IMPROVING VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMPN 14 SIGI THROUGH SONGS LYRIC

Lentina Gultom, Mochtar Marhum and Ferry Rita
tintin.gultom@gmail.com

Abstrak

Tujuan penelitian ini adalah untuk meningkatkan penguasaan kosa kata terhadap siswa kelas 7 SMPN 14 Sigi melalui lirik lagu lagu Tahun Ajaran 2017/2018 yang berjumlahkan 30 siswa. Pertanyaan penelitiannya adalah : Bagaimana penguasaan kosa kata dapat ditingkatkan melalui lirik lagu lagu terhadap siswa kelas 7 SMPN 14 Sigi? Metode penelitian ini ialah penelitian tindakan kelas yang dilakukan dalam 2 siklus. Dari tanggal 17 sampai tanggal 28 November 2017. Setiap siklus terdiri dari 4 kali pertemuan dimana disetiap akhir pertemuan diadakan evaluasi. Instrumen yang digunakan untuk mengumpulkan data ialah lembar observasi, catatan lapangan, dan test. Test digunakan untuk mengukur pencapaian siswa setelah pelaksanaan disetiap siklus. Kriteria pencapaian individu ialah 65 dan kriteria pencapaian klasikal ialah 70. Jumlah nilai yang diperoleh pada siklus 1 ialah 1585,91 dengan nilai rata rata 52,86 dari 30 siswa. Maka dari itu hanya 30% atau hanya 9 orang siswa yang memenuhi kriteria pencapaian per individu 65 dan kriteria pencapaian klasikal 70. Setelah peneliti dan kolaborator merevisi perencanaan belajar, pelaksanaan pembelajaran, observasi dan refleksi untuk siklus 2, ditemukan perbedaan yang sangat signifikan menjadi 2159.89 atau 27 orang siswa yang memenuhi kriteria pencapaian per individu 65 dan kriteria pencapaian klasikal 70 dengan rata rata 71.99 (90%). Dapat disimpulkan bahwa lirik lagu lagu bahasa Inggeris anak adalah media yang efektif untuk meningkatkan kosa kata pada kata kerja dan kata benda terhadap siswa SMPN 14 Sigi tahun ajaran 2017/2018. Akhirnya, peneliti juga menyarankan kepada peneliti lainnya bahwa mereka juga bisa menggunakan lirik lagu lagu sebagai salah satu media pengajaran kosa kata pada kata kerja dan kata benda.

Kata Kunci: *Meningkatkan, Penguasaan Kosakata, Lirik-lirik Lagu.*

Vocabulary as a part of linguistics competence is then an essential component learned in language learning. As well as vocabuary has important role to support the four language skills of English as stated in the 2006 curriculum. It is one of the items that have to be mastered by the students in learning English, because no one can speak English if they have limitted vocabulary. In the other words, without a propotional amount of vocabulary, anyone get trouble in his or her reading, listening, speaking, and writing. The Objectives of the Research is to prove thatthe use of songs can improve the vocabulary mastery of the seventh grade students at SMPN 14 Sigi.

The Significance of Research is expected that the result of this research will be useful for English teacher, students and the institution particularly junior high school. 1). This research will give a meaningful input to encourage the students' enthusiasm to improve their English vocabulary. 2). The song will be helpful for teachers who apply the appropriate technique in improving students' English vocabulary. 3). She hopes that the implementation of songs will be useful for improving the quality of English subject in school related to the curriculum. 4). The result of this research will be essential information for further researcher to conduct their research in improving the English vocabulary of the students.

The Scope of the Research focused on improving English vocabulary through songs' lyric. To be specific, she limited her

research to describe and identify noun and verb in pronounce or spell and understanding of song lyric with their meaning. Then, how to express the words to a simple sentence.

Vocabulary is the basic of language. It is words that can be used by individual speaker and is a very useful thing to master a language. The vocabulary of someone is defined either as the set of all words that understood by that someone of the set of all words likely to be used by that someone when constructing new sentences.

There are some definitions of vocabulary proposed by linguist experts, Hornby (2000: 1447) defines vocabulary are; Firstly, all the words that person knows or uses. Secondly, all the words in particular language. Thirdly, the words that people use when they are talking about a particular subject. Fourthly, a list of words with their meaning. It means that a language that people used to talk a certain topic consists of a number of words.

Nunan (1992) states that vocabulary is more than list of target language words. Vocabulary is part of the language system. It means the quality of learners' vocabulary influence the four language skills. Moreover, Renadya (2002: 255) proposed that vocabulary is an important part of language propficiency and grant much of the basis for how well learners listen, speak, read, and write. He said that the learners can achieve less than their potential without an extensive vocabulary and strategies for acquiring new words. In addition, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. When students want to speak, they need vocabulary so do when they want to read and to write. It means the students need vocabulary for listening, speaking, reading, and writing.

Kinds of Vocabulary

There are numerous kinds vocabulary based on several experts. First, vocabulary is

devided into two kinds dealing with the characteristic of the words.

a. Active vocabulary: it refers to the language item which the learners can use appropriately in speaking and writing. Active vocabulary also called as productive vocabulary.

b. Passive vocabulary: it refers to language items that can be recognize and understood in the context of reading and listening. It is the vocabulary that readers have a general sense of a word's meaning but are not sure of its many meanings or nuances of meaning. It is also called as receptive vocabulary.

Second, vocabulary often occur in the language dealing with frequency and range. It can be devided into four levels as follow:

a. High frequency words are the 2000-3000 most frequent word families. The first priority is in vocabulary learning because these word in account for 80% or more of the running words in any written or spoken text.

b. Low frequency words. All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, educational background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.

c. Academic words. Words families occur much more frequently in academic texts (text book, lectures, handout, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

d. Technical words. Low frequency word families which are used in particular discipline, profession, sport, culture or other special field. They are normaly known only by people with an interest or expertise in relevant area.

Nation also identifies the categories of knowledge about vocabulary:

a. Form: Readers recognize the word in print and distinguish its various grammatical form (noun, verb, adjective, adverb).
b. Position: Readers know the grammar pattern and structures in which a word can occur and the words that frequently appear before or after it, the collocations.
c. Function: Readers know how common or rare the word is and what types of situations and texts it would most likely occur.
d. Meaning: Readers know the various meanings and nuances of a word as well as its synonyms.

With the references above, the classification of vocabulary that it has its own utility when it is used. It means that the words are a part of people's way of living or tools to communication in language which is used by a person for showing and telling their opinion and ideas based on their need. In addition, the richness of person's vocabulary is popularly to be reflection of level education.

Parts of Speech

Parts of speech refers to an identifying label given to a word based on how it is used in a sentence. It is the first step in grammar study just as learning letters of alphabets is the first step to being able to read and write. By learning parts of speech we begin to understand the use or function of words and how words are joined together to make meaningful communication. According to O'Brien (2015), " there are eight parts of speech, they are Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjungtions, Interjunctions". Noun and Verb are the parts of vocabulary and it is important for the students to understand them.

Noun

A Noun is a word to give the name of a person, an object, a place, or a thing. And noun is usually applying in daily communication. According to Nordquist (2015) " Noun is the part of speech that is used to name or identify a person, place, thing, quality or action".

Here are four kinds of noun difined by Sulaiman and Muradi (2011:7) as follows:
a. Common nouns are the names of common object which denote no particular person or things.
b. Proper nouns are the names of particular persons, places, etc.
c. Material nouns are the names of the matter of substance of which things make.
d. Collective nouns are the names that denote a collection of similar individuals, think as one complete whole. A collective noun point out some individual whole, and therefore the verb following is singular.
e. Abstract nouns are the names of qualities, state, or action.

Verb

A verb is one of the basic building structures of a sentence in most language. It is a word that says something what a person or thing does, do or has done. To make a grammatical sentences we require at least one noun, which functions as a subject act and one verb which functions as action.

Verbs in English divided into three classification as follows:
1. Auxiliary verbs and Marginal verbs are subdivided into:
   a. Primary auxiliary verbs To be (*is, am, are, was, were*); To have (*have, has, had*); To do (*do, does, did*). For example in sentences:
   b. Central modal auxiliary verbs *can, could, may, might, be allowed to, shall, should, be going to, will, would, must, have to, had to*. For
   c. Marginal modals *need to, ought to, dare to, used to.*
   d. Modal idiom (marginal) *had better*.
   e. Semi-auxiliaries *have to, be about to, be able to, be going to, be supposed to.*

f. Catenative verb *appear to, happen to, seem to, get + past participle,keep + present prticiple.*
2. Lexical verbs are subdivided into:
   a. Verbs based on tenses classification as infinitive and past tense.
   b. Verbs based on inflectional existence in Regular and Irregular.
   c. Past pasticiple

The Importance of Vocabulary

To show how important vocabulary is, Bromley (2004) states that vocabulary holds some important roles in teaching-learning process. They are as follows:
1) Promoting fluency. Students who are understand many words read more quickly and easily than those who are not.
2) Boosting comprehension.
3) Improving achievement. Students with large vocabularies score higher an achievement tests than those with small vocabularies.
4) Enhancing thinking and communication. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting.

The Report of the National Reading Panel (2000) in John and Shane (2004) concluded, "The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power rely on continuous growth in word knowledge" (pp. 4–15). It means that to master the language skills someone needs to master the vocabulary first.

Techniques to Teaching Vocabulary

In teaching vocabulary, the teachers should have some techniques in order to make students familiar with the vocabulary, so that they understand new word easily. The technique functions not only to help the students grasp the meaning of the words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of the students. According to Allen, there are three techniques of teaching vocabulary:
a. Alphabetical order: Even for a list of new words on the textbook page, alphabetizing way is appropriate in helping students to find a word
b. Showing the meaning of the words through pictures, explanation in mother tongue, and definition in simple English
c. Drawing attention to meaning before drilling words.

Content in Teaching Vocabulary

In teaching vocabulary, the teacher should know how vocabulary reaches the classroom. It means that the teacher should prepare the content beforehand about what the teacher select form. Gairns and Redman identify for main sources:
a. The course book. This will include the written and spoken text, activities for the presentation and the practice of grammatical structure, testing exercise, and so on. Even the instruction for classroom activities can form a source of new vocabulary.
b. Suplementary materials provided by the educational institution or selected by the teacher him/herself. This may include texts, drill, narratives, role plays, exercises, video, songs, etc.
c. The students. A wide range of unanticipated and unpredictable items will inevitably surface from student enquiries, quiries, and errors.
d. Specific vocabulary activities designed by the teacher for her particular group of students.

Problem in Teaching Vocabulary

Correlating with our culture and its rules, English as foreign language has many problems that we meet related to teaching vocabulary refer to the students and the teacher. Coady and Huckins (1997) identify some the typical meta-cognitive attitudes that both teacher and students can hold toward

teaching and learning of vocabulary in a second or foreign language as follows:

a. Vocabulary is typically neglected in foreign or second language instruction.
b. In general, students feel what word are very important and are eager to learn them.
c. In contrast, teacher tend to feel that words are easy to learn and grammar is a challenge.
d. Many teachers and studentss feel that teaching vocabulary is a low level intellectual activity unworthy of their full attention
e. Consequently, many teachers seem to conclude that words are going to be learn naturally from reading and do not need to be taught.

Songs

Song as Pedagogical Tools One opportunity of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Song can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey,1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992).Songis 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.

Song Function

There are many function of songs in the view of linguistic, psychology, cognitive, social and culture. It is used not only for fun but also for educational as in teaching English aspecially in improving students' vocabulary. It also can be considered that the songs with easy text would help the students develop English proficiency, especially vocabulary. The function of songs are invaluable tools to develope students' abilities in listening, speaking, reading and writing, and can be used to teach variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjective, and verbs. Furthermore, the teaching of English to young learner by using song has many benefits. One of the benefits is the students will feel comfort and relax because of its good atmosphere which will enhance their proficiency. In the same field, it also explain that the activities throughsongs offer a great deal of advantages in promoting of English.

Advantages and Disadvantages of Song

As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication as follows:

1) Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process.
2) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.
3) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.
4) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make they active again.
5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.

6) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.
7) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song.
8) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.
9) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.
10) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

Song for Junior High School

Before starting any song activity, teacher should be well prepared. They need to select the song. The seventh grade students need children songs, which are appropriate with their age. Children songs have the simply lyrics and meanings than the songs for adults. For adults most of their song using idioms that are difficult to understand and to interprate the meaning, which content in those songs.In other words, they do not have the same accsess as older learners.

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 andthe 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.

Teaching Vocabulary through Song Technique

The seventh grade students of junior high school are still children. Especially the seventh grade students of SMPN 14 Sigi are the new comer in learning English. So that why, they are not going to learn something new which is not attractive and not enthusiasm for them. For instance, when the atmosphere of the classroom is monotonous, they need variation in teaching learning process.

In this case the writer will apply song lyric, andthen she plays the song and she asks the students to identify the vocabulary of verb and noun of song lyric and ask all of students to write on their notebook. If the answer is wrong, the teacher will explaincorrectly.

Using songs in the classroom is aspecial thing. Songs provide the material in English that students want to understand. They want to be able to sing the song the song and understand them. It is become the teacher responsibility to provide an appropriate song.

In choosing the appropriate song, Griffe lists four categories:
1. The class: it is including the total number of the students and their age, the time of the day, the language level of the students, and their musical interest.
2. The teacher: it is including the teacher's age and musical interest, the classroom support to convey the songs, and teacher's purpose.
3. Classroom opportunities, it is including the teacher's level of independence in determining the material of curriculum, free class time, and lesson supplement.
4. The music, the kind of music interest, the song that requires support to the lesson, and lesson plan.

After deciding the criteria of appropriate songs, we can find the song in many sources. Then, we can use one of many ways to introduce the songs and to improve vocabulary in the classroom.

The researcher appplied CAR (Classroom Action Research) as the design of this research. CAR was used to improve the quality of the English teacher's performance as well as the students' achievement in learning English in the classroom. This research designed to identify students' problems and students' achievement during the teaching-learning process. Then they were followed by planning, action, observation, and reflection process. This research was conducted collaboratively between the researcher and another lecturer of English as the collaborator.

The designed. The researcher focused in two aspects in the action research; they werethe process and the students' achievment in the teaching of activities was done by the researcher according Kemmis and Mc Taggart, they are planning, action, observation, and reflection.

The subject of this research was Grade Seventh Students of SMP Negeri 14 Sigi that consists of 12 female students and 18 male students, totally 30 students. This research was conducted in the first semester of academic year 2017/2018 at SMP Negeri 14 Sigi, Lindu subdistrict.

Generally, there were two kinds of data in CAR, namely quantitative data and qualitative data. First, the quantitative data would be obtained from the result of the test done by the students. The data indicated the students' learning outcomes. Second, the qualitative data would be gained from the result of observation toward students' and teacher's activities in the classroom. To make it clear, the data of this research was collected from the students, lecturer, and the collaborator. In relation to the procedures of data collection, the instruments used are observation checklists, field notes, and test.

The students' individual scores had been calculated by using the formula proposed by Sugiyono (2013: 123):

$$\sum = \frac{x}{n} \times 100$$

Where:
$\sum$ = the students' individual score
x = the obtained score
n = maximum score

In this research, the criteria are based on agreement has been set by the school for each subject at SMPN 14 Sigi (seventh grade). The individual minimum criteria of mastery was 65 and the classical minimum criteria of mastery was 70.

FINDING AND DISCUSSION

Cycle 1

The first cycle was done in four meetings including the test aiming at finding out the student's ability in identifying and describing vocabulary words belong to verbs and nouns through children English songs. Children English songs were used as teaching materials and tests. Songs were displayed through loud speaker with the MP3 flash disk, while the copy of English song lyrics were distributed to the students. The students discribed and identified vocabulary words belong to verbs and nouns from the copied of songs and wrote them all on their note book with the meaning which was translated by the researcher and the students

Data obtained from the cycle 1 were presented and analyzed using qualitative and quantitative procedure. The researcher analyzed data by using simple statistical analysis and percentage formula.

Planning

The researcher started her research by discussing some preparation with her collaborator before time for acting and observing to make everything was under control and effeciently managed. Instructional materials such as designed lesson plan; prepared teaching aids to be used in the classroom especially loud-speaker with flash disk; English dictionary and song lyrics as teaching material and tests were selected and developed to support her research. The song lyrics were be function as the instrument to asses students in identifying and describing the vocabulary words belongs to verb and noun. They also provided some instruments to collect data, such as observation checklists and field notes. The observation was done to know whether the students had been already known with this technique or not. This way was taken in order to achieve the target of learning and teaching process. This was done to see the result of

each meeting on how the application of English songs could improved students' vocabulary words.

Implementing

The researcher planned to carry out fourth meetings in cycle one. The first meeting was conducted on Friday, November 17, 2017. The second meeting was conducted on Saturday, November 18, 2017. The third meeting one was conducted on Monday, November 20, 2017 and the last one meeting on cycle one was conducted on Tuesaday, November 21, 2017.

In this cycle, the researcher still found some weaknesses of the teaching learning process. She was not able to manage the class condition. She should make all the students active, not only some of them. Some students only chatted and made trouble in the class. They needed to be warned. The students still found the difficulties and confuse to describe and identify the vocabulary words belong to verb and noun correctly, some students did not remember well the vocabulary that had been taught by the researcher in the previous lesson. But, the teaching learning process ran well. Students were enthusiastic when the song was played more than twice by the loudspeaker. They were enjoy in English class. They were motivated to join the next meeting because they could relax in learning vocabulary. The activity in cycle 1 did not only give students new vocabulary but also made them be relax during the class process.

On the first cycle, it was obtained the average value of students' achievement 52.86 and learning completeness reached 30% or there were 9 students from 30 students who passed the minimum criteria of mastery on vocabulary. The other 21 students (70%) were below the standard of the passing criteria (65). These students were considered failed. The result of the cycle 1 test had not reached the target criteria of research success that was set to 70% of the students got score 52.86. The results showed in the first cycle

for the percentage of students' mastery learning was smaller than the desired percentage of completeness that is equal to 70%.

Reflecting

Reflecting stage dealt with the activity to reflect the implementation of the action during a cycle which was obtained through the results of the observations.The researcher recalled all information which provided the base for the revise plan for the next cycle and discussed with the collaborator to get feedback. They made a discussion concerning with the activity in the class. From the discussion, the researcher got some important feedback for example the researcher should notice passive students singing songs and ask them to be more active on the next meeting. Feedback is important inre-planning the next action. It can change a certain action in order to increase the teaching learning process.

Revision

Revised plan was needed for the implementation of teaching and learning activities. Revision was done in the next cycle.
1. The researcher needed to distribute her time better by adding information that was necessary and notes.
2. The researcher should be more eager to motivate students so that they were more enthusiastic and paid attention well
3. The researcher must put them in the situation that would ease them to be activeduring the learning process.
4. The researcher have to solve the students problems by asked their condition, felt, and need during the teaching and learning process up to end the class on the next cycle.
5. The researcher acted as a model how to spelling or pronuncing the song lyrics line by line in front of the students in teaching and learning activity, there was a better

chance for students to learn and interact with paid attention seriously.

Cycle 2

Implementing

Implementation of teaching and learning activities for the second cycle was held Friday, November 24, 2017 for the first meeting and on Saturday, November 25, 2017 for the second meeting. The third and the fourt meeting were on Monday, November 27, 2017 and on Tuesday, November 28, 2017. The total number of students in a class with still 30 students. As for the teaching and learning process refers to a lesson plan with regard to the revision of the first cycle, so that drawback in the first cycle would not be repeated in the second cycle. Observation held in relation with the implementation of teaching and learning.

The students, during the activities were following the instruction and trying to memorize the words given. Same as the first cycle but in this meeting they were more active because they had already experienced. During the process of learning, almost the all of the students were paid attention to the materials and some of students were talking with their friends and asking each other about the words. However, the only two students were not actively doing their task. Finally, the studentls did the test, and submitted their answers.

Both the average mean score of students and the percentage of mastery learning had improved better than those were in the first cycle. It was shown by the average mean score (71.99) and learning completeness where there were 3 students from 30 students who not passed the minimum criteria of mastery which means 90% of the students. These results indicated that the students' achievement on second cycle had reached the criteria of successful for the research.

Reflection

Based on the result of students' learning achievement conducted in cycle 2, the implementation of teaching and learning activities of information obtained from observations as follows:

1. The students had already found their better way to identified and described the vocabulary words belong to verb and noun through Children English song.
2. By acting as a model how to spelling or pronuncing the song lyrics line by line in front of the students in teaching and learning activity, there was a better chance for students to learn and interact with paid attention seriously.

Revision

Based on the result of the second cycle in which the score obtained had passed the criteria of successful for the research, there was no need to do revision. Thus, the research was stopon the second cycle.

Discussion

Based on the research questions, the research was focused on the implementing Children English song lyrics as a media in improving vocabulary mastery of the seventg grade students of SMPN Negeri 14 Sigi . The findings of the research shows the results that the implementation of media could improved English vocabulary mastery of the students.

From the research, it shown that the process of learning vocabulary by using English Children song lyrics had given positive results. The use of that song's lyrics improved the students' learning achievement of vocabulary. The students' vocabulary, based on the test on the first and the second cycle, hadimproved classically from 30% to 90%. Furthermore, at the second cycle,the criteria for the research to be successful and reached.

The students' activities during teaching and learning process based on the data analysis, itfound that the students' activities during teaching and learning process by using song lyrics had raise on the second cycle. During learning the students paid attention to the researcher's explanation and even answered her questions about their condition, need to, and felt. The studentss were more active on the second cycle when they were given more time to sang the song together with paid attention seriously to the researcher acted as a model to spell the song lyric line by line slowly, loudly and briefly. Sometimes the researcher and the students sang with the simple coreo to express the song together.

Based on the data, the observation checklist which was done by the collaborator, the researcher's activities and the students' activities during the lesson were almost all done as the procedures. The researcher's activities were happen based on the constructed lesson plans and the instruction for students could be followed by almost all of them. It means that the first and the second cycle had been passed thoroughly based on the lesson plans.

The researcher realized some of students' attitude during learning that must be increased. First, the students must be put in condition in which all of them active and cared during the lesson, by not ignoring cooperation among them and also peer working; not all of the students had good participation and understanding of tasks which were given. Secondly, the researcher must let them do more participation during lesson by giving them more chances to express the words they were going to write, by providing complete instruction on what they were going to do. The researcher instructed them to spelling and pronouncing each of vocabulary word line by line and found the words meaning by opened dictionary. Finally, based on the above consideration, the researchergave more time to the students presenting the simple sentence on their note book or in to whiteboard themselves.

CONCLUSION AND SUGGESTIONS

Conclusion

The Implementation of Song Lyrics improve the student's vocabulary mastery at seventh grade students of SMPN 14 Sigi.Having conducted the research of teaching English vocabulary at the Junior High school level, it shown that the implementation of song Lyric can improve the students' vocabulary mastery. There were several improvements reached by the students, not only on their academic score, but also on their behavior to the lesson. Dealing with the score that the students got, there was a significant improvement. The use of Children English songs improves the seventh grade of students' achievement in learning English especially in vocabulary mastery. The comparison between the mean score of the test's result in cycle 1 and cycle 2. For the cycle 1 was 52.86 and to become 71.99 for cycle 2. It means that using song lyric to teaching vocabulary the students were more active, enthusiastic and also interested to take a part in the lesson. They were not shy anymore and they were highly motivated to join the instructional process. It also increased their confidence. As the final result, they could remember the meaning of words easily.

Suggestion

In the end of this chapter, the researcher would like to give suggestions related to this research which will hopefully be useful for Junior high school and other researchers. The suggestions are as follow: The students in junior high school should be able to the most suitable technique or media to be applied in the teaching learning process. It becomes the important point as the key of success for the students in learning. The teacher should make a supporting classroom atmosphere as interesting as possible. It means that they can enjoy and relax in learning English without feeling reluctant to be involved into the lesson conducted. In applying lyric song media in English learning, students considered some aspects such as: the material, the clearness of the instructions, students' understanding with the commands.

To other researchers, in teaching English for children, this research can be used as the source in gaining more information in how to teach them with direct instruction. It can also be used as this media to improve students' vocabulary by applying it in a different topic. In this research, it can be found the way of presenting certain topics by using the lyric song to improve students' vocabulary mastery. It involves some steps which are done orderly with fun activity for each meeting to attract students' participation to the lesson.

REFERENCES

Bromley, K. (2004). *Rethinking vocabulary instruction*. The Learning and Literacy Spectrum,14, 3-12.

Coady, J. and Huckin, T. (1997). *Second Language Acquisition*. Cambridge University Press.

Depdiknas, (2006). *Kurikulum 2006:Standar Kompetensi Mata Pelajaran*. Jakarta: Depdiknas.

Murphey, Tim. *Music □□Song*. Oxford: Oxford University Press, 2002. 1st published 1992. 151 s. ISBN 0 19 437055 0

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington DC: National Institute of Child Health and Human Development.

Nordquist,Richard,2015.*Noun*.http://grammar .about.com/od/mo/g/nounterm.htm on July 24th, 2016.

Nordquist,Richard,2015.*Vocabulary*.http://gr ammar.about.com/od/tz/g/vocb term.htm.On July 25th, 2016.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.

O'Brien, Elizabeth.(2015). *English Part of Speech*. http//www. English-grammar-revolution.com/parts-of-speech.html on July 24th, 2016.

Richards, J.C. and Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthology of current Practice*. New York: Cambridge University Press.

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif*. Bandung: Alfabeta.

Zogota, Nellija. (2011). *Using Songs, Music, and Lyrics in English Teaching"*. Rogovka: Nautreni Secondary School.