

**THE EFFECT OF LISTENING SONG TO ENRICH STUDENTS'
VOCABULARY AT TENTH GRADE OF SMAN 7 KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain the Bachelor Degree of
Education (S.Pd) of English Department Faculty of Teacher Training and Education University
of Nusantara PGRI Kediri



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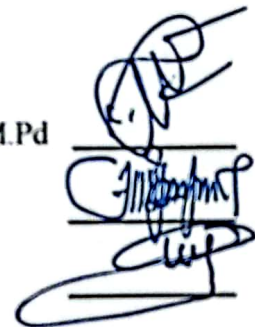
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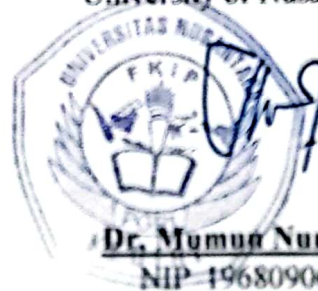
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MOTTO AND DEDICATION

MOTTO :

“Everyone thinks of changing the world, but no one thinks of changing themselves”

DEDICATION :

I fully dedicate this thesis to the great people in my life, firstly my parents, Mama and Papa as well as my two older brothers, Yudith Dianovita Paputungan and Tenty Ekasari Paputungan and my beloved friend dyah ayu lathifah. They are the ones who make everything possible so that I can get to the stage where this thesis is finally finished. Thank you for all the sacrifices, good advice and prayers that you never stop giving me. I am forever grateful for your existence as a family.

ABSTRACT

Ade Puspita Larasati : The Effect of listening Songs to Enrich Vocabulary at tenth grade SMAN 7 Kediri

Keyword : Vocabulary, Song, Listening

The background of this research is based on the researcher's observations and experience. This study about to enrich students vocabularies. Vocabulary is crucial to master by high school students, because the more words they know, the more they are able to comprehend what they hear or read and to communicate their thoughts and feelings. Sometimes students have difficulty mastering some vocabulary in English, such as: synonyms and antonyms because of the lack of mastery of the students' vocabulary so it is difficult to get the right answer. In teaching vocabulary, the teacher has to use better methods such as listening to English song technique to make students interested in learning vocabulary because songs are one of the most interested and rich resources of vocabulary that can easily be used in language classrooms to make the students get more ideas from the songs they hear.

The problems that will be studied in the research are stated "How is students' vocabulary before being taught using songs as the media of teaching listening?" and "how students' vocabulary after being taught using songs as the media of teaching listening? To know whether there has been progress from before being taught using this method and after being taught.

This is quantitative experimental research. The sample of this research is the X MIPA 5 of SMAN 7 KEDIRI consist of 15 students. The instrument that are used are test. The test is given to know the students' mastering vocabulary before being taught by listening to English song which are in the form of pretest and after being taught by listening to English song which are in the form of post-test. The result of this research is that teaching to teaching learning to English song has significant effect on the student.

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The researcher realizes that this skripsi is far from being perfect, therefore the researcher expects any suggestions, and criticisms from all of expected side.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher illustrate the bacground of the research, identification of the problem, limitation of the problem, formula of the research questions, purpose of the research, significant of the research and definition of keywords.

A. Background of the Research

Vocabulary is crucial to master by high school students, because the more words they know, the more they are able to comprehend what they hear or read and to communicate their thoughts and feelings. In this case, students are a bit difficult to memorize a lot of vocabulary in English requires knowledge of word meanings. If students' vocabulary is poor, they will not be able to comprehend what they encounter in a text or listen to in a conversation. On the other hand, the more vocabulary someone masters in English the easier it is for him to communicate and understand English itself.

Flohr (2010) accentuated that students need to learn vocabulary because otherwise they will not be able to express and articulate themselves in a way that other students or native speakers of English can understand them. Without vocabulary, we cannot communicate effectively. Vocabulary learning is important aspect in learning a foreign language. Students can improve much if they learn more words and expression.

According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. It influences four English skills they are listening, speaking, reading and writing for getting a good result in English. It is important to teach vocabulary for students because it gives students the ability to say what they mean, helps students understand or comprehend what they read, supports students' ability to grasp ideas and helps students memorizing new words in English.

So here we will discuss some parts of the vocabulary itself where there are several parts that the author focuses on, namely frequency, usage and collocation. From all these processes, students must also get acquainted with the recognition of the sounds in order to find out whether students can practice this voice recognition through the listening process and can improve their success.

There are actually many techniques, media, and activities teachers can use to boost student vocabulary. There are many ways to enriching vocabulary, one of which is using songs. Current studies have indicated that songs are one of the most effective materials teachers can use to enrich young learners' vocabulary. Researches on child language acquisition have revealed it is necessary to repeat lexical items

many times before they are internalized by students. Songs provide an outstanding means of repeating, reinforcing, and enlarging vocabulary and are suitable for students. Without vocabulary, we cannot communicate effectively. So, the first step to learn English is learning vocabulary.

However, students are a bit difficult to memorize a lot of vocabulary in English. So, the researcher in this current study would like to see whether the use of pop-songs as a memorizing activity in listening skill significantly help to enrich students' vocabulary. During the study, the researcher selected pop-songs containing words the students have in their textbooks. The songs, selected from Ester (2005) were regarded as complementary learning materials.

Gilles, Andre, Dye & Pfannenstiel (1998) found that with each new song, students learn concepts and word meanings that they will encounter in print. This is in line with Medina's (2002) belief that music is an area where children who face language obstacles can be successful in acquiring vocabulary and grammar. The results of relevant studies, (such as Schunk, 1999 and Overy, 2000) revealed that young children who received vocabulary instruction in a second language, along with songs and rhythmic discrimination activities, incorporated more words into their receptive and active vocabularies.

So because this previous study focused more on how children receive vocabulary instruction as a second language and the results, for this study the researcher want to discuss the influence of pop songs on teenagers or high school children and so on. As we know, English songs now dominate the world's charts because they are easily accepted and enjoyed by song lovers around the world. People have become accustomed to

listening to English songs, especially young people who are vulnerable to following trends due to social and social media influences. Plus listening to music has become a habit and hobby among young people. Because usually, young people feel a song can represent their feelings.

Therefore, song is an interesting and enjoyable activity. Song can increase the language acquisition process unconsciously and song can help students to pronounce the words and read the words quickly. Student need suitable songs to sing, They are songs that are trending right now and suitable for their circles for example are pop songs.

The researcher hope the students developed their ideas based on the topic from use the song to learn vocabulay to guide them in listening process and the students also can make a meaningful of vocabulary in descriptive text use song.

Therefore, according to Brewster et al (2002 : 162) there are many advantages to using songs as a learning resource. First First, the song is a linguistic resource. In this case the song becomes a medium for introducing a new language, as well as a medium for recognition of the sounds and vocabulary. Songs also represent language that students already know in a new and fun form. Songs also allow for natural and enjoyable language repetition. Songs can be used to develop all language skills in an integrative manner, including improving students' listening skills.

Second, songs are affective/psychological resources. Apart from being fun, songs are also able to motivate students while fostering a positive attitude towards English. Song is not something that is scary or threatening for students. Even songs can help increase students' self-confidence. As proof that they have mastered something in English, students can proudly sing English songs in front of their parents.

Third, songs are cognitive resources. Songs help improve memory, concentration and coordination. Students become more sensitive to rhyme as a tool to interpret meaning.

The four, songs can become cultural resources and social resources. Brewster et al (2002) also revealed that songs provide extraordinary benefits for pronunciation learning. Several important features of pronunciation such as stress and rhythm as well as intonation can be trained naturally through songs.

B. Identification of the Problem

Based on the time during teaching practise in SMAN 7 Kediri, the researcher found some problems of the students vocabulary ability specially in listening class. Students' ability to understand the meaning of words is still lacking, recognition of the sound that is still often wrong as well as the use of synonyms and antonyms. The students lacked of mastering some vocabulary so researchers wanted to know if the used of pop-songs as teaching activities could enrich students vocabulary at first grade SMAN 7 Kediri. During the study, the researcher selected pop-songs containing words the students have in their textbooks. The songs, selected from Ester (2005) were regarded as complementary learning materials. This study is limit to students at SMAN 7 Kediri during first semester 2021- 2022 because of pandemic situation that the result and findings will based and relate to the target school. And also the sample of this research will be limited to a class in X grade student at SMAN 7 Kediri. The last is the amount of song that use is limited due to the level of student understanding.

C. Limitation of the Problem

Based on the explanation in the background of study and identification of the problem, the researcher limits the problem into a specific which focuses on student vocabulary in listening class . The material was about song such as ; lyric, researcher, content. The indicator of students are to mastering vocabulary, the meaning of the word, especially in the part frequency, usage, collocation and and recognition of the sound. The teaching media used various of songs. The writer took the tenth grade students of SMAN 7 Kediri at X MIPA 4 class in academic 2021-2022.

D. Formulation of the Research Questions

The aim of this research is to find out whether songs can improve students' vocabulary ability or not. The problems can be questioned as follows:

1. How is students' vocabulary before being taught using songs as the media of teaching listening?
2. How is students' vocabulary after being taught using songs as the media of teaching listening?

E. Purpose of the Research

This research has two aims:

1. To explain the students vocabulary before being taught using pop-songs in class X SMAN 7 Kediri.
2. To find out the students vocabulary after being taught using pop-songs in class X SMAN 7 Kediri.

F. Significance of the Research

a. The Researcher

The result of the research is helpful to find out the effect of songs to enriching vocabulary, and to know the level of students memorizing vocabulary in Senior High School.

b. The teacher

The teacher can use song for teaching vocabulary using pop-songs to senior high school students and potential factors influencing students' vocabulary ability. It is hoped that it can be a reference for the English teachers to determine an appropriate strategy to solve vocabulary difficulty.

c. The students

Students can learn vocabulary. It is also beneficial for students to find meaningful strategies to overcome their problems not only in enriching the vocabulary but also in motivating them to learn English. They can be highly motivated to join the class by various strategies and techniques applied or used in the classroom.

G. Keyword

There are some terms used in this research. Some definitions of terms are clarified as follows:

a. Vocabulary

Vocabulary is all about words, the words in a language or a special set of words are trying to learn. Vocabulary is so important, we even created a website to help expand yours.

b. Song

Song is a composition of tone or voice in sequence. Song are used to express feeling and idea in entertaining world.

c. Listening

Listening song means listening to the rhythms, strains and tones that are issued both from musical instruments and from voices such as singers.

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