song.

3. **The use of Singing Procedure**

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied,
and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

According to Saricoban and Metin (2000), at the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

a. Gap fills or close texts
b. Focus questions
c. True-false statements
d. Put the lines into the correct sequence
e. Dictation
f. Add a final verse
g. Circle the antonyms/synonyms of the given words
h. Discuss

4. **Benefit of Song**

By using songs in the classroom, students can practice their vocabulary mastery and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students become more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular
songs and make them more confident in their ability to listen and understand the world around them (Brown, 2006).

The other benefits of using songs in the classroom are that songs can be used:

a. to present a topic, a language point, lexis, etc.
b. to practice a language point, lexis, etc.
c. to focus on common learner errors in a more direct way
d. to encourage extensive and intensive listening
e. to stimulate discussion of attitudes and feelings
f. to encourage creativity and use of imagination
g. to provide a relaxed classroom atmosphere
h. to bring variety and fun to learning

Griffe (1992: 4) points out some advantages in using songs and music in the language classroom. There are some categories mentioned by Griffe, namely in classroom atmosphere, cultural input, text and student interest. They are as follows;

a. Songs create enjoyable classroom atmosphere

Dealing with classroom atmosphere, songs and music can be used to make students relaxed and provide enjoyable classroom conditions.

b. They can introduce the culture of the songs.

Either songs or music is reflection of the time and place that produce them. When the teacher brings songs into classroom, he will also bring the culture of the songs in the classroom.
c. Songs can be used as texts

Songs also can be used as texts in the same way that a poem, short story or novel provided in the language classroom.

From explanation above, songs have many benefits. Some of them are songs can motivate the students and make them more confident in their ability to listen the materials.

C. Speaking English to Young Learners

1. Characteristics of Young Learners

Before teaching learning process, the teacher should know several characteristics of the average students at Elementary School. The learners at the fifth grade are approximately twelve years old. Children of twelve years are relatively mature with an adult side and a childish side. Scoot and Ytreberg (1998: 03) say that the general characteristics of Elementary School students are:

1. Their basic concepts are formed.
2. They can tell the difference between fact and fiction.
3. They ask questions all the time.
4. They rely on the spoken word as well as the physical world to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and do not like doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
8. They are able to work with others and learn from others.

The other characteristics of the young learners are also stated by Fauziati (2002: 171):

1. Children like playing. In this situation the children can learn while playing. It is the effective one for teaching language.

2. The “here and now” theory. It is related with theories of children’s cognitive growth and refers to the need to move from the concrete to the abstract in order to support children’s understanding of proportional content of a message. In this situation the student will understand the using of world around the here and now. The process is they learn by doing; they learn language by using it, listening to it, speaking it, and writing it.

3. Association and memory. Here, the teacher should expose the students to real life situation for example using song, using flash card, showing the picture.

Based on the statements above, we know that children have some characteristics. Naturally, children are active and like to explore something. Therefore, teacher should use a teaching technique which is appropriate with student’s characteristics. Teacher should give opportunity to the students to be more active in teaching and learning process. Teacher should give chance to the students to seek information for their own language. Therefore, the students will be able to create and form their own language.
2. **How to Teach Young Learners**

a. The Principles of Teaching Children

English teachers should firstly know the concept of teaching children before they really teach English to children. Piaget in Elliot et al, (2000:35) gives the principles of teaching children in his four stages cognitive development. The following are the detail explanation of the principles in each stage:

(a). Birth to about 2 years: *Sensorimotor Period*

In this period, Infants “know” in the sense of recognizing or anticipating familiar, recurring objects, and happenings, and they “think” in the sense of behaving towards these objects and events with mouth, hand, eye, and other sensory-motor instruments in predictable, organized, and often adaptive ways. Therefore, for supporting infants’ cognitive development, the teacher must provide multiple objects of various sizes, shapes and colors for babies to use. Besides, if infants are to develop cognitively as fully as their potential permits, they must actively engage with environmental objects.

(b). 2-7 years: Intuitive or Preoperational Period

In preoperational period, a child has begun to use symbols (such as language) but is not yet capable of mentally manipulating them. Moreover, in this stage children are at a level of thinking that precedes operational thoughts. For example, children can not take something apart and put it together again. Thus, to support children’s cognitive development, the teacher should encourage the manipulation of materials (especially objects and activities that help to provide a foundation in math and science). Also, the teacher should provide as many hands-on experiences as possible. Activities that preoperational children like...
and that improve their growing skill to represent things internally such as imitating, pretend play, drawing, etc.

(c). 7-11 years: Concrete Operational Period

In concrete operational period, children accomplish true mental operations. Students can now reverse their thinking and group objects into classes. However, children can perform mental operations only on concrete objects or events, and not on verbal statements. For example, if they are shown blocks A, B, and C, children can tell you that A is larger than B, that B is larger than C, and that, therefore, A is largest of all. But if a teacher tells them that Liz is taller than Ellen who is taller than Jane, they can not tell him who is tallest of all (especially in the early years of the period). If the teacher is teaching children of this age-stage, provide opportunities for them to engage in tasks that will help them at this level.

(d). Over 11 years: The Formal Operational Period

During this period, youngsters demonstrate an ability to reason realistically about the future and to consider possibilities that they actually doubt. Adolescents look for relations, they separate the real from the possible, they test their mental solutions to problems, and they feel comfortable with verbal statements. In short, the period's great achievement is a release from the restrictions of the tangible and the concrete. To support the cognitive development of this period, a teacher should be careful not to exaggerate students' abilities. Moreover, the teacher should provide as many concrete examples as he thinks are necessary before asking students to formulate general principles. Besides, try to discover how students sequence materials and
activities so that the teacher can match their developmental levels. Last but not least, the activities should challenge students’ thinking, but should not be so difficult as to frustrate them and cause failure.

Elementary school students, in these periods, are involved in the third and fourth periods. Those are concrete operation and formal operation periods. Children in concrete operation can use their language in logic. They can order object in logical order, can classify the things around them, and can understand the quality of things, like the number of their friends, big, small, etc. In formal operation period, children's thinking begins to differentiate the concrete and the abstract things. These conditions support them to learn language better. They can not only know what of the name of the things but also the usage of the language.

D. Rationale

Vocabulary is a list or set of words with their meaning, spelling, and pronunciation that are used by, understood by, or at the command of particular person, social group, profession group or trade. It cannot be denied that vocabulary mastery plays an essential role in learning English. However, the results of teaching and learning English, especially vocabulary, in elementary school are not satisfactory yet. The pre-research shows that the students’ achievement and motivation in speaking is still low. As a result, the researcher proposes song as a means used to enhance the students’ vocabulary mastery. Song itself is defined as a piece of music with words that is sung. Song is a great
language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

By using songs in the classroom, students can practice their vocabulary mastery and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same for the children's songs and the lessons may help students become more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them (Brown, 2006).

E. Action Hypothesis

Considering carefully the ideas underlying vocabulary mastery and song, the researcher has an action hypothesis: song can enhance the vocabulary mastery of the third grade students of SD Negeri Tangkil 1 in 2009/2010 academic year.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

1. The Place of the Research

This classroom action research was carried out in SD Negeri Tangkil 1. This elementary school is located in Tangkil village, Sragen. The location of the class is in a quiet settlement environment so it is conducive enough to study since it is not so crowded. It is also a strategic place and easy to be reached since it is near the highway.

SD Negeri Tangkil 1 has six grades of class. Each class consists of 36 up to 40 students. Beside the classrooms, there are many buildings in SD Negeri Tangkil 1. They are teacher office, administration office, library, hall, and cafeterias.

SD Negeri Tangkil 1 uses KTSP (Kurikulum Tingkat Satuan Pendidikan) as the basis of teaching and learning processes. Instructional processes are done in six days from Monday up to Saturday. The students start to learn from 07.00 AM and they finish the lesson at 12.00 AM on Monday to Thursday and on Saturday. While on Friday, they finish it at 11.00 a.m. SD Negeri Tangkil 1 has a good predicate because it always makes success in graduating all of the sixth grade students every year. Besides, it gets score “A” for the accreditation and uses a good management system in managing that school.
2. **Time of the Research**

The research was carried out from February 2010 – February 2011. This research was conducted from the time the researcher did pre-research, did the research, and up to the time when he wrote the thesis.

The complete schedule of the research is provided in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Time of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparation of the research</td>
<td>February-March 2010</td>
</tr>
<tr>
<td>2.</td>
<td>Pre research Observation</td>
<td>April 2010</td>
</tr>
<tr>
<td>3.</td>
<td>Data collection</td>
<td>Nov-Dec 2010</td>
</tr>
<tr>
<td>4.</td>
<td>Report writing</td>
<td>January 2011</td>
</tr>
<tr>
<td>5.</td>
<td>Preparation of examination</td>
<td>February 2011</td>
</tr>
</tbody>
</table>

B. **The Subject of the Research**

The subject of the research was the third grade students of SD Negeri Tangkil 1 Sragen. This class consists of 36 students: 16 boys and 20 girls. The students of the third grade come from different social and economic backgrounds. Most of their parents work as the official government and farmer. The students of the third grade were cheerful. Yet, there were some students who were shy to actively participate in teaching and learning process.

The researcher chooses the third grade as the subject of the research based on the fact that there were still very passive in teaching learning process. Besides, there was evidence from the pre-test that their achievement in vocabulary was not good enough. The researcher conducted the study through teaching and
learning process by using songs in teaching vocabulary. The researcher was the teacher and the real English teacher there was the observer in the research process.

C. The Method Of The Research

The research method used in this study is Action Research (AR). Mills (2000: 5) defines action research as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how well the students learn.

The definition of Action Research above can take out a number of common features which can be considered the characteristics of Action Research. Burns (1999: 30) propose the features to characterize Action Research as follows:

a. Action Research is contextual, small-scale and localized – it identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.

In this research, action research was undertaken in order to solve the problems that appear in teaching English vocabulary. The purpose of the research is to know whether songs improve students’ vocabulary mastery and find out the
class situation when songs are used in teaching vocabulary in SD Negeri Tangkil 1 Sragen. This class Action Research is carried out by the real teacher as observer and researcher as the teacher.

D. Procedure of Action Research

Kemmis and McTaggart in Burns (1999: 32) state that the procedure of each step in this research can be explained as follows:

1. **Identify a Problem Area**

   In this research, the problems will be identified by using three techniques:
   
   a. Pre observation
   
   b. Interview the teacher and the students
   
   c. Pre- Test

2. **Planning the Actions**

   After knowing the problems and the cause of it, the next step is planning the action. It is stated as follows:

   a. Deciding the topic or the material.
   
   b. Making lesson plan and designing the steps in doing the action
   
   c. Preparing sheets for classroom observation
   
   d. Preparing teaching-aids
   
   e. Preparing camera (to take the pictures of the teaching and learning process)
   
   f. Preparing post-test
3. **Implementing the Action**

The real implementations were conducted as follows:

a. The researcher prepared materials containing some exercises and practices taken and adapted from the books source.

b. The researcher distributed copied material according to the number of the students.

c. The researcher gave short explanation and guided the students to understand, practice and do the exercise of interview technique.

d. The researcher and the students practiced the technique of song to improve students’ vocabulary mastery.

4. **Observing/ Monitoring the Action**

The classroom action research was carried out by the researcher and the teacher of the class as the collaborator of the research. The researcher used test, observation, and interviews to the students as the consideration to make a decision dealing with the next steps.

5. **Reflecting the Result of the Observation**

In this step, the researcher as the classroom teacher made an evaluation and investigation towards the process of teaching and learning.

6. **Revising the Plan**

Based on the weaknesses of the activities that have been carried out, the researcher revised the plan for the next cycle.
E. The Technique of Collecting Data

In this research, the researcher collected the data using qualitative and quantitative method. The quantitative data was collected from the students’ vocabulary scores, while qualitative data was collected from observations, interviews, and document analysis.

F. Technique of Analyzing Data

As stated above, there are two kinds of data. They are qualitative data and quantitative data. The qualitative data was analyzed by using descriptive analysis, while the quantitative data was analyzed by comparing the results of the tests.

In analyzing the data in the form of qualitative data, the researcher used descriptive analysis. The function of descriptive analysis is to provide an overview of the data which had been obtained. This general picture can be a reference to look at the characteristics of the data the researcher obtained. The researcher used model of analysis involving collecting the data, reducing the data, presenting the data and drawing conclusion.

The quantitative data was collected in the form of mean score. Then, the data were analyzed by comparing the mean of pre-test and post-test. The mean of the pre-test and the post-test can be yielded with the formulas as follows:

\[ x = \frac{\sum x}{N} \quad y = \frac{\sum y}{N} \]

in which:

- \( x \) = means of pre-test scores
- \( y \) = means of post-test scores
- \( N \) = the number of student
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The objective of this research is to get information on the following. The first is to find the ability of songs to improve vocabulary mastery that covers pronunciation, spelling, and meaning of the third grade students of SD Negeri Tangkil 1. Secondly, the research is to find out the situation in the class when songs are used in teaching vocabulary in SD Negeri Tangkil 1. The research is conducted in two cycles. Every cycle in this research consists of a series of steps, namely identifying the problems, planning the action, implementing the action, observing or monitoring the action, evaluating and reflecting the result of the observation, and revising the plan.

B. Research Implementation

The research was held in two cycles. The first cycle consist of two meetings (they were conducted on the 6th and 8th November 2010). The second cycle consist of three meetings (they were conducted on the 13th, 20th and the 27th of November 2010). Each meeting took 60 up to 80 minutes. The topics of the first cycle were “Color and Vegetables, and in the second cycle, the topics were “Vehicle, Weather, and Occupation”. Every cycle follows the following steps: identifying the problems, planning the action, implementing the action, observing or monitoring the action, evaluating and reflecting the result of the observation, and revising the plan. They could be explained in the following parts.
1. Cycle 1
   
a. Identifying the problems

As stated previously in the introduction, it was seen that the students admitted that there were problems in learning vocabulary. Most of students in the third grade said that they found it difficult to learn vocabulary. The difficulties included pronunciation, spelling, and meaning. The difficulties in answering questions (e.g. naming things) or doing exercises were among other indicators of how vocabulary could not be learned easily.

One of the reasons that caused learning vocabulary difficult was that the technique used by the teacher that was inappropriate and monotonous. Thus the teacher could not build students interest and active participation. The students also explained that they felt bored in class and found it hard to remember, pronounce and write new words.

There was another problem in learning vocabulary dealing with English schedule. English is scheduled late in the afternoon as the last subject of the day. Consequently, the energy, focus of the students had decreased significantly by this period. The time schedule which was inappropriate to conduct English subject, also caused ineffectiveness in learning vocabulary. The students less concentrated when English was conducted in the last timetable.
b. Planning the action

Before implementing the action, the researcher and the teacher gave the students a pre-test. The test was also given in the end of the cycle as a post-test; therefore, the researcher knew the differences of the results between those tests. He prepared the materials, students’ worksheet, a lesson plan as teacher’s guidance in teaching vocabulary and everything needed in the action. The action plan was implemented by the researcher, while the teacher observed the whole process of teaching and learning in the classroom.

c. Implementing the Action

1) First Meeting (09.00 a.m – 11.15 a.m)

The first meeting was conducted on Wednesday, 6th November 2010. In the first meeting the researcher chose “Color” as a topic and chose a song entitled “Color”. After coming to the class and greeting the students, the teacher prepared some tools used in the teaching and learning process. Then, he checked the students’ attendance. Next, he talked about “Color” as the topic they would learn. Then, he talked about everything near the students’ environment. The teacher asked the students to mention certain colors especially of things in the students’ environment. “What is the color of your uniform? What is the color of Rifa’s bag?….” When the teacher asked that question to several students, a few of them didn’t answer the question. Some of them still answered in Bahasa Indonesia.
After introducing the topic, the researcher introduced some instruments used in their lesson that day. The researcher told that they would use a laptop and speaker to study. Some of the students were very enthusiastic in watching it. Then, the researcher began the lesson of that day by playing a song about color. First, the students were asked only to listen the song. After it was repeated twice, the researcher led the students to sing the song together. He also asked them to pay attention to the kinds of color mentioned in the song. The students liked the song very much so that they wanted the researcher to repeat singing the song many times.

After singing the song three times, the researcher asked the students to write the kinds of color mentioned in the song. Then, he checked the students’ work. Some students have written the task well. However, most of them have not finished it yet. Some others even did not write anything. After that, the researcher mentioned the names of color. Then he asked one of the students to write name of colors in the blackboard in front of the class. This student only wrote three kinds of color names. Then, the researcher asked one more student to write. The second student added three more colors. However, there were still many colors they had not mentioned. So, the researcher gave a chance to the other students to add. No student responded. The researcher played the song again and asked the students to sing and paid attention to the names of color mentioned. After that, he asked them to mention
the colors not written in the blackboard. Some students added the colors until all colors were written. Then, the researcher asked them to pronounce the words. Most of the students pronounced them by reading letter. For example: “white” was pronounced /wite/, “purple” was pronounced /purple/, “green” was pronounced /gren/ and so on.

The researcher then asked the students to listen and pronounce the words he mentioned. The researcher pointed at the word on the blackboard to be pronounced. From this activity, students were able to identify the meaning of the words pointed. After that, the researcher asked the students to pronounce the words by themselves. Some students still made mistakes in pronouncing the words. Finally, he drilled the students by asking them to pronounce the colors one by one starting from the student who sit in the left side in the front row.

After the drilling, the students were asked to pronounce the names of colors together. Then, the researcher asked them to make groups of four students. Every group was asked ten questions related to color. They seemed happy in answering them. After task was completed, the researcher asked the students to check the answers.

Then, the researcher played the song again and asked every group to sing. Some students were still shy in singing. Then, he asked them to sing the song together. After that, they were given a task that had to be done individually. After doing that, the students were asked to correct their work by changing their answer to the friend beside him.
Some mistakes still existed, but the students tried the best for correcting. They were also asked to re-pronounce some words stated in the questions.

When time was almost up, the researcher gave the students homework, where they had to write the names of some goods at their home and had to mention the colors. They also had to learn to spell and pronounce the words written. The homework would be discussed in the next meeting.

Before closing the lesson, the researcher repeated their lesson that day. He also asked the students about their difficulties in learning colors. One of the students asked him about the pronunciation of the word “purple”. The researcher answered the question. Then, he invited all the students to pronounce it together. When there was no more question, he told them that they would have songs again in their next meeting. Some students said “Asyik…” . The researcher asked them whether they felt happy that day. They said “Yes”.

Finally, the researcher closed the meeting and took the instruments used., and he walked out of the class.

2) Second Meeting (09.00 a.m – 11.15 a.m)

The second meeting was conducted in 8th November 2010. In the second meeting the teacher still chose “Vegetables” as a topic and chose a song entitled “Vegetables” as the material. At first, he prepared all tools needed (laptop and speaker). Then, the researcher
greeted “Good morning dear, how are you?” to the students and greeted them in English. The students answered “I’m fine” and one of the students added “sehat”. Then, the teacher checked the students’ attendance.

The researcher reviewed the previous lesson. He asked about the colors that have been learned in the previous meeting. He said “Still remember about the colors?” They answered “red, blue, green, brown, black...” Some students have mentioned them correctly. It means that they had learned before.

Then, they discussed their homework. However, some students forgot to do it. When the researcher asked why they did not do their homeworks, they answered “Saya lupa Pak”. Then, he gave them time to do their works in five minutes outside the classroom. He checked the homework later. He asked them to correct the pronunciation of some words. He asked “How to pronounce “GREEN”?” The students answered “Grin, Mr...!”, and he also asked them to spell the words. “How do you spell it?” They answered “G-R-E-E-N”.

The researcher then told the students that they were going to learn about Vegetables. He asked the students “What’s the meaning of vegetables?” Some of them answered “Sayuran”. “What did you eat this morning?” No one answered. Then, he asked “Tadi pagi sarapan pakai sayur apa? Some of them said “bayam, gori, buncis, etc”. One of them answered “telur”. Then, he asked “Is telur or egg a kind of
vegetables? *Telur itu sayuran bukan?*” They answered “*Bukan*” Then, the researcher mentioned some kinds of vegetables to the students. They were spinach, cabbage, tomato, etc.

Then, the researcher opened his laptop and played a song entitled vegetables. He also asked the students to listen and then sing together. He repeated the song again. He asked them to pay attention to the song. Then, he played the song once again.

After the song was played three times, the researcher asked the students to write the kinds of vegetables in the song. Then, he checked the students' answers. After that, he asked three of them to write their answer on the blackboard in front of the class. In fact, they had different answers.

After all of the students finished their answers, the researcher checked them. After all answers were corrected, the students were asked to repeat the pronunciation of all words mentioned. After that, they were asked to write all of the words above. The researcher asked them to make some groups of four. They had to prepare a piece of paper then wrote down their group’s name on it. Then, he gave 10 questions to each group. After all the questions had been finished, it was submitted. The answers then were exchanged among the groups. They checked it together. If there was any mistake made by a group, the other groups helped to correct it. Then, the group who made the
mistakes should repeat pronouncing the answers, until the answers were correct.

The researcher then played the song again. He invited the students to sing the song together. After that, he asked the students to do an individual task that was matching pictures to the words and meaning. Then, he asked the students to give their answers to their friends. He gave chances to volunteers to answer it. Some students just kept silent. Then, he asked a student who was passive in the class to tell his answers. That student came in front of the class and wrote his answer. The other students were asked to check the answers.

After all of questions were answered, the students were asked to count their mistakes. Then, they reviewed their activity by pronouncing the words again. Then, the researcher gave a task to be done at home. He asked "Is there any questions? Ada yang mau bertanya?" No one answered. Then, he said "The time is up, and we will continue our lesson on the next meeting. Ok..thank you for your attention and See you..!" All students answered “See you, Mr…..!

d. Observing and Monitoring

In monitoring the use of song in teaching vocabulary, the researcher used test, observation, and interviews to the teacher and students as the basic to make a decision for the next steps. The test was given in the form of post-test and some individual tasks dealing with the songs were given. The observation was done simultaneously while teaching and learning
process was going on. The observation was made based on the fieldnotes written by the observer. Then interviews were taken from the conversation that took place in teaching and learning process.

In the cycle 1, there were two meetings. The first and the second meeting of the cycle 1 focused on meaning aspect and simultaneously followed by other aspects of vocabulary. The other aspects that should be improved were spelling, and pronunciation. In the teaching and learning process, songs were used to make grasping the meaning easier. The students did the exercises that contained the process of identifying and understanding the words. The students were given group and individual exercises. They were expected to be more active and motivated in learning vocabularies through songs.

Besides implementing the action above, the results of the observation of the teaching and learning process were also supported by the test results and interviews of using songs in teaching vocabulary. From the observation results, it was known that there was some improvement on students’ vocabulary mastery, that is the mastery of meaning, spelling, and pronunciation.

Actually, the improvement of vocabulary could be seen clearly in the first posttest’s scores. The scores of post-test increased from the scores of pre-test. The mean score of post-test was 6.46, while the mean score of pre-test was 5.20.
The first improvement was in meaning aspect. The improvement can be seen in the score of pre-test and post-test below:

Table 1.1. The Improvement of Meaning Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>160</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>4.44</td>
</tr>
</tbody>
</table>

Most of the students in the third grade of SD Negeri Tangkil 1 were hyperactive and difficult to be controlled. There were also a few students who were passive and idle. Some of the passive students cheated with his friends, but when they were ordered to answer the questions, they were afraid to answer the questions. However, during the instructional process, the students seemed to enjoy the song. Most of the students thought seriously by themselves or cooperated with their friends in looking for the answers of the questions.

The second improvement was the spelling aspect. The improvement can be seen in the scores of pre-test and post-test below,

Table 1.2. The Improvement of Spelling Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>190</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>5.28</td>
</tr>
</tbody>
</table>
The students’ mean score improved from 5.28 in the pre-test to 6.47 in the post-test 1. This is because the students could hear the right pronunciation directly from the song played.

The third improvement was the pronunciation aspect. The improvement can be seen in the scores of pre-test and post-test 1 below:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>160</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>4.44</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 4.44 in the pre-test to 5.31 in the post-test 1. The students’ pronunciation can be seen in activities in teaching and learning process. From the students’ way of answering the questions, the teacher could know how far the students are able to pronounce the words correctly.

Beside in the way of answering and questioning, the students’ pronunciation can be seen clearly in the session of pronunciation test. To prepare the pronunciation test, some students learned the right way to pronounce certain words from the dictionary.

In teaching and learning process, the teacher did not always focus to improve students’ vocabulary mastery. Both the teacher and the students gave their contribution to run the teaching and learning process. The teacher wanted to manage the class well. Here the teacher did some
activities sequently from the beginning up to the closing of teaching process. Besides delivering the material, the teacher’s roles were a planner, manager, quality controller, group organizer, facilitator, motivator, empowerer and team member, while the students participated by joining and enjoying the teaching and learning process.

Generally, the instructional process of the first and second meeting ran quite well. The students were surprised to play song because they rarely had a similar activities before. The students looked enthusiastic to use song as the new technique in teaching vocabulary.

The result in cycle I was not good enough because there were some weaknesses during the implementation of the action. Some students were still passive during teaching learning process and some of them made mistakes in pronouncing the words. They were shy and afraid to give their opinions. Moreover, song was a technique that uses cheerfulness and requires more participation from the participants. In singing, the students usually made a noise which disturbs the other classes. This condition caused the students to be out of control.

e. Reflection

1) Analyzing the strengths and the weaknesses

After observing and analyzing the result of the observation in cycle I, the researcher and the English teacher reflected several positive results and some weaknesses in the first cycle. They were described as follows:
a) The Strengths

(1) There was an improvement of students’ vocabulary mastery. It was proven by the improvement of the post-test result. The students’ mean score in post-test 1 was 6.46.

(2) Using song in teaching and learning process attracted students’ motivation in learning English. The students paid more attention in instructional process.

(3) There was an improvement of students’ behavior in teaching and learning process. The students did the task and assignment actively either in-group or individually.

b) Weaknesses

(1) Some students were still passive in teaching and learning process. Some of them were afraid and shy to answer the teacher’s questions.

(2) In singing, the students tended to be noisy. The students tended to make noisy when singing and discussing the answer of the task. They laughed at their friends’ wrong answer. Therefore, it needs warning to the students who were noisy.

2) Recommendation

Based on the observation results above, the researcher and the English teacher thought that it was necessary to conduct the second cycle. To solve the problems that appeared in cycle I, the researcher and the English teacher revised the plan in order to complete the next cycle.
so the weaknesses would not occur anymore. The plan in cycle II would focus more on students’ participation in singing, improving students’ behavior from passive to be more active, and improving students’ vocabulary mastery especially on aspects spelling and pronunciation.

2. Cycle 2
   
   a. Planning the Action
   
   In this cycle, the researcher and the English teacher planned to solve the problems in the first cycle by focusing on students’ participation in singing, improving students’ behavior (to be more active), and improving students’ vocabulary mastery especially on the aspect of spelling and pronunciation. In cycle 2, the researcher used “vehicle, weather, and occupation” as the topic. The teacher expected that the students’ motivation and achievement increase, so that, the objectives of the study can be achieved. Before doing the second cycle, the writer and the English teacher prepared the lesson plans. Posttest also would be given in the end of the cycle.

   b. Implementing the action

   1) The first meeting

   The first meeting was conducted on 13th November 2010. At 09.00 AM school bell rang signaling that break was over and students entered the classroom. The teacher and the researcher entered the class. Before the lesson began, the researcher prepared equipments
that would be used in learning in the morning. The equipments included a laptop, speakers, and of course the table. The researcher setted up a place to position the laptop and the speakers.

Before the lesson began, the researcher greeted "Good morning students". Then the student replied "Good morning Mr. Yuli. " After that the researcher said "hello... How are you today...?" All of the students answered "I'm fine, and you?" He replied "I'm fine too, thanks." After that, he checked student attendance by asking, Who is absent today? And the student replied .. Mr Nobody."

The researcher began the session by reviewing the lessons presented at the previous meetings. He asked about the kinds of vegetables learned in the previous meeting. After that he asked the students to pronounce the words. The children answered, "cabbage, chili, tomato, onions, beans, spinach bean sprouts, garlic, carrot, ...". He ordered the students to open their homework and began to correct them together. He then asked one of the students to write the answers on the board. After that, they discussed the answers one by one. There were some students who still made mistakes, and the researcher asked other students to correct them.

The researcher told that they would learn about transportation. He asked the students, "What is the meaning of transportasion?" And the student replied: "transport" Mr. Yuli. "After that, YW asked the students "How do you go to school?" They just kept silent. He
repeated his question “*Tadi ke sekolah naik apa?*” They gave a wide range of answers. Someone replied "ride a bike .. Mr” Another student said “*jalan kaki Mr*”

Next the researcher started playing a song. The song used is the Song of Transportation. He asked students to imitate and sing the song together. When the song finished, students were asked to repeat the song again. He also asked them to pay attention to the kind of vehicle played in the song.

After the last chance of playing the song was complete, the researcher asked students to mention the type of transportation mentioned in the song. He then checked the students’ works. The results were almost all students could record the works correctly, but there were still some mistakes found in the spelling and meaning. Finally he asked three students to list the type of transportation which they noted on the board. Two students had different answers. There were also only able to write five names of transportation.

After all of the answers were written, the researcher asked students to imitate pronouncing the words after him. He then asked students to pronounce the words together. After that students were asked to make groups of four. Each group should set up a piece of paper and write down the names of the group. Then he gave questions to all groups and could observed that each group works compactly.
After all groups finished their work, the researcher asked them to exchange their answers. Then he requested the second group to read out the answer and asked other groups to match their answers from other groups. If there were mistakes, another group was asked to correct it. After that he appointed another group to write down the answer. There were some groups who still mispronounced and misspell the answers. The researcher finally asked each group to pronounce the words until they correctly pronounced them. Finally, he asked the students to count the mistakes. He also asked each group to correct the wrong answers.

Once completed, the researcher played songs and asked the students to sing the songs together. When the students sang the song, they seemed to enjoy it and they were very excited. Because they were weak in pronunciation and spelling, he asked one by one to move forward and pronounce and spell the words. He drilled them in pronunciation and spelling. After all students read, he gave students individual tasks by matching pictures, arranging the letters into the words correctly and guessing their meaning.

After all of the students finished doing their answers, the researcher asked them to correct them together. Then, he gave a number of questions to be done at home. They would discuss it in the upcoming meeting. In addition, he also asked them to practice the pronunciation and spelling of the new words.
Before the lesson was closed, the researcher asked the students to sing songs about transportation together. Then he gave students the opportunity to ask, "Is there any questions? Anyone want to ask?" No student asked. Then he immediately closed the lesson today. He said "The time is up, and we will continue our lesson on the next meeting. Ok .. thank you for your attention and See you ..! and the student replied "See you, Mr ......!"

2) The second meeting

The second meeting was conducted on 20th November 2010. The teacher took “Weather” as the topic that day. At 09.00 AM the school bell rang signaling that break was over and students entered the classroom.

First, the researcher greeted the students and checked their attendance. One of them named Alfina was absent that day. He began the session by reviewing the lessons learned at the previous meetings. He asked about the type of transportation learned together in the previous meeting, "Please mention kinds of transprtation!" The children answered, "Bicycle, Bus, Pedicab, Plane, Train, Ship, Cart ...". It showed that they had mastered the lesson given quite well. Then, the researcher and the students corrected the homeworks together. Some students still made little mistakes about, but in general they had mastered the topic of “Vehicle” well.
To begin the new session, the researcher told the students that they were going to talk about “Weather”. He asked them what “weather” is. However, no one answered. Then, he gave a clue that weather was closely related to wind, and their feeling about the day. He asked them “How is the condition of the day?” Finally, they could guess that the weather was hot.

Next the researcher played a song about the weather. After playing it, he asked the students to imitate and sing the song together. It was played three times. Then, they were asked to memorize the kinds of weather mentioned. The students wanted it was played once more. The researcher gave a chance to them to listen to the song again.

After the last chance was completed, the researcher asked students to make words related to weather. He checked all of the students’ answers. Almost all students were able to write down. However, they still made mistakes in spelling. As usual, he asked some students to write the answers on the board. Some of them were just able to write three or five, at most. Once one of them had written, another student added. It lasted until all of the names of weather mentioned in the song written. After that, he asked students to pronounce the words after him. Then, they were told to read them together. The researcher also taught them the way to spell and pronounce the words correctly. After that, he asked students to make groups of four. Each group should prepare up a piece of paper and
write down the names of the group. Next, he gave questions to all
groups about the weather. After about ten minutes, the researcher
asked all groups to exchange their answers. They corrected them
together.

Once completed, the researcher played the song and asked
students to sing the song together. They seemed enjoy it much. After
singing, he asked the student one by one to move forward to read and
spell the words correctly. Because they were weak in pronunciation
and spelling, he drilled them one by one. After all students read, he
gave students individual tasks; matching pictures, arranging the letters
into correct words, and interpreting the meaning of those words. At
last, they correct their answers together.

The time was almost up. The researcher gave the students
homework, as usual. They would discuss it on the next meeting. Before
the lesson was closed, they sang the songs about the weather together
in order to re-fresh their mind about the vocabulary introduced.

3) The third meeting

The third meeting of the second cycle was conducted on
November 27th 2010. As usual, the teacher and the researcher entered
the classroom after the second break. It was the last subject of that day.
Here, the researcher would be the teacher to conduct the teaching and
learning process. The researcher opened the class by greeting the
students and checking the students’ attendance. The teacher reviewed
the last meeting materials before moving on to the next materials. After reviewing the lesson, the teacher told the students that they would learn about “Occupation”. He asked their father’s jobs. It was meant to build up their knowledge. He also introduced a simple sentence pattern of “What is your father?” or “What is your ambition?” to the students. Many students answered the question attractively.

The researcher told the students that they would sing a song together. Although they were used to doing it, they still screamed “Horee.....”. As usual, after the song was played three times, the researcher gave them individual tasks related to the topic in order to introduce the new words to them. Here, the students were very active. When they wanted to know about their parents’ jobs, they asked “Mister, papaku itu apa?” and some other students would give many kinds of answer; “farmer, doctor, teacher, etc”

After doing the task, the researcher began to drill the spelling and pronunciation of the words. Having finished drilling the students, the teacher asked the students to pronounce the words themselves. The teacher then gave the students chances to ask questions. One of them asked the teacher the English word for “pramugari”. The teacher answered the question and asked the students to pronounce it.

The time was up and it was time for the students to go home. The teacher closed the lesson by summing up the lesson and asking the
students to memorize the materials. The teacher ended the class by saying good bye.

c. Observing and Monitoring the Action

In monitoring the implementation of the second cycle, the researcher still used tests, observation, and interviews to see the effect of conducting the second cycle. Beside the posttest, a test was also given in the form of individual examination. The observation was recorded in fieldnotes during the implementation of the action. Then, interviews were done with students and the teacher in conducting teaching and learning process.

Generally, the improvement of vocabulary aspects could be seen from the result of the post-test 2 scores. The score of the post-test 2 increased from the score of the post-test 1. The improvement and their reflection of the teaching and learning process can be explained as follows:

The first improvement was in meaning aspect. The improvement can been seen from the score of post-test 1 and post-test 2 shown below,

Table 1.4. The Improvement of Meaning Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-test 1</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>273</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>7.58</td>
</tr>
</tbody>
</table>
The students’ mean score improved from 7.58 in the post-test 1 to 8.28 in post-test 2. Meaning aspect improved as the result of the action done especially in the third meeting. In this meeting, the students learned the kinds of occupation and the definition of each job. By referring to the definition, they could guess the meaning of the occupation mentioned.

The second improvement was the spelling aspect. The improvement can been seen from the score of post-test 1 and post-test 2 shown below,

Table 1.5. The Improvement of Spelling Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Spelling</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>233</td>
<td>256</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>6.47</td>
<td>7.11</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 6.47 in the post-test 1 to 7.11 in the post-test 2. This improvement was the result of the action done by the researcher in every meeting in the class. He drilled the spelling to students as much as he could. This drilling activity was not only done individually, but also in group.

The third improvement was the pronunciation aspect. The improvement of pronunciation aspect can be seen from the score of post-test 1 and post-test 2 shown below:

Table 1.6. The Improvement of Pronunciation Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>commit to user</td>
</tr>
<tr>
<td>Aspect</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>Post-test 1</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>191</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>5.31</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 5.31 in the post-test 1 to 6.75 in the post-test 2. In singing the song, the students were asked to practice their pronunciation in every meeting in the second cycle. In singing, they had to pronounce words, of course. They were also asked to pronounce the words after singing both in group and individually. Some students were also given a chance to explain the spelling alphabetically in front of the class.

The instructional process of the meetings in the cycle 2 ran better than that in the first cycle. The teacher could manage the class well. In the beginning of the teaching and learning process, he warned that if they made noise, they would get a punishment. The punishment is they had to sing the song alone in front of the class.

In using song in teaching and learning process, the researcher actually found differences on students’ enthusiasm in the first cycle and the second cycle. More students actively participated in singing. They supported their friends by shouting some expressions. When some students came to the front of the class, the rest of the class shouted”Ayo...ayo...ayo...” Beside, it was known that they enjoyed song.
since they asked the researcher to re-play the song again when they wanted to listen to it.

There was more improvement in the second cycle. The improvement in improving vocabulary was followed by positive behavior in joining the class. The students gave positive comment dealing with the implementation of cycle 2. After doing the action of both of the first cycle and the second cycle, the writer asked the students to comment on the whole activities done in the teaching and learning process of vocabulary through song. Some students declared different opinion. The first student said “Saya senang.” Then, the second students said “menyenangkan dan lebih memahami pelajaran.” Next, the third student added “menghilangkan stress”. When the teacher continued to ask about the improvement from using songs, the first student said “ya sangat banyak, karena vocabulary yang saya tidak tahu menjadi tahu dan juga lebih mudah menghafalkannya”. Next, the second student said “ya, karena dengan menggunakan song saya menjadi lebih cepat menghafalkan vocabulary”.

d. Reflecting the Result of the Observation

Based on the observation results in field notes, the researcher and the teacher did reflection on the result of the action in the second cycle. There were some positive results obtained in the second cycle. Some positive results were as follows:
a) The students who were usually passive become more active when they were singing song. They were encouraged to answer the task confidently. Moreover, they did not feel shy to come forward and write the answer in the board. They actively participated in teaching and learning process.

b) Most of the students were able to pronounce the words correctly, to understand the meaning easily, and to spell correctly.

c) The teacher could manage the class better than the first cycle. Although some students were noisy and disturbed the other students, the number decreased in the second cycle.

Based on the result of the observation, the teacher and the researcher concluded that teaching vocabulary using songs encouraged and attracted the students to be more active in teaching and learning process. Through song, the students could learn English vocabulary more easily. The students showed more improvement on vocabulary mastery and learning behavior. There was also an improvement in achieving each aspect of vocabulary in the post test.

The comparison of the score can be seen in the table below:

**PRE-TEST**

<table>
<thead>
<tr>
<th>No</th>
<th>Mean Score</th>
<th>Pronunciation</th>
<th>Meaning</th>
<th>Spelling</th>
<th>The Students’ score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre Test 1</td>
<td>4.44</td>
<td>5.89</td>
<td>5.28</td>
<td>5.20</td>
</tr>
<tr>
<td>2</td>
<td>Post Test 1</td>
<td>5.31</td>
<td>7.58</td>
<td>6.47</td>
<td>6.46</td>
</tr>
<tr>
<td>3</td>
<td>Post Test 2</td>
<td><em>6.75</em></td>
<td>8.28</td>
<td>7.11</td>
<td>7.37</td>
</tr>
</tbody>
</table>
Considering the improvement dealing with teaching vocabulary through song above, finally the teacher and the researcher decided not to revise the next plan and stopped the cycle.

C. Discussion

Teaching English to students of Elementary School has many objectives. According to KTSP, three competences should be achieved; 1) to develop communicative competences in the form of either spoken or written. 2) To give awareness about the importance of English to increase competences to compete in global era. 3) To develop students’ understanding about languages related to cultures.

In fact, the instructional process held so far can not fulfill the objectives in KTSP curriculum. The problems in achieving the objectives of KTSP curriculum are caused by some reasons. One of the reasons make the failure is that the technique used by the teacher is not effective for the students. The technique chosen by the teacher can not create interesting circumstances in the classroom. The teacher still teaches in monotonous ways that is the ways of delivering materials are always the same everyday. Consequently, the students will not be able to catch the lesson easily because they lost interest and participation. Moreover, the students easily feel bored. Learners who are bored find it difficult to concentrate. Their low concentration makes them lose their attention. Then, loosing attention makes teaching and learning process fail. In teaching and learning vocabulary, the teacher also teaches in ordinary way. The teacher
scarcely makes changes in presenting vocabulary. It makes students not enthusiastic to enjoy the lesson.

Based on the problems above, the teacher needs appropriate techniques to improve students’ interest in teaching and learning process. An interesting technique will attract the students to learn more enthusiastically. An interesting technique also makes the students understand and comprehend vocabulary more easily.

One of the appropriate techniques to teach English for students is song. Word games can solve the problems in learning vocabulary. Songs provide an enjoyable class. Songs can provide materials needed by the students such as the exercises to improve meaning, spelling, and pronunciation, and so on. Song can also be an alternative technique of teaching to make the students have fun in learning English vocabulary. Song can attract the students.

According to www.edutainingkids.com, songs are a great way for kids and adults to play with words as they build vocabulary and spelling skills. Many experienced textbook and methodology manual writers argue that songs are not just singing activities, but they have a great educational value. It can’t be denied that children, teenagers, and adults like singing. While they are singing, they are also doing other activities like learning pronunciation and building their vocabulary. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students to be more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs
can help students be more familiar with popular songs and make them more confident in their ability to listen to and understand the world around them (Brown, 2006).

From the ideas above, it is obviously known that the use of songs gave many contributions to improve the students’ interest and motivation in achieving vocabulary mastery. The students’ improvement of vocabulary mastery can be seen from the students’ score of doing the tests. The mean of pre-test score was 5.20 and it increased up to 6.46 in the post-test 1. While, the mean of post-test 1 was 6.46, it increased up to 7.37 in post-test 2. From these scores, it can be concluded that there was a difference between the score of pre-test and pos-test. It indicated that songs can be an effective technique to improve students’ vocabulary mastery.

From the observation results, it was known that there was some improvement on students’ vocabulary mastery, that is the mastery of meaning, spelling, and pronunciation.

Actually, the improvement of vocabulary could be seen clearly in the first posttest’s scores. The scores of post-test increased from the scores of pre-test. The mean score of post-test was 6.46, while the mean score of pre-test was 5.20.

The first improvement was in meaning aspect. The improvement can be seen in the score of pre-test and post-test below:
Table 1.1. The Improvement of Meaning Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Meaning</th>
<th>Pre-test</th>
<th>Post-test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of the Score</td>
<td>160</td>
<td>191</td>
<td></td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>4.44</td>
<td>5.31</td>
<td></td>
</tr>
</tbody>
</table>

Most of the students in the third grade of SD Negeri Tangkil 1 were hyperactive and difficult to be controlled. There were also a few students who were passive and idle. Some of the passive students cheated with his friends, but when they were ordered to answer the questions, they were afraid to answer the questions. However, during the instructional process, the students seemed to enjoy the song. Most of the students thought seriously by themselves or cooperated with their friends in looking for the answers of the questions.

The second improvement was the spelling aspect. The improvement can been seen in the scores of pre-test and post-test below,

Table 1.2. The Improvement of Spelling Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Spelling</th>
<th>Pre-test</th>
<th>Post-test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of the Score</td>
<td>190</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>5.28</td>
<td>6.47</td>
<td></td>
</tr>
</tbody>
</table>

The students’ mean score improved from 5.28 in the pre-test to 6.47 in the post-test 1. This is because the students could hear the right pronunciation directly from the song played. Then, in the second meeting of the first cycle, the
improvement of spelling aspect was seen clearer than one in the first meeting. When the teacher and the students held a discussion, the students enthusiastically answered the questions. They were curious to know the right answers.

The third improvement was the pronunciation aspect. The improvement can been seen in the scores of pre-test and post-test 1 below,

Table 1.3. The Improvement of Pronunciation Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>160</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>4.44</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 4.44 in the pre-test to 5.31 in the post-test 1. The students’ pronunciation can be seen in activities in teaching and learning process. From the students’ way of answering the questions, the teacher could know how far the students are able to pronounce the words correctly.

Beside in the way of answering and questioning, the students’ pronunciation can be seen clearly in the session of pronunciation test. To prepare the pronunciation test, some students learned the right way to pronounce certain words from the dictionary.

The result in cycle I was not good enough because there were some weaknesses during the implementation of the action. Some students were still passive during teaching learning process and some of them made mistakes in pronouncing the words. They were shy and afraid to give their opinions. Moreover, song was a technique that uses cheerfulness and requires more
participation from the participants. In singing, the students usually made a noise which disturbs the other classes. This condition caused the students to be out of control. Considering the facts above, the researcher and the English teacher thought that it was necessary to conduct the second cycle. To solve the problems that appeared in cycle I, the researcher and the English teacher revised the plan in order to complete the next cycle so the weaknesses would not occur anymore. The plan in cycle II would focus more on students’ participation in singing, improving students’ behavior from passive to be more active, and improving students’ vocabulary mastery especially on aspect spelling and pronunciation.

Then, from the second cycle, the researcher got more improvements in using song to improve the students’ vocabulary mastery. Generally, the improvement of vocabulary aspects could be seen from the result of the post-test 2 scores. The score of the post-test 2 increased from the score of the post-test 1. The improvement and their reflection of the teaching and learning process can be explained as follows:

The first improvement was in meaning aspect. The improvement can been seen from the score of post-test 1 and post-test 2 shown below,

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test 1</td>
<td>Post-test 2</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>273</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>7.58</td>
</tr>
</tbody>
</table>
The students’ mean score improved from 7.58 in the post-test 1 to 8.28 in post-test 2. Meaning aspect improved as the result of the action done especially in the third meeting. In this meeting, the students learned the kinds of occupation and the definition of each job. By concluding the definition, they could guess the meaning of the occupation mentioned.

The second improvement was the spelling aspect. The improvement can been seen from the score of post-test 1 and post-test 2 shown below,

Table 1.5. The Improvement of Spelling Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-test 1</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>233</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>6.47</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 6.47 in the post-test 1 to 7.11 in the post-test 2. This improvement was the result of the action done by the researcher in every meeting in the class. He drilled the spelling to students as much as he could. This drilling activity was not only done individually, but also in group.

The third improvement was the pronunciation aspect. The improvement of pronunciation aspect can be seen from the score of post-test 1 and post-test 2 shown below:
Table 1.6. The Improvement of Pronunciation Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-test 1</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>191</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>36</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>5.31</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 5.31 in the post-test 1 to 6.75 in the post-test 2. In singing the song, the students were asked to practice their pronunciation in every meeting in the second cycle. In singing, they had to pronounce words, of course. They were also asked to pronounce the words after singing both in group and individually. Some students were also given a chance to explain the spelling alphabetically in front of the class.

The instructional process of the meetings in the cycle 2 ran better than that in the first cycle. The teacher could manage the class well. In the beginning of the teaching and learning process, he warned that if they made noise, they would get a punishment. The punishment is they had to sing the song alone in front of the class.

There was more improvement in the second cycle. The improvement in improving vocabulary was followed by positive behavior in joining the class. The students gave positive comment dealing with the implementation of cycle 2. After doing the action of both of the first cycle and the second cycle, the writer asked the students to comment on the whole activities done in the teaching and learning process of vocabulary through song. Some students declared different opinion. The first student said "Saya senang." Then, the second students said...
“menyenangkan dan lebih memahami pelajaran.” Next, the third student added “menghilangkan stress”. When the teacher continued to ask about the improvement from using songs, the first student said “ya sangat banyak, karena vocabulary yang saya tidak tahu menjadi tahu dan juga lebih mudah menghafalkannya”. Next, the second student said “ya, karena dengan menggunakan song saya menjadi lebih cepat menghafalkan vocabulary”.

During the instructional process, the students gave more contribution when singing in learning vocabulary. The students paid attention to the song. Sometimes the students asked about unclear pronunciation. The students often asked about pictures, spelling of words and the definition of much vocabulary in the songs. In doing the group task, the students worked cooperatively with their groups. In working group, all students actively discussed the task. When doing the assignment individually, the students seriously do the assignment. In using songs, the students showed higher activism. Each group competed competition with other groups. Every student expected that his team would be the winner in every competition. The students got motivation when competing with other students. When playing in group, the students supported their group. The students shouted yells to their friends when completing the tasks. The students looked cheerful and enthusiastic. Actually the students gave more attention and more participation in all activities. The great participation of the students made lively atmosphere in teaching and learning process. Moreover, the students were able to understand and to memorize vocabulary more easily.
The observation results in fieldnotes supported by interview with students and some photographs also show the improvement of students’ interest and behaviour before and after the use of song. After the researcher conducted the second cycle, he interviewed the students. When the teacher asked the students’ feeling, most of them said that songs are enjoyable activities in learning Vocabulary.

In conducting teaching and learning process, both the teacher and students contributed their roles to maximize the quality of teaching and learning process. The teacher can play many roles as stated by Richard and Lockhart (1996:105-106) such as planner, manager, quality controller, group organizer, facilitator, motivator, empowerer and team members. These roles also emerged when the teacher conducts teaching vocabulary through song.

The first role is the teacher as planner. Richard and Lockhart (1996:105) says that as a planner, the teacher sees planning and structuring of learning activities as fundamental to success in teaching and learning. In using songs in teaching vocabulary, the teacher also made lesson plans and structured the procedures of word games. Lesson plans helped the teacher focus on what material should be taught.

The second role is the teacher as manager. Richard and Lockhart (1996:105) said that as a manager, the teacher’s role is to organize and manage the classroom environment and student behavior in a way that will maximize learning. When using songs in teaching vocabulary, the teacher manages the classroom environment by keeping the quietness of the classroom. The teacher
asked the students not to be noisy and disturbed other friends. Therefore, the teacher asked each group to point one member to be a leader and to organize the group. The teacher lets the students be active in joining the lesson, but not be hyperactive.

The third role is the teacher as quality controller. Richard and Lockhart (1996:105) say that as a quality controller, a central task for the teacher is to maintain the quality of language use in the classroom. Correct language use should be reinforced and incorrect use discouraged. The quality controller role can be seen in the way the teacher gave the right pronunciation, wrote the correct spelling, explained the appropriate meaning, and evaluated other aspects of vocabulary. Beside evaluating the quality of vocabulary aspect, the teacher also controlled the use of language skills such as speaking, reading and writing when the students deliver questions or answers in teaching and learning process.

The fourth role is the teacher as group organizer. Richard and Lockhart (1996:106) say that as a group organizer, the teacher’s role is to develop an environment in which students work cooperatively on group tasks. In using songs in teaching vocabulary, the teacher always made groups in each meeting with different members. The teacher organized the groups by pointing a leader for each group. The leader had a task to organize his group in doing their job. Then the groups had to accomplish the task as fast as possible.

The fifth is the teacher as facilitator. Richard and Lockhart (1996:106) say that as facilitator, the teacher’s role is to help students discover their own ways of learning and to work independently. In teaching vocabulary, the teacher
facilitated the students by giving explanation and examples of song, explaining the procedures of using song in their learning process, monitoring the activity of singing, and giving assistance in controlling students’ behavior; walking from table to table, asking for the students’ attention, giving reinforcement; that is revise the students’ answer, praise the students’ answer, give feedback, and give present, and monitor the students’ activeness and make a reflection. The teacher was not only as facilitator in students’ group task, but he is also the facilitator when the students did their individual assignment.

The sixth is the teacher as motivator. Richard and Lockhart (1996:106) say that as motivator, the teacher seeks to improve students’ confidence and interest in learning and to build a classroom climate that will motivate students. Here the teacher gave motivation to the students by giving praise and present to smart students. The teacher gave explanation that other, unlucky students can be better next time. The teacher also built non-threatening class atmosphere to motivate the students to be more active and curious in using songs.

The seventh is the teacher as empowerer. Richard and Lockhart (1996:106) say that as empowerer, the teacher tries to take as little control or direction over the lesson as possible and lets the students make decisions about what they want to learn and how they want to learn it. The empowerer role can be seen in the way of teacher made groups and asked each group to choose leader. The teacher gave chance to the students to accomplish the task in their own way. The students could make a discussion or open the dictionary, or do other better ways to complete the task.
The eighth is the teacher as team member. Richard and Lockhart (1996:106) say that as the team member, the teacher and all the students in the class constitute a team and should interact like members of team. The role as a team member can be seen when the teacher made lists of words to be pronounced by the students when they practiced pronunciation. The teacher wrote each word pronounced by the students of the group to avoid repetition in the next group.

Using songs in teaching vocabulary brought many advantages. When using songs, students showed many positive behaviors that can help the process of achieving vocabulary mastery. The advantages that can be taken from using songs were:. 1) Songs can focus students’ attention on specific vocabulary items, 2). Songs involve equal participation from both slow and fast learners, 3). Songs contribute to an atmosphere of healthy competition in a non-stressful situation, 4). Songs can be used in any language teaching situations and with any skill area covering reading, writing, speaking or listening, 6). Songs ensure maximum student participation for a minimum teacher preparation. Those advantages above were similar with what have been said by Griffe (1992: 4) about the reasons in choosing songs as a technique in language teaching.

However, there were also disadvantages in using songs in teaching vocabulary. Sometimes, playing word games resulted in noisiness that can make the students out of control and disturb other classes. However, this noisiness can be reduced by managing the class well.

Generally, using songs are useful in teaching vocabulary. The students’ mean score in doing tests was one of proofs that songs can improve students’
vocabulary mastery. The high students’ involvement in joining the class also supported the activeness of using songs. There were also more advantages than disadvantages in using songs. Therefore, it is not necessary to use songs in doubt to improve students’ vocabulary mastery. It is proven that song can improve students’ vocabulary mastery, especially for the students of SD Negeri Tangkil 1, Sragen.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion of the research, the implication, the suggestion for the English teachers, institutions of education, the students and the other researchers. The research is about improving vocabulary mastery by using songs.

A. Conclusion

Based on the discussion in the previous chapter, a conclusion can be drawn that song can improve students’ vocabulary mastery in line with research questions.

The first is “Can teaching vocabulary using songs improve students’ English vocabulary mastery in SD Negeri Tangkil 1?” After the researcher analyzed the result of action research, it can be concluded that the use of songs can improve students’ vocabulary mastery. The improvement of students’ vocabulary mastery is supported by the test scores. The mean of pre-test score was 5.20 and increased up to 6.46 in post-test1. While the mean of post-test1 was 6.46 and increased up to 7.37 in post-test 2. The test result shows that there is an improvement of students’ vocabulary mastery after the researcher conducted the research.

The second is “How is the situation in the class when songs are used in teaching vocabulary SD Negeri Tangkil 1?” The researcher draws conclusions...
based on the students’ roles. The students gave more contribution when singing in learning vocabulary. The students paid attention to the song. Sometimes the students asked about the unclear pronunciation. They also often asked about pictures, spelling of words and the definition of vocabulary dealing with the song. In working group, all students actively discussed the tasks. When doing the assignment individually, the students seriously do the assignment. In using song, the students showed higher activeness. The students looked cheerful and enthusiastic. Actually the students gave more attention and more participation in all activities. The high participation of the students made the lively atmosphere in teaching and learning process. Moreover, the students were able to understand and to memorize vocabulary easily. Then, the observation results in field notes supported by interview with students and some photographs also show the differences of students’ interest and behaviour before and after the implementation of song. After the researcher conducted the second cycle, he interviewed the students. When the teacher asked the students’ feeling, most of them said that songs are enjoyable in learning vocabulary.

However, there were also disadvantages in using songs in teaching vocabulary. Sometimes, singing song resulted noise that can make the students out of control and disturb other classes. However, this noise can be reduced by managing the class well.
B. Implication

It is necessary for English teachers to choose appropriate techniques in teaching vocabulary. The use of songs is very effective to improve students’ vocabulary mastery. Practically, songs are a suitable technique to use in teaching and learning process. Through songs, the students become active learners.

Based on the data analyzed of the research, there is an improvement in teaching speaking by using songs. It implies that songs can be an effective technique in teaching vocabulary especially for the third grade of elementary school.

C. Suggestion

The results of the study show that songs can improve students’ vocabulary mastery. Based on the result above, the researcher hopes that this study will provide a new insight in English teaching and learning process. Dealing with the study about using song in teaching vocabulary, the researcher would like to propose some suggestions. Hopefully, the suggestions will be useful for teachers, students, other researchers and educational institutions.

1. English teachers

Teaching vocabulary is not an easy work since there are many aspects in the vocabulary. The students are not only asked to master the meaning only, but also the spelling and pronunciation. Besides, lots of students think that English is a difficult language to be learned. Consequently, teachers will face many obstacles during the teaching and learning process.
Therefore, they should be creative in choosing appropriate techniques that can change their students’ attitude towards vocabulary. One of the ways they can use is using songs in teaching vocabulary. In this case, The teacher has to first make the students listen and then sing the songs. Yet, this technique is usually time consuming. Therefore, it is suggested that the teacher adds on another technique. i.e. drilling.

2. Students

The most important factor in implementing certain technique is students’ participation. The students have to be more active and motivated to learn English. The students not only can learn English in the class but also can learn everywhere and every time. They can practice English by singing in their daily life.

3. Other researchers

This study is just one of the efforts in improving the students’ motivation and achievement. Therefore, the researcher hopes that the finding of this study will be used as a starting point of the future research on similar problems for the other researchers.

4. Schools or educational institutions

The schools or the educational institutions should provide some activities, like teacher training, that can improve the quality of the teachers in teaching English. Besides, it is suggested that schools should motivate the teachers to do action researches in order to solve the problems.