

## INCREASING STUDENTS' VOCABULARY BY USING SONG LYRIC AT THE SECOND GRADE OF SMP NEGERI 3 TOLITOLI

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### ABSTRACT

This research design belongs to a pre-experimental research. This research aims to find out whether the use of song lyric can increasing students' vocabulary at VIII grade students of SMP Negeri 3 Tolitoli. The instrument of collecting data are pretest and posttest. The test was used obtain data in order to find out the effect of using song lyric. The result of the research shows that: 1. By using song lyric can increasing students vocabulary in listening music, 2. There is significant difference between the result of pretest and posttest , the mean score of posttest was 82.42 it was higher than the mean score of pretest 77.09. 3. The testing hypothesis shows that T-count 9.609 was higher than T table 2.036 it indicates that the null hypothesis (Ho) rejected and (Ha) accepted. That ability was increase after they were taught using song lyric. They was better in their listening music.

Key word: Vocabulary, Verb, Lyric, Song, Increase.

### ABSTRAK

*Penelitian ini menggunakan model metode experiment. Penelitian ini bertujuan untuk mengetahui apakah penggunaan song lirik dapat meningkatkan (jumlah) vocabulary siswa adalah lirik lagu pada siswa kelas delapan SMP Negeri 3 Tolitoli. Instrument yang digunakan dalam pengumpulan data adalah pretest dan posttest. Test digunakan untuk memperoleh data yang bertujuan untuk mengetahui pengaruh dari penggunaan lirik lagu. Hasil penelitian menunjukkan bahwa: 1.Penggunaan lirik lagu dapat meningkatkn (jumlah) kemampuan siswa dalam mendengarkan musik, 2.Terdapat perbedaan yang berarti antara hasil pretest dan posttest dimana rata-rata posttest yaitu 82.42 lebih tinggi dari rata-rata pretest yaitu 77.093. Uji hypothesis menunjukkan bahwa Tcount9.609 lebih tinggi dari Ttable 2.036 artinya bahwa nullhypothesis (Ho) ditolak dan alternativehypothesis (Ha) diterima. Dengan demikian, penelitian ini menunjukkan bahwa kemampuan siswa meningkatkan (jumlah) kosakata, setelah belajar menggunakan songlirik. Mereka lebih baik dalam mendengarkan musik.*

*Kata kunci :kosa kata, kata kerja, lirik, lagu, meningkatkan (jumlah)*

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## 1. INTRODUCTION

Vocabulary is a total number of words which (with roles for combining them) make up a language. This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meaning of words and their uses in context.

As the researcher state before that in Junior High School, English is taught as one of compulsory subject. The students learn English for the second time after finished in

elementary school. So, they learn the English components including vocabulary in junior high school.

Students must be able to use a lot of vocabulary of English, if they want to be successful in learning. Vocabulary is an important element in language besides pronunciation and grammar. We can't not express ideas in English without learning English vocabulary. So that, when students are given a passage with word that are supposed to have been taught earlier, they still find it difficult to understand the meaning. There are some teaching media available now, so the researcher use song lyrics to increase students' vocabulary of verb.

Music is powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing to us to use our brains to analyze. Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language.

The researcher had done an observation at SMP 3 Tolitoli on February 09,2017. Best on the observation, the researcher found that the students usually had difficulties to increas vocabulary.

They also said that it was very difficult to remember new words they learnt. It made them unable to answer the questions in the examination correclly. In fact, most of questions in their examination consisted of vocabulary test. The teacher usually used conventional method in teaching vocabulary. That was the teacher gave the meaning of difficult words or asked the students to looked the words up in the dictionary.

Best on the explanation above, the researcher interested to used song lyric as an aid in the research. Relates to the statement above, the researcher had been conducting a research entitle " Increasing students' vocabulary by using song lyric of the second grade at SMP Negeri 3 Tolitoli."

In order to clarify the tittle the researcher gives the definition of key terms as fallow:

- a. Increase is to become progressively greater (as in size, amount, number, or intensity)
- b. Song is a piece of music sung or composed for singing
- c. Lyrics are set of words that make up a song
- d. Verb is word that denote action
- e. Vocabulary is a total number of words which make up a language

## **2. REVIEW OF RELATED LITERATURE**

### **2.1 Preview Research**

The researcher has found previous researches which were related to this research, the first was taken from Ayuningtyas (2008) who did research entittled "improving vocabulary mastery listening to songs for the students of SMK Negeri 2 Depok Sleman Yogyakarta" Descriptive qualitative research at the second grade students of SMK Negeri 2 Depok Sleman Yogyakarta 2007/2008. It showed that songs can be students improving vocabulary mastery listening to songs.

The second as took from Zahro' (2010)who did research entittled "the use of song lyrics to improve students'Vocabulary of verb" Experimental Research at the Eighth Grade Students of MTs Uswatun Hasanah Mangkang Semarang in the Academic Year of 2009/2010. It showed that song lyric can improve effectively the eight grade students' vocabulay of verb.

The third as took from Intani (2010) who did research entittled"using songs lyric to improve students understanding on simple future tense" a car (classroom action research) research at the seventh grade students of SMP Negeri 31 Semarang

2010/2011. It showed that song lyric can students understanding on simple future tense.

**2.2 Definition of Vocabulary**

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills.

Finocciaro (1974) explains that the students' vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.

**2.3 Definition of Verb**

Verb is learnt by every people in the word. It is also has important role of forming the sentences. There are definition of verb, are such as follow: Verb is a word which asserts that something occurs or exists. This means that the verb either narrates an action or affirms a state of being.

**2.4 Types of Verbs**

In language grammatical, verb can be classified into:

a. Based on the usage, verb is divided into :

1. Infinitive verb  
Example: I like to sing a song
2. Preterit  
Example: They said farewell

3. Past participle  
Example: They will have gone if you come late tomorrow.

b. Based on the form, verb is divided into:

1. Regular verb

Regular verb is change of verb which systematic, that is adding -d or -ed of first verb so to be v2 (past tense) and v3 (past participle). These following examples of regular verbs form from present, past tense and past participle :

| Simple form | Simple past | Past participle |
|-------------|-------------|-----------------|
| Ask         | Asked       | Asked           |
| Clean       | Cleaned     | Cleaned         |
| Open        | Opened      | Opened          |
| Play        | Played      | Played          |
| Stay        | Stayed      | Stayed          |

2. Irregular verb

Irregular verb is verb that have some functions with regular verb, Irregular verb different with regular verb, in regular verb the verb just added by *ed* , but in irregular verb, the change of verb which not systematic. These following examples of irregular verbs form from present, past tense and past participle:

| Simple form | Simple past | Past participle |
|-------------|-------------|-----------------|
| Become      | Become      | Become          |
| Bring       | Brought     | Brought         |
| Drink       | Drank       | Drunk           |
| Eat         | Ate         | Eaten           |
| Find        | Found       | Found           |

**2.5 Definition of song**

Song is an interesting media that offers the high imagination. The language song usually easy to be understood. It gives motivation and makes the relation between the teacher and students closer. Siti Tarwiyah state that song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes.

**2.6 Definition of lyrics**

Lyric is simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song.

**3. METHOD OF THE RESEARCH**

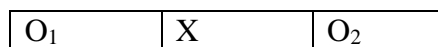
**3.1 Design of the research**

This research apply pre-experimental design, it describes the quantitative degree in which variables is related. It is also reasonable that the researcher intended to examine the cause and effect between two variables, song lyric as independent variable and students' vocabulary of verb as dependent variable. According L. R. Gay (1986:207), experimental method is the only method of research that can truly test hypotheses concerning cause and effect relationships.

This experimental design used pre-experimental research design (one group pretest-posttest design) designed by Sugiyono (2011) as follows:

**3.2 Population and sample**

sample, this research applied purposive sampling. The researcher took one class, was VIII<sup>E</sup> class as a sample of this research. In this research, the researcher conducted the researcher at SMP 3 Tolitoli.



Where :

O<sub>1</sub> : Pretest

X : Experiment group

O<sub>2</sub> : Posttest

**3.2 Procedure of Collecting Data**

There are three stages in doing experimental research; the first pretest was doing before treatment, the second treatment for fifth meetings and the last posttest was doing after gave treatment to find out increasing students' vocabulary by using song lyric

### 3.4 Procedure of Analysing Data

In order for the raw scores to become more meaningful numerical data, the researcher should converted to numerical data which have been processed to the scale of 0 to 100. In analyzing the numerical data, first the researcher try to get students' individual score by using formula proposed by sutomo(1985:123).

Normality tests are for testing whether the input data is normally distributed. The normality test is the statistics formula of chi-square for match test (Sugiyono, 2011: 172) is :

$$X_h^2 = \frac{\sum(f_o - f_h)^2}{h}$$

Where :

f<sub>o</sub> = frequency of research result

f<sub>h</sub> = frequency of theoretical

The criteria used to test the normality of the test is :

- If the result significance level ( $\chi_h^2 \leq \chi_t^2$ ) , it indicates that the data is normally distributed.
- If the result significance level ( $\chi_h^2 > \chi_t^2$ ), it indicates that the data is not normally distributed.

Then the researcher computed the mean score of students from pretest and posttest by using the formula proposed by L.R. Gay, 1986:298 as follows:

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

Where :

$\bar{X}$  = Mean score

$\sum x$  = Total score of respondent

N = The number of respondent

After getting the mean score of both tests, the researcher computed the correlation score of the students. The researcher used a formula proposed by Sugiyono (2013:187) as follows:

$$R_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

R<sub>xy</sub> = Correlation score both of pretest and posttest

$\sum xy$  = Total score.

To know the standard deviation between pretest and posttest, the researcher applied the following formula proposed by sugiyono (2011: 122):

$$S^2 = \frac{n\sum X^2 - (\sum X)^2}{n(n-1)}$$

Where :

S<sup>2</sup> = Standard deviation

X = The sum of convert score

N = The total number of sample

The last, the researcher analyzed the data to know the significant difference or testing hypothesis by using t<sub>count</sub> formula as proposed by Arikunto (2002:281) as follow:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left( \frac{s_1}{\sqrt{n_1}} \right) \left( \frac{s_2}{\sqrt{n_2}} \right)}}$$

Where:

x<sub>1</sub> = Mean of pretest

x<sub>2</sub> = Mean of posttest

- $s_1$  = Standard deviation of pretest
- $s_2$  = Standard deviation of posttest
- $n_1$  = The total number of pretest
- $n_2$  = The total number of posttest
- $r$  = Correlation Score

Finally, it was found  $t_{count}$  from both of pretest and posttest. Then, it was checked with critical value of  $t_{table}$  at 0.05 level of significance of t test. The null hypothesis will be accepted and the alternative hypothesis was be rejected when  $t_{count}$  is higher than  $t_{table}$ . On the other hand, the null hypothesis was be rejected and the alternative hypothesis was be accepted when  $t_{count}$  is higher than  $t_{table}$ .

#### 4. RESEARCH FINDING

##### 4.1 The Result of Pretest

Pretest was given to obtain students score in vocabulary of verb before applied the treatment. Pretest was conducted on April, 03<sup>th</sup> 2017. to know the result of the students score in using song lyric, it could be seen on the table below :

**Table 4.1** The result of pretest

| No | Name | Multiple choice | Maching word | Obtain score | Total score (X) | Rate       |
|----|------|-----------------|--------------|--------------|-----------------|------------|
| 1  | FS   | 19              | 9            | 28           | 70              | Failed     |
| 2  | MR   | 20              | 8            | 28           | 70              | Failed     |
| 3  | FR   | 21              | 13           | 34           | 85              | Successful |
| 4  | MA   | 20              | 8            | 28           | 70              | Failed     |
| 5  | RM   | 20              | 11           | 31           | 77              | Successful |
| 6  | AD   | 22              | 7            | 29           | 72              | Failed     |
| 7  | RN   | 21              | 8            | 29           | 72              | Failed     |
| 8  | NA   | 20              | 14           | 34           | 85              | Successful |
| 9  | AW   | 23              | 9            | 32           | 80              | Successful |
| 10 | RR   | 20              | 8            | 28           | 70              | Failed     |
| 11 | MI   | 21              | 8            | 29           | 72              | Failed     |
| 12 | SU   | 23              | 7            | 30           | 75              | Successful |
| 13 | IR   | 21              | 8            | 29           | 72              | Failed     |
| 14 | SM   | 22              | 7            | 29           | 72              | Failed     |
| 15 | M.FF | 24              | 8            | 32           | 80              | Successful |
| 16 | HB   | 20              | 9            | 29           | 72              | Failed     |
| 17 | PP   | 20              | 14           | 34           | 85              | Successful |
| 18 | SR   | 19              | 9            | 28           | 70              | Failed     |
| 19 | FD   | 22              | 9            | 31           | 77              | Successful |
| 20 | DA   | 21              | 13           | 34           | 85              | Successful |
| 21 | HS   | 18              | 11           | 29           | 72              | Failed     |
| 22 | AF   | 21              | 10           | 31           | 77              | Successful |
| 23 | AE   | 22              | 13           | 35           | 87              | Successful |
| 24 | MF   | 23              | 12           | 35           | 87              | Successful |
| 25 | RH   | 19              | 12           | 31           | 77              | Successful |
| 26 | WH   | 18              | 11           | 29           | 72              | Failed     |
| 27 | NI   | 17              | 13           | 30           | 75              | Failed     |
| 28 | AW   | 19              | 13           | 32           | 80              | Successful |
| 29 | AR   | 23              | 12           | 35           | 87              | Successful |
| 30 | MIC  | 20              | 12           | 32           | 80              | Successful |
| 31 | SA   | 19              | 12           | 31           | 77              | Successful |
| 32 | MZ   | 23              | 11           | 34           | 85              | Successful |
| 33 | VA   | 20              | 11           | 31           | 77              | Successful |
|    | SUM  |                 |              | 1021         | 2544            |            |

##### 4.2 The Result of Posttest

Posttest was given to find out the effect of the treatment, whether the treatment successful or not. Posttest was conducted on May, 17<sup>th</sup> 2017. To know the result of the students score using song lyric, it can be seen on the table below:

**Table 4.3 The Result Of Posttest**

| No               | Name | Multiple choice | Maching Word | Obtain score | Total score (X) | Rate       |
|------------------|------|-----------------|--------------|--------------|-----------------|------------|
| 1                | FS   | 19              | 12           | 31           | 77              | Successful |
| 2                | MR   | 19              | 13           | 32           | 80              | Successful |
| 3                | FR   | 23              | 15           | 38           | 95              | Successful |
| 4                | MA   | 20              | 11           | 31           | 77              | Successful |
| 5                | RM   | 21              | 13           | 34           | 85              | Successful |
| 6                | AD   | 19              | 12           | 31           | 77              | Successful |
| 7                | RN   | 20              | 13           | 31           | 77              | Successful |
| 8                | NA   | 23              | 12           | 35           | 87              | Successful |
| 9                | AW   | 23              | 12           | 35           | 87              | Successful |
| 10               | RR   | 20              | 11           | 31           | 77              | Successful |
| 11               | MI   | 19              | 12           | 31           | 77              | Successful |
| 12               | SU   | 18              | 12           | 30           | 75              | Successful |
| 13               | IR   | 19              | 14           | 33           | 82              | Successful |
| 14               | SM   | 21              | 8            | 29           | 72              | Failed     |
| 15               | M.FF | 20              | 12           | 32           | 80              | Successful |
| 16               | HB   | 17              | 12           | 29           | 72              | Failed     |
| 17               | PP   | 23              | 13           | 36           | 90              | Successful |
| 18               | SR   | 20              | 9            | 29           | 72              | Failed     |
| 19               | FD   | 20              | 12           | 32           | 80              | Successful |
| 20               | DA   | 22              | 14           | 36           | 90              | Successful |
| 21               | HS   | 22              | 12           | 34           | 85              | Successful |
| 22               | AF   | 22              | 12           | 34           | 85              | Successful |
| 23               | AE   | 22              | 14           | 36           | 90              | Successful |
| 24               | MF   | 23              | 14           | 37           | 92              | Successful |
| 25               | RH   | 20              | 12           | 32           | 80              | Successful |
| 26               | WH   | 19              | 13           | 32           | 80              | Successful |
| 27               | NI   | 23              | 9            | 32           | 80              | Successful |
| 28               | AW   | 22              | 12           | 34           | 85              | Successful |
| 29               | AR   | 24              | 14           | 38           | 95              | Successful |
| 30               | MIC  | 23              | 12           | 35           | 87              | Successful |
| 31               | SA   | 22              | 11           | 33           | 82              | Successful |
| 32               | MZ   | 22              | 14           | 36           | 90              | Successful |
| 33               | VA   | 21              | 11           | 32           | 80              | Successful |
| Sum ( $\Sigma$ ) |      |                 |              | 1091         | 2720            |            |

The able about shows that there were 11 out of 33 students (21,21%) got good score, 19 out of 33 students (27,27%) got fair score, 3 out of 33 students (9,09%) got failed score.

### 4.3 Discussion

The researcher discussed the result of data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know the researcher use of song lyric to increas students' vocabulary at the second grade of SMP Negeri 3 Tolitoli or not.

The first step ofpretest was given before the treatments. First, the researcher came to the class. Then, the researcher explained to the students what they had to do.Finally, the researcher distributed the instruments and asked them to do the test.

the second step of this research, the researcher conducted the treatment. It was done in four meetings.The first meeting the researcher introduced students about vocabulary of verb, and then gave students song lyric in the paper, next theresearcher plays the songs and asked students to listen it, after that researcher asked the students to

find the vocabulary of verb in song lyric, and the next researcher explained more the song lyric in order to make students understanding vocabulary of verb.

After all of the treatment conducted in this reserach, the researcher conducted the posttest. The researcher got the data based on the students' score. the researcher found that the most of the student got good score. Total of the students who got fair score was 3 students. And the student who got success score was 30 students.

## 5. CONCLUTION

### 5.1 Conclusion

Based on the finding and discussion in previous chapter, it could be concluded that the use of song lyrics to improve students' vocabulary of verb was very effective. The results of the data analysis are: the first is the average score of ( the students who were taught by using song lyrics) was 77.09 for the pre test and 82.42 for the post test and the second is song lyric is effective to increasing students' vocabulary at secound grade of SMP Negeri 3 Tolitoli in academic year of 2017/2018. It also could be seen from the T-test , the result was  $2.036 > 9.609$ . It is caused by song lyric of vocabulary as long the treatment time.

### 5.2 Suggestions

From the conclusion above, there are some suggestions that are proposed by the researcher:

- a. Teacher should use interesting media to teach English because students believe that English language is difficult.
- b. This research has found out that teaching English vocabulary of verb using song lyrics to improve students is effective.
- c. Teacher should plan the time well. They should be careful in selecting the song.

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