THE USE OF SONG LYRICS FOR TEACHING VOCABULARY

AT SMP AMAL MULYA TAWANGMANGU

IN 2014/2015 ACADEMIC YEAR

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THE USE OF SONG LYRICS FOR TEACHING VOCABULARY AT SMP AMAL MULYA TAWANGMANGU IN 2014/2015 ACADEMIC YEAR

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ABSTRACT

This study aims at describing the use of song lyrics for teaching vocabulary at SMP Amal Mulya Tawangmangu. The researcher wants to know the procedure of using song lyrics based on students' textbook the 2013 curriculum.

The type of the research is descriptive research. The subject of this research is the English teacher and the seventh grade students of SMP Amal Mulya Tawngmangu. The research questions of this research paper are the procedure of using song lyrics based on the 2013 curriculum and the problems faced by teacher during using song lyrics for teaching vocabulary. The techniques of collecting data were observation, interview and document analysis. The researcher used Miles and Huberman's theory cited in Sugiono (2010:337) in analyzing the data. After collecting the data, the researcher reduced the data, displayed the data and verified the data.

The findings showed that the song lyrics are used for two purposes. The first purpose is for teaching vocabulary. The second purpose is for icebreaking. The procedure of using song lyrics for teaching vocabulary is the teacher prepares video or audio based on the students' textbook. Then teacher plays video or audio for the students 2 or 3 times to make the students familiar with new words in the song. The teacher and the students sing a song together 2 or 3 times. The teacher guides the students to learn the meaning of new words deeply and clearly. The teacher gives the students worksheet. The teacher and the students corrected the worksheet. Finally the teacher and the students sing a song again. The problem faced by the teacher during the use of song for teaching vocabulary is the students do not know the meaning of vocabulary in the song.

Keyword: song lyrics, teaching vocabulary

A. INTRODUCTION

Vocabulary is the foundation of building language. It plays a fundamental habit in communication. According to Hatch and Brown (1995: 1) vocabulary is one of elements in learning language; it means that vocabulary can support the other comprehension skill of English

In the 2013 Curriculum, government makes a book for students and teachers' book is used to guide teaching activity in Junior High School. In the student's book for the seventh grade, it is completed by song lyrics in each chapter. Song lyrics in each chapter make student interested in learning English. The correlated song lyrics and vocabulary bring advantage in teaching English.

Teacher should find the best method for teaching vocabulary to the students. The researcher tries to use song lyrics as a media for the teacher to make the students master the vocabulary well. Teaching vocabulary needs enjoyable, fun, interesting media and method. It is as one of the media that can help the learner to understand the vocabulary easily.

Song is one of the interesting media for teaching vocabulary to Junior High School students. With song, students can memorize the words because it is familiar and easy to listen and repeat for them. Song also provides enjoyable situation for students; hopefully the students will comprehend the vocabulary better. According to Griffee (1992: 5) states that songs are good at introducing vocabulary because a song provides a meaningful context for vocabulary. Krashen (1981) in Fauziati (2010: 61) states that it is undeniable that most learners' vocabulary grows through incidental learning, such as through continuous exposure to comprehend language in listening, speaking, reading and writing exercise. Without having sufficient of vocabulary, learners cannot express their ideas in both spoken and written form

One of the advantages from using song lyrics in teaching language is flexibility. Song can be used for a number of purposes and there are many reasons why songs can be considered valuable for teaching. According to Murphey (1992) in Millington (2011:134) states that song can help learner to

improve their listening skill and pronunciation, therefore potentially helping them to improve their speaking skill.

According to Ur (1996: 60) states that vocabulary could be defined roughly as words teacher teaches in the foreign language. Some writers propose their definition of vocabulary According to Hornby (1995: 1331) states that "the vocabulary means total number of word in language that used by persons". Hatch and Brown (1995: 1) state that "vocabulary is a list or set of words which might use in individual speaker".

According to Melke (1997) in McCarten (2007: 19) states that vocabulary that the students can use in oral and written forms are called active and productive vocabulary. While, the vocabulary that the students recognize and understand but not necessary is called passive and receptive vocabulary.

Teachers have always been naturally interested in how learners go about learning vocabulary. If the teachers know more about learner strategies and what works and what does not work well, the teacher can help learners acquire more profitable strategies. Brown and Payne (1994) in Hatch and Brown (1995: 373) state that the five essential steps in vocabulary learning. 1) having sources for encountering new words, 2) getting clear image, either visual or auditory or both, for the form of the new words, 3) learning the meaning of the words, 4) making a strong memory connection between the forms and meaning of the words, 5) using the words. According to Nation (2008: 5-6) who states that the principle should guide the direct teaching of vocabulary are follows:

1. Only high frequency vocabulary and vocabulary learning strategies should be systematically taught, and teacher should know where the learners are in their knowledge of these words.
2. The amount and strength of learner depends on the quality of mental processing. The quality of mental processing can be increasing by giving attention to a range of aspect involved in knowing a word, generative use and by giving attention to word part and helpful etymology.

3. There are many ways of communicating word meaning. The best are clear, simple, and brief.
4. The meaning given should describe the underlying meanings that include most of the words uses and sense.
5. Words should not be taught with other that belong to the same lexical set, are near synonymy or opposite.
6. There should be repeated opportunities for increasingly spaced retrieval of each word. Direct teaching as only part of one of the four strands that are word should be met in, and is only one way of giving deliberate attention.
7. Learners should take control taught how to learn vocabulary and how to choose vocabulary to learn.

According to Zogota (2011:10) states that song can be used into 3 levels based on students, language skill and their ages.

a. Low level

The students are handed the work sheets and told to think about what the missing words may be. They can look at the words at the bottom of the page and each word can be translated and the meanings are explained. The teacher has the students repeat the words in chorus. After much discussion, the music for the song is played. They choose the words that they think appropriate will fill in the blanks. The music played at list 4 times. Finally the correct words are written on the blackboards and the students mark their paper. Finally the music is played again and the students all sing along to the song with the correct lyrics.

b. Intermediate level

The students are handed the work-sheets and told to look at the words at the bottom of the page. The key words are translated and the meanings are explained. The teacher has the students repeat the words in chorus or individually. The music is played the students works according the given task (fill in the blanks, complete the words, written letter, etc, from just listening to the music). The students' works as individuals and

the song is played 3 times. For homework the students memorize any new vocabulary, verses, ideas, etc.

c. High level

The students are told the words at the bottom underneath immediately. There is no discussion and the songs are played twice. The students must do the given tasks and use the vocabulary that they heard. If it is acceptable the song is marked with the highest scores and they are given applause. The whole song (music, lyrics, ideas, message, etc.) is discussed and any vocabularies that are not known are memorized.

Commonly, the researcher wants to observe the procedure of using song lyrics in the students' book of the 2013 curriculum for teaching vocabulary and the problems faced by the teacher in using song lyrics for teaching vocabulary.

B. RESEARCH METHOD

In this research, the researcher uses the descriptive research. Arikunto (2007: 234) states that descriptive qualitative has not purpose to test the hypothesis, but just describes some variables and condition naturally. The subject of this research is limited to the teacher and the seventh grade students of SMP Amal Mulya Tawangmangu in 2014/2015 acedemic year. The object of this research is how the use of song lyrics for teaching vocabulary and the problems faced by the teacher in using song lyrics for teaching vocabulary. The data of this research is all information of activities of the teacher and the students which research takes from field note of the observation. There are three sources of the data; there are teaching-learning process, interview and document. The research is using instruments of collecting data namely;

1. Observation

In this research, the researcher observes the use of song lyrics for teaching vocabulary at SMP AMAL MULYA Tawangmangu. The researcher wants to get the real procedure for using song lyrics through

vocabulary process of the students. The researcher focuses on the learning process.

2. Interview

The researcher collects the data by interviewing the teacher. The respondent is the teacher. The researcher prepares some questions for interviewing in order to get information related to the research problems. The result of the interview is to know the use of song lyrics in student's vocabulary.

3. Document

The documents are syllabus, lesson plan, teaching materials, students' worksheet, and evidence photos taken during using of song lyrics in teaching vocabulary.

The researcher analyzes the data using three steps of technique for analyzing data namely; data reduction, data display, and drawing conclusion or verification.

a. Reducing the data

The researcher describes the procedure of the use song lyrics for teaching vocabulary. The researcher discusses the finding based on teaching learning process. Then, the researcher writes a summary from the points of data and classifies the data and reduce the data that not importance.

b. Display of the Data

In this step, the researcher discusses and displays the data in the description form that have correlation with categories. The finding data of the research consist of data from observation, interview, and document.

c. Verifying the data

In this step, the researcher drawing conclusion based on research.

C. RESEARCH FINDING AND DISCUSSION

Song lyrics were used to teach vocabulary at the seventh grade of SMP AMAL MULYA Tawangmangu. The teacher uses song lyrics in students'

textbook as a media for introducing new vocabulary. There were five song lyrics in the students textbook that were sung by the teacher and the students. The teacher and the students sang the song lyrics as teaching learning activities. The teacher and students sang a song lyrics of "Good Morning", "Bingo", "Mother How are You Today?"," I Have a Dreams", and "Old McDonald".

In the teaching learning English, there are students' textbook. Based on the 2013 curriculum in students textbook there are seven song lyrics, but the teacher only uses five song lyrics.

a. The first songs in the students' textbook that teach were *"good morning",* and *"bingo".* The rhyme song *"good morning"* is same with *"if you're happy and you know it"* song. This song was sung by the teacher and the students to open the meeting in the class. It makes the students interested in teaching learning process. "*Good morning"* song also has aim to greet for students in a form of song. This song can help the teacher to teach language in a natural structure and rhythm. The statement above support by Zogota (2011:5) states that there are some varieties of songs for classroom; the first is the uses of nursery songs, chants and rhymes. In the early years of language learning, using the nursery songs and poems that native-speaking infants are taught. It has function using varieties song that is they use the language in a natural structure and rhythm (song "Good morning", "We wish you merry Christmas","Touch my head"…).

b. Based on the students' textbook, the second song is A "Bingo". After the teacher taught the bingo song, the teacher changes the lyrics of bingo song with spelling name of friend. So, this song not only as icebreaking but also taught the students to spelling name of friend.

c. The third song is Old *"McDonald".* This song is used for ice breaking. Using icebreaking in the teaching and learning can make the student easier to study English and enjoy in the class. According Zogota (2011:5) states that there are varieties of song, music and lyrics use in

the classroom: the first is use of nursery songs, chants and rhymes, second is folk songs, third is the role of popular songs, rap songs, hip-hop song and musical, fourth is country and western songs, the last use of classical music. The Old McDonald song includes Nursery song, chants and rhymes. It has a function makes the students fun.

d. The fourth song in teaching vocabulary using song lyrics based on students' textbook 2013 curriculum is *"Mother how are you today"* songs. The teacher guides the students for doing their worksheet. The students can open dictionary and ask to the teacher when they feel confused. After finish the worksheet, the teacher and the students sing this song four times.

The procedure is supported by Zogota (2011:10) who states that song can be used into 3 levels, based on students, language skill, and their age. There are first is low level, second is intermediate level and the last is high level. The song *"Mother how are you today"* include in low level or in the easiest levels

e. The last song is *"I have a dream"* song. These steps or guide in teaching *"I have a dream"* song supported by Nation (2008: 5-6) who states that the principle should guide the direct teaching of vocabulary.

1. Only high frequency vocabulary and vocabulary learning strategies should be systematically taught, and teacher should know where the learners are in their knowledge of these words.
2. The amount and strength of learner depends on the quality of mental processing. The quality of mental processing can be increasing by giving attention to a range of aspect involved in knowing a word, generative use and by giving attention to word part and helpful etymology.
3. There are many ways of communicating word meaning. The best are clear, simple, and brief.
4. The meaning given should describe the underlying meanings that include most of the words uses and sense.
5. Words should not be taught with other that belong to the same lexical set, are near synonymy or opposite.
6. There should be repeated opportunities for increasingly spaced retrieval of each word. Direct teaching as only part of one of the four strands that are word should be met in, and is only one way of giving deliberate attention.

7. Learners should take control taught how to learn vocabulary and how to choose vocabulary to learn.

The problem faced by the teacher when the teacher uses song lyrics for the students in teaching vocabulary is: the students listen the music of lyrics based on the students' textbook, they do not understand the word, because the students never hear before. After 2 or 3 times the students listen the music of song based on the students' textbook they are interested in learning deeply by translating, looking in the dictionary or asking the teacher clearly. So, the teacher needs much time to explain the meaning of the song to make the students understand.

D. Conclusion

Based on the result of data analysis and research finding, the researcher concludes that the uses of song lyrics for teaching vocabulary are as follows:

1. The teacher uses song lyrics in the 2013 curriculum students' book to teach vocabulary in the seventh grade of SMP Amal Mulya Tawangmangu. The uses song lyrics have two goals. The first goal for teach vocabulary and the second goal for icebreaking. The procedure of uses song lyrics for teach vocabulary is as follows:

   a. The teacher prepares video or audio based on the students' book.

   b. The teacher plays video or audio for the students 2 or 3 times to make the students familiar with new words in the song.

   c. The teacher and the students sing a song together 2 or 3 times.

   d. The teacher guides the students to learn the meaning of new words deeply and clearly.

   e. The teacher gives the students worksheet.

   f. The teacher and the students corrected the worksheet.

   g. The teacher and the students sing a song again.

   The procedure uses song lyrics for icebreaking is as follows:

   a. The teacher prepares video or audio based on the students' book.

b. After the teacher and the student finish the lesson, the teacher asks to the students to singing a song.

c. The teacher plays video or audio for the students 2 or 3 times to make the students familiar with new words in the song.

d. The teacher asks to the students about the meaning in this song.

e. In the end of the lesson, the teacher and the students sing again.

2. The problem faced by teacher in teaching vocabulary using song lyrics at the seventh grade students of SMP Amal Mulya Tawangmangu is:

The students do not know the meaning of vocabulary in the song because the students never hear the song before.

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