

IMPROVING THE EIGHTH GRADE STUDENTS' ACTIVE PARTICIPATION AND VOCABULARY ACHIEVEMENT BY USING ENGLISH POP SONGS AT SMPN 1 GLAGAH BANYUWANGI

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Abstract

This Research was intended to improve the eighth grade students' active participation and their vocabulary achievement by using English pop songs at SMPN 1 Glagah, Banyuwangi in the 2013/2014 Academic Year. The research design was Classroom Action Research (CAR). The research subjects were the students of class VIII B at SMPN 1 Glagah, Banyuwangi. The data were collected through the vocabulary test and observation. The data were analyzed statistically. The result showed that there was an improvement on the percentage of the students who got score 70 or higher. It improved from 72% in cycle 1 to 83.3% in cycle 2. Besides, there was also an improvement on the percentage of the students who were actively participated in the teaching learning process of vocabulary by using English Pop Songs. It improved from 80.6% in cycle 1 to 84.8% in cycle 2. It means that the use of English Pop Songs in the teaching learning process of vocabulary could improve the students' active participation and their vocabulary achievement in 2 cycles. Therefore, it is suggested to the English teacher to use English Pop Songs as media and material in teaching vocabulary.

Keywords: *English Pop Songs, Classroom Action Research, Students' Vocabulary Achievement, Vocabulary Achievement.*

Introduction

Research about the use of songs in English language teaching have proved that it is able to help English as a foreign language (EFL) students learn English vocabulary well. When the English as foreign language, students were exposed to sing English songs while they were learning English, the learning atmosphere was relaxing, conducive, and fun because students were given a chance to listen to the songs. To learn English vocabulary can be done through the English songs. This research was focused on the use of English pop songs to improve the eighth grade student's active participation and their vocabulary achievement.

English is the first foreign language in Indonesia where its function is very important to gain knowledge, science and technology, arts and culture, and establish international relationship. Language is a part of human life. As stated by Brown (in Tarigan, 1993:7) language is a systematic system that is used as a tool of communication. The objective of teaching English in Indonesia, as stated in the Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan /KTSP*) 2006 for SMP or MTs, is developing the ability to communicate the target language

(English) in the spoken and written forms. It is issued by Permendiknas No.22 tahun 2006.

There are four English language skills that should be mastered by students. They are listening, speaking, reading, and writing. The four skills must be taught integratedly because they are interrelated. The success of one skill depends on the success of the others. Besides the main skills, English has also three components, they are grammar, pronunciation, and vocabulary. As the basic components of the four language skills vocabulary should be mastered well. Tarigan (1986:2) says the quality of the students' language performance depends on the quantity and quality of vocabulary they have. The richer the students possess the vocabulary, the bigger their possibility to master the language skills. It means that vocabulary is one of the language components which should be learnt and mastered in order to have good English language. Without having sufficient vocabularies, the students might get difficulties to learn English. Meanwhile, teaching English as a foreign language (EFL) to the students is not an easy job. The students often face some difficulties and problems in acquiring English as their foreign language. In this case, the teacher should be more creative and should make the lesson more interesting.

At Junior High School, vocabulary is the main step to learn English because without mastering a lot of English vocabularies, the students might experience difficulties in mastering English when they are at senior high school. Thus, vocabulary should be the first priority in English Language Teaching. According to Wilkins (in Thonburry, 2005:13) vocabulary is the most important thing in learning language. He says, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that by mastering vocabulary with grammar, the students might produce sentences easily either in spoken or written forms. They can also communicate with other people fluently and express their idea confidently.

A teacher needs to build a strategy to make it more interesting and enjoyable to learn. The English teacher can use media, such as real objects, story telling, games, flashcards and songs to teach vocabulary. Based on the preliminary study that was carried out by doing an interview and the observation that was conducted with the English teacher at SMPN 1 Glagah Banyuwangi, the researcher found some problems faced by the students in learning vocabulary. The problem happened to the eight grade students, especially in class VIII B. Some students felt bored and lost motivation in learning English especially in vocabulary. Besides, they were difficult to memorize the words. Besides, the teacher still used the monotonous teaching techniques in teaching the materials. There were no variations or other teaching media used by the teacher. Most of the students seemed passive while the teacher was explaining the materials. The standard passing grade of vocabulary in this school is 70, but there were more than 50% of the students had not achieve the standard passing grade. The teacher explained the materials from textbooks, asked the students to memorize, and then asked the questions given. This way made the students get bored and lost motivation in teaching learning activities. The teacher also said that more than 50% of the students categorized as passive students.

Related to the problems above, the teacher's role becomes important in teaching learning process. To solve those problems, the teacher should be creative and should use an appropriate media with the characteristics of the students. I choose SMPN 1 Glagah Banyuwangi because the English teacher never used media in teaching learning process. One of the media that can be used to teach vocabulary is pop songs. Most of the students enjoy singing songs and they can sing while learning. Philips (in Marlen:2006) states that "many English pop songs are well known even by the youngest learners, especially theme songs of film or television series. Songs also can help students to solve their difficulties in learning language and they would love using songs in the class". Based on the Macmillan dictionary, a pop song is a type of music, usually played on electronic instruments, that is popular with many people because it consists of short songs with a strong beat and simple tunes that are easy to remember.

Some previous researchs of vocabulary achievement through English songs were conducted by the

students of the faculty of Teacher Training and Education of Jember University. Kholifah (2012) focused her study on improving the Class VII B students' vocabulary achievement by using English Songs at SMP Negeri 1 Jambesari Darussolah Bondowoso in the 2011/2013. Another research by, Afifa (2010) also focused the study on improving the Fifth Year Students' Vocabulary Achievement through English Songs SDN Baratan1 Jember. The results of both researches showed that the use of English songs could improve the student's vocabulary achievement as well. Besides, the findings showed that all students gave the positives responses about the use of songs in learning vocabulary such as students were able to memorize the words easier and they were more active in following the teaching learning process.

The problems of the research in this study were: 1) Can the use of English pop songs improve the eighth grade students' active participation in the vocabulary teaching learning process at SMPN 1 Glagah Banyuwangi?, 2) Can the use of English pop songs improve the eighth grade students' vocabulary achievement of nouns, verbs, adjectives, and adverbs at SMPN 1 Glagah Banyuwangi?. The main objectives of this research were: 1) To improve the eighth grade students' active participation in vocabulary teaching learning process at SMPN 1 Glagah Banyuwangi by using English pop songs in the 2013/2014 academic year, 2) To improve the eighth grade students' vocabulary achievement of nouns, verbs, adjectives, and adverbs at SMPN 1 Glagah Banyuwangi by using English pop songs in the 2013/2014 academic year".

Research Method

The research design was Classroom Action Research (CAR). Elliot (1991:69) states that a classroom action research is the study of a social situation that is suitable in the educational field with a view to improve the quality of the action. The purpose of this research was to improve class VIII-B students' vocabulary achievement by using English pop songs at SMPN 1 Glagah, Banyuwangi in the 2013/2014 academic year.

This classroom action research was conducted at SMPN 1 Glagah, Banyuwangi. The actions were carried out in 2 cycles. Each cycle covered the activities of planning, implementation, observation, and reflection (Elliot, 1991:70). The area of this research was determined by using purposive method. Fraenkel and Wallen (2006:100) state that a purposive method is a method for a specific purpose of the research. The subjects of this research were the students of class VIII-B in SMPN 1 Glagah Banyuwangi in the 2013/2014 academic year. The number of the students is 36 students. The methods that were used in collecting the data were vocabulary test and observation.

In this classroom action research, vocabulary achievement test was used to measure the students' vocabulary achievement. It was intended to measure the vocabulary achievement of class VIII B students of SMPN 1 Glagah, Banyuwangi after being taught by using English pop songs. According to Hughes (2003:13) achievement is conducted to measure how successful the individual

students have achieved the goal of teaching and learning process. Hughes (2003:26) states there are two criteria to conduct a test namely validity and reliability. A test is said to be valid if it measures accurately what is intended to be measured. In this research, the test established content validity because the test was constructed based on the indicators to be measured, namely: noun, verbs, adjectives, and adverbs learned by the students. The test that had content validity might be reliable. Hughes (2003:34) states that if a test is not valid, it cannot be reliable. This statement implied that a valid test will be reliable as well. A test is considered to be reliable if it gives consistent result when the same test is given in different time. It means that the result of the scores were the same whenever the test were scored and whoever gives the score. The test that was used to measure the students' vocabulary achievement was objective test in the form of multiple choices. The test consisted of 40 items. Each correct item was scored 2.5 points for the right answer and 0 point for the wrong answer. The total of the score was 100.

In this research, observation checklist was used to know the students' active or passive participation in the teaching and learning process of vocabulary by using English pop songs. It contained five indicators of students' active participation, namely: 1) students answer the teacher's questions; 2) students pay attention to the teacher's explanation; 3) students can identify nouns, verbs, adjectives, and adverbs from the songs; 4) students sing the song; and 5) students do the exercises related to the songs.

Research Findings

This research had two findings. First, the result showed that the use of English pop songs could improve class VIII-B students' active participation in the teaching learning process of vocabulary at SMPN 1 Glagah, Banyuwangi in the 2013/2014 academic year. Second, the result showed that the use of English pop songs could improve class VIII-B students' vocabulary achievement at SMPN 1 Glagah, Banyuwangi in the 2013/2014 academic year.

In this research, the actions were successful if 75% of the students achieved the standard score that was 70, and if 75% of the students actively participated in the vocabulary teaching learning process by using English pop songs.

In the first cycle, the results of observation 1 showed that there were 28 students out of 36 students or 77.8% were categorized as active students during the learning process of vocabulary achievement by using English pop songs; meanwhile, there were 30 students out of 36 students or 83.3% in the observation 2 were categorized as active students. In average, there were 80.6% of the students were active in the learning process. Additionally, the result of the product evaluation in cycle 1 showed that there were 26 students out of 36 students or 72% who got score 70 or higher. Some of the students disliked the song in meeting 2 of Cycle 1 and mostly they were shy to sing, they did not familiar with the songs and they got difficulties in understanding adjectives given. The students also got difficulties in understanding the meaning of some difficult

words. Only some of the students brought their own dictionaries so that it made them difficult to find the meaning of some words quickly. In conclusion, the actions in cycle 1 were not successful yet. Therefore, the actions were continued to cycle 2 by revising some necessary aspects related to the use of English pop songs in the teaching learning process of vocabulary.

In cycle 2, the researcher used songs requested by the students, so that they liked to sing their favorite song in Cycle 2 and they familiar with the songs. The researcher gave the students more explanations about adjectives. Further, the students brought their own dictionaries so that they could find the difficult words and did the exercises quickly and effectively. The results of observation in cycle 2 showed that there were 29 students (80.6%) of 36 students in the first meeting who were categorized as active students during the learning process of vocabulary by using English pop songs and there were 32 students (88.9%) of 36 students in the second meeting who were categorized as active students. In average, there were 84.8% of the students were active in learning process in cycle 2. It means that the results of the observation in cycle 2 achieved the target required that was 75% of the students active in learning process. Further, the result of the product evaluation that was vocabulary achievement test in cycle 2 showed that there were 30 students (83.33%) of 36 students who got score 70 or higher. Based on the results of observation and vocabulary achievement test in cycle 2, it could be concluded that teaching vocabulary by using English pop songs was able improve the students' vocabulary achievement. The action research was ended because it reached the research objectives.

The observation checklist showed that the average percentage of the students' participation in cycle 2 was higher than that in cycle 1. In average, it increased from 80.6% of the students in cycle 1 to 84.8% of the students in cycle 2 who actively involved during the learning process. Therefore, it can be concluded that the use of English pop songs improved the students' participation in learning process of vocabulary achievement. The percentage of the students who got score 70 or higher in cycle 2 (83.3%) was higher than that in cycle 1 (72%). It means that it achieved the target required, that was 75%. It proved that revising some factors helped the students improve their vocabulary achievement. Therefore, the students' problems could be overcome in cycle 2. In conclusion, it showed that the use of English pop songs could improve the students' vocabulary achievement in cycle 2.

The result above proved the theories of the reason why the teacher should use songs to teach English as a foreign language, including in learning vocabulary achievement. As Lynch (<http://www.eslbase.com/articles/songs>) says that songs almost always contain authentic and natural language, a variety of new vocabulary can be introduced to students through songs, songs are usually very easily obtainable, songs can be selected to suit the needs and interests of the students, time length is easily controlled, students think songs are natural and fun. Further, Philips (in Marlen:2006) states that many English

pop songs are well known even by the youngest learners, especially theme songs of film or television series. Thus, they are singing while learning.

Related to the research outcomes above, the use of English pop songs could improve class VIII-B students' vocabulary achievement and their active participation in the teaching learning process at SMPN 1 Glagah, Banyuwangi in the 2013/2014 academic year.

Conclusion and Suggestions

Based on the results, it could be concluded that the use of English pop songs could improve class VIII-B students' active participation in the classroom during the teaching learning process of vocabulary at SMPN 1 Glagah Banyuwangi in the 2013/2014 academic year. Meanwhile, the use of English pop songs could improve the students' vocabulary achievement of class VIII-B students of SMPN 1 Glagah Banyuwangi in the 2013/2014 academic year. This learning media can be used as a consideration to improve the teaching learning process of vocabulary. Therefore, some suggestions are proposed to the following people.

It is suggested to the English teacher of SMPN 1 Glagah Banyuwangi to use English pop songs in teaching vocabulary because English pop songs can increase the students' motivation in learning English especially vocabulary. The teacher can choose the songs from the internet or create a song by himself. Therefore, it can help the students to learn new word and memorize those words easily. As a result, it can help the students improve their vocabulary achievement.

It is also suggested to the students of SMPN 1 Glagah Banyuwangi to be more active during the learning activities in the class and they are suggested to improve their vocabulary achievement by using English pop songs.

The future researchers are suggested to conduct a future research on a similar problem by using the same or different research design to increase the students' vocabulary achievement by using English pop songs at different school and different subjects.

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