INCREASING VOCABULARY MASTERY OF THE TENTH GRADE STUDENTS AT SMK NEGERI 1 GALANG THROUGH SONG

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ABSTRACT

This research belongs to experimental design with pre-test and post-test activity. The objective of the research is to find out how Song can increase the students' achievment in vocabulary mastery. Sample of the research were 25 students' of tenth grade of SMK Negeri 1 Galang. In doing this research, the researcher used a media or Song of production. The data analysis of the research was quantitative measurement to find the mean. Based on the data analysis from pre-test and post-test activity. Based on the result, it was found that the use of Song in teaching English is effective to increase the students' vocabulary mastery and very beneficial for the students in order to facilitate them in learning English. Based on this finding, it is suggested that Song in teaching English can be recommended for the English taecher. but the English teacher should select appropriate Song to the students'.

Keywords : increasing, Vocabulary, Mastery, Song.

ABSTRAK

Penelitian ini termasuk dalam desain eksperimental dengan pre-test dan post test. Tujuan penelitian ini adalah untuk mengetahui bagaimana Song dapat meningkatkan prestasi belajar siswa dalam penguasaan kosakata. Sampel penelitian berjumlah 25 siswa kelas XI SMK Negeri 1 Galang. Dalam melakukan penelitian ini, peneliti menggunakan media atau lagu produksi. Analisis data dari penelitian ini adalah pengukuran kuantitatif untuk mengetahui berarti. Berdasarkan analisis data dari pre-test dan post-test activity. Berdasarkan hasil tersebut, ditemukan bahwa penggunaan Lagu dalam mengajar bahasa Inggris efektif untuk meningkatkan penguasaan kosakata siswa dan sangat bermanfaat bagi siswa untuk memudahkan mereka dalam belajar bahasa Inggris. Berdasarkan temuan ini, disarankan agar lagu dalam pengajaran English dapat direkomendasikan untuk bahasa Inggris guru. tetapi guru bahasa Inggris harus memilih lagu yang sesuai untuk siswa.

Kata kunci: bertambah, Kosakata, Penguasaan, lagu.

1. Introduction

In learning a language, vocabulary is one of important language aspects that should be learnt. Good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, reading, and writing. While the language sub-skills consists of pronunciation, grammar, and vocabulary. Sub-skills in learning English are also important in order to make the people easy in communicating or using the sentence in conversation. Understanding the sub-skills of vocabulary is also needed for everyone in learning language, because when we want to use the language, we also need the words or the vocabulary. As a part of teaching-learning as foreign language, vocabulary cannot be simply defined as a group of words. Some experts have interpreted the meaning of vocabulary in different points of view.

The definitions have similarities and differences to each other. It is good to look at some definitions that have been described as vocabulary. According to Thomas "vocabulary is the focus of language. It is in word that sound and meaning interlock to allow us to communicate with one another, and it is word that we arrange together to make sentences, conversations, and discourse of all kinds. Besides, Evelyn Hatch and Chery Brown give their ideas about the definition of vocabulary. According to them, vocabulary refers to a list or set of words that everyone uses for a particular Thomas Pyles and John Algeo, English an Introduction to Language, (New York: Harcourt Brace Jovanovich, INC1968), language or list or set of words that everyone uses for a particular language or a list or set of words that individual speakers of language might use. In addition according to Keith S. Folse, vocabulary is a count noun that can be much more than just a single unit word   Mean while, as Cyril Connolly stated that the vocabulary of a writer is her currency, but it is a paper currency and its value depends on the reserves of mind and heart which back it. A vast word shoard is valueless unless the owner's assets are readily negotiable and intelligently spent. Another definition comes from Kridalaksana as stated in Zaenuri's book that vocabulary is a component of language that contains all of information meaning and using word in language. Based on the definition above, it can be stated that vocabulary is a list of words or stock of words used by person in language containing meaning, and the usage that she can find in the dictionary or specialized glossary.

According to Wilkins in Harmer (2002) "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed." The vocabulary mastery as one of language components will support the students' ability in communication both oral and written. Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write (Richards and Renandya, 2002: 255).The words that students choose in speaking will affect how well they understand what the speaker says. In writing, the students' vocabulary mastery describes how clearly they can convey the readers' mind. Cameron (2001: 73) states that vocabulary development is about learning words, but it is about much more than that. It is true that learning vocabulary cannot be separated from other language elements.

There are some definitions of song that can be found through some references. According to Yukiko Song is rhythmic and melodic content, and represent forms of

communication in a linguistics sense. In addition, John stated that Songs may be employed to enhance the listening skill, improve pronunciation, acquire vocabulary, provide example of grammatical structures, practice reading and writing, and sensitize the students to cultural facets.

Beside that, Winter stated that Songs often set words to musical melodies and make use of language features, such as rhyme, repetition and alliteration, to communicate a thought, feeling or story. Furthermore some experts defined as stated in Winter as Cruz-Cruzand Lake defined that Songs can help stimulate memory and learning. All an also discovered that song vocals served as an effective stimulus for attention and memory. Using songs with lyrics (versus only instrumentals) resulted in greater brand recall. Resuming all the definition above song is a piece of music that consist of words and people can sing it any way, any time and it can be part of expression of feeling which can help stimulate memory and learning.

Based on experience of the researcher, the students at SMKN 1 Galang have problem in vocabulary. The problem is the students have difficulties in memorizing new words which they had just gotten. They forget the word which they have memorized This problem can be solved by answering the research question Does English song effective to increase students' vocabulary of X grade at SMK Negeri 1 Galang ?

2. Method of the Research

The research design use by the the researcher in this research pre experimental one group Pretest-Postest Design. The reason of the researcher chose pre-experimental research design because he wanted to know the effectiveness of Song in teaching vocabulary mastery.

3. Findings and Discussion

3.1 The Result of Pretest

Before giving treatment, the researcher examined the students. This examination called pre test. This test was administered in order to know the students' vocabulary mastery. The researcher conducted pre test and attended by 25 the students.

The result of pre test can be seen in the following table:

Table 3.1 The Result of Pretest

No	Initial of Students	Vocabulary		Total Score	Obtain Score	Class of success
		Multiple Choice	Vocabulary Test			
1	MAN	5	26	31	62	Failed
2	RSI	5	25	30	60	Failed
3	NMA	4	27	31	62	Failed
4	AKN	6	28	32	64	Failed
5	MIL	6	22	28	56	Failed
6	DFH	6	24	30	60	Failed
7	EYA	4	23	27	54	Failed

8	SFI	4	23	27	54	Failed
9	MAR	5	25	30	60	Failed
10	FDH	7	20	27	54	Failed
11	NDA	4	26	30	60	Failed
12	MRA	4	22	26	52	Failed
13	SPI	4	23	27	54	Failed
14	AHM	3	25	28	56	Failed
15	MYI	5	32	37	74	Successful
16	MFI	5	28	33	66	Failed
17	SVI	6	28	34	68	Failed
18	YTD	4	24	28	56	Failed
19	SLA	5	28	33	66	Failed
20	SKI	3	30	33	66	Failed
21	YSD	6	27	33	66	Failed
22	MND	7	30	37	74	Successful
23	ASR	5	25	30	60	Failed
24	NYR	6	29	35	70	Successful
25	NHY	4	28	32	64	Failed
	SUM	**123**	**648**	**769**	**1538**	**3**

Based on the data above it can be seen that there were 5 (20,0%) student got fail, 17 (68,0%) got very poor, 3 (12,0%) got poor.

3.2 The Result of Posttest

After applying the treatment, the researcher gave post test to the students in order to know how the students achievement as well as to prove whether or not the implementation of song can increase students vocabulary mastery. The result of post test can be seen in the following tables:

Table 3.2 The Result of Posttest

No	Initial of Students	Vocabulary		Total Score	Obtain Score	Class of success
		Multiple Choice	Vocabulary Test			
1	MAN	8	28	36	72	Successful
2	RSI	9	29	38	76	Successful
3	NMA	8	28	36	72	Successful
4	AKN	8	38	38	76	Successful
5	MIL	7	25	32	64	Failed

6	DFH	8	30	38	76	Successful
7	EYA	6	25	31	62	Failed
8	SFI	6	26	32	64	Failed
9	MAR	7	30	37	74	Successful
10	FDH	9	24	33	66	Failed
11	NDA	6	28	34	68	Failed
12	MRA	8	30	38	76	Successful
13	SPI	7	28	35	70	Successful
14	AHM	8	28	36	72	Successful
15	MYI	7	27	34	68	Failed
16	MFI	8	30	38	76	Successful
17	SVI	8	29	37	74	Successful
18	YTD	7	26	33	66	Failed
19	SLA	8	29	37	74	Successful
20	SKI	6	32	38	76	Successful
21	YSD	8	27	35	70	Successful
22	MND	9	20	29	58	Failed
23	ASR	7	25	32	64	Failed
24	NYR	8	28	36	72	Successful
25	NHY	6	30	36	72	Successful
SUM		**187**	**700**	**879**	**1758**	**16**

Based on the data above it can be see that there were 9 (36,0%) students got very poor, 16 (64,0%) got poor. It means that, the result of the classification table above that was increase in students from pre test to post test.

4. Discussion

The purpose of the research was to find out whether the used of word wall can increase students' vocabulary mastery or not. The research was conducted at SMK Negeri 1 Galang. The purpose of pre test was to measure the students' vocabulary mastery to increase word wall before giving the students treatment. After getting the data on pre test, the researcher did the treatment to the students 3 meetings.

a. Pre Test

Before treatment the researcher gave pre test for students, to know about their ability. There were 20 question for student, that made the researcher knows to made them increase vocabulary mastery that using word wall media in treatment.

b. Treatment

On the first meeting, the researcher went to class at 09.25. the researcher greet the students and ask the to pray before the lesson begun, and then the researcher checked their attendance list to introduce theirself one by one to other friends becouse they were not know each other. And then, the researcher gave the students about vocabulary, and relationship word wall with vocabulary.

The second meeting, the researcher entered to the class at 09.25. the researcher greets the students and asked them to pray before the lesson begun. After that the researcher checking the attendance list of students, in the second meeting there were 3 students from 25 did not enter in the class. After that the researcher ask some questios about the topic in the first meeting before the researcher gave the topic in the second meeting. And then the researcher was asked the student to write the vocabolary in the form of a verb, becouse the researcher focused about verb.

Third meeting, the researcher went to class at 09.25. the researcher greets students and asked themto pray before lesson begun. An then, the researcher checked attendance list. After checked the students given anintroduction about the topic, the researcher gave the students vocabulary mastery and asked them about vocabulary, fulthermore, the researcher gave a conclussion about the topic.

c. **Post Test**

After giving treatmet, the researcher conducted post test to know students achievement in vocabulary mastery. The result of pre test and post test was analyzed by used statistical analysis. The result of mean score of the stuents in the pre test was 61,52 and the result of mean score of post test was 70,32 .

Aftet got the mean score of students in the pre test and post test, the researcher computed the mean difference of students score in pre test and post test. The result was 10,6.

The standard devation of pre test and post test was 0,424. The final step, the researcher analyzed the data to find out the value of t-counted. Based on the result of data analysis, it showed that the value of t-counted was*10,55*.

It was higher than the value of t-table 2,064. It means that the hypothesis of this research was accepted.

5. Conclusion

Having analyzed the data in the previous chapter, the researcher would like to conclude as what he found in doing this research. The researcher concludes : Teaching in english by using Song was effective to increase students vocabulary mastery of SMK Negeri 1 Galang, and the differences achievement of the students in Song can be seen in the result of mean score of students in pre test.

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